## TUESDAY, MAY 9, 2017
### MEETING AGENDA

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
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<tbody>
<tr>
<td>10:00 a.m.</td>
<td>Call to Order</td>
<td><em>(AI)</em> Action Item, <em>(RI)</em> Receive Item, for possible action <em>(DI)</em> Discussion Item at a future date <em>(IO)</em> Information Only</td>
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<tr>
<td>10:05 a.m.</td>
<td>Commissioner’s Report</td>
<td><em>(IO)</em></td>
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<td>10:30 a.m.</td>
<td>Citizens’ Open Forum</td>
<td><em>(IO)</em></td>
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<td>10:45 a.m.</td>
<td>Act on Kansas Curricular Standards for Dance and Creative Movement</td>
<td><em>(AI)</em> page 25</td>
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<td>10:55 a.m.</td>
<td>Act on new appointments</td>
<td><em>(AI)</em> page 27</td>
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<td></td>
<td>a. Professional Practices Commission</td>
<td><em>(AI)</em> page 27</td>
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<td>b. Professional Standards Board</td>
<td><em>(AI)</em> page 33</td>
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<td>11:05 a.m.</td>
<td>Act on higher education educator preparation program standards for ESOL (English for Speakers of Other Languages) K-6, 5-8, 6-12, PreK-12</td>
<td><em>(AI)</em> page 37</td>
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<tr>
<td>11:15 a.m.</td>
<td>Break</td>
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<tr>
<td>11:25 a.m.</td>
<td>Update on Early Learning Roadshows and Kindergarten Readiness vision outcome</td>
<td><em>(IO)</em> page 55</td>
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<td>11:55 a.m.</td>
<td>Lunch <em>(Board Policy Committee will meet in Conference Room 600 North)</em></td>
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<td>1:30 p.m.</td>
<td>Public Hearings on Regulations</td>
<td><em>(RI)</em> page 57</td>
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<td></td>
<td>c. K.A.R. 91-1-70a, 91-1-208, 91-1-221 and 91-1-235 Accreditation of higher education teacher preparation programs</td>
<td><em>(RI)</em> page 105</td>
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2:00 p.m. (AI) 13. Act on recommendation of the Professional Practices Commission  page 117

2:10 p.m. (IO) 14. Information on Blue Ribbon Task Force’s recommendation for Educate Kansas Teacher Recruitment Campaign  page 141

2:30 p.m. (IO) 15. Report on Civic Engagement Initiatives in schools  page 143

2:50 p.m. (RI) 16. Receive recommendations from Coalition of Innovative School Districts for issuing 2017-18 Specialized Certificates  page 145

3:05 p.m.  Break

3:20 p.m. (DI/ AI) 17. Legislative Matters / Board Response  page 165
   a. Review education legislation
      b. Possible Board action

3:45 p.m.  18. Consent Agenda
   Routine Items
   (RI) a. Receive monthly personnel report  page 167
   (AI) b. Act on appointments to unclassified special project positions  page 169
   (RI) c. Receive third quarter reports from Kansas State School for the Deaf and Kansas State School for the Blind  page 171
   (AI) d. Act on recommendations for funding Migrant Summer Services Grants
   (AI) e. Act on recommendations for licensure waiver  page 199
   (AI) f. Act on higher education program approval recommendations from the Evaluation Review Committee  page 201
   (AI) g. Act on recommendations of the Licensure Review Committee  page 215
   (AI) h. Act on school breakfast program waivers  page 219
   (AI) i. Act on revised Kansas School Wellness Policy Model Guidelines  pg 221
   (AI) j. Act on request from USD 380, Vermillion, to hold a bond election  pg 233
   (AI) k. Act on request from USD 380, Vermillion, for capital improvement (bond and interest) state aid  page 235
   (AI) l. Act on request to enter into a contract for the Kansas College and Career Competencies Framework  page 237

3:50 p.m.  19. Executive Session for the purpose of discussing personnel matters of non-elected personnel  page 239

4:10 p.m.  RECESS
**WEDNESDAY, MAY 10, 2017**

**MEETING AGENDA**

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

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<tr>
<td>9:00 a.m.</td>
<td>1. Call to Order</td>
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<td>2. Roll Call</td>
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<td>3. Approval of Agenda</td>
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<td>9:05 a.m.</td>
<td>4. Receive staff response and act on K.A.R. 91-42-1, 91-42-2, 91-42-4 and</td>
<td>243</td>
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<td>91-42-7 Emergency Safety Interventions (Roll call vote)</td>
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<td>9:15 a.m.</td>
<td>5. Receive staff response and act on K.A.R. 91-38-1, 91-38-2, 91-38-3, 91-38-4,</td>
<td>245</td>
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<td></td>
<td>91-38-5, 91-38-6, 91-38-7 and 91-38-8 School Bus Safety</td>
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<td>(Roll call vote)</td>
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<td>9:25 a.m.</td>
<td>6. Receive staff response and act on K.A.R. 91-1-70a, 91-1-208, 91-1-221 and</td>
<td>247</td>
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<td>91-1-235 Accreditation of higher education teacher preparation programs (Roll call vote)</td>
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<td>9:35 a.m.</td>
<td>7. Presentation by 2017 Kansas Senate Youth delegates</td>
<td>249</td>
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<td>10:00 a.m.</td>
<td>8. <em>Kansans Can</em> Highlight: Ness City High School Tiny House and project-based</td>
<td>251</td>
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<td>learning</td>
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<td>10:20 a.m.</td>
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<td>10:40 a.m.</td>
<td>9. Board Reports and Requests for Future Agenda Items</td>
<td>253</td>
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<td>11:20 a.m.</td>
<td>10. Act on Board Travel</td>
<td>255</td>
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<tr>
<td>11:25 a.m.</td>
<td>11. Tentative Action on Appointment of Superintendent for Kansas State School</td>
<td>257</td>
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<td>for the Deaf/Kansas State School for the Blind</td>
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<td>11:35 a.m.</td>
<td>12. Executive Session for the purpose of discussing personnel matters of non-elected</td>
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<td>personnel and for consultation with attorney</td>
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Next Meeting: June 13 and 14 in Topeka
MISSION
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION
Kansas leads the world in the success of each student.

MOTTO
Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE
A successful Kansas high school graduate has the
• Academic preparation,
• Cognitive preparation,
• Technical skills,
• Employability skills and
• Civic engagement
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES FOR MEASURING PROGRESS
• Social/emotional growth measured locally
• Kindergarten readiness
• Individual Plan of Study focused on career interest
• High school graduation rates
• Postsecondary completion/attendance
CALL TO ORDER
Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, April 18, 2017, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

ROLL CALL
The following Board members were present:
Sally Cauble  Jim Porter
Deena Horst  Steve Roberts
Ann Mah  Janet Waugh
Jim McNiece

Member Ken Willard participated in the meeting remotely; John Bacon and Kathy Busch were 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 AMENDED AGENDA
Before acting to approve the day’s agenda, Chairman Porter announced the scheduling of a special Board meeting from 9 to 10 a.m. Saturday, April 22, in the Board Room to discuss federal education issues with U.S. Senator Jerry Moran. The meeting is open to the public.

He informed members that item 21 f. (assessment services contract with Center for Educational Testing and Evaluation) would be removed from the consent agenda at this time. Mr. McNiece moved to approve the April 18 agenda as amended. Mrs. Horst seconded. Motion carried 8-0.

APPROVAL OF THE MARCH MEETING MINUTES
Mr. Roberts moved to approve the minutes of the March Board meeting. Mrs. Horst seconded. Motion carried 8-0.

COMMISSIONER’S REPORT
Commissioner Randy Watson focused on three areas in his report, beginning with state assessments. He acknowledged positive efforts to shorten the summative assessment stages and expedite release of results to schools. He emphasized the need for a stable, 100 percent reliable testing system throughout the entire test cycle. Board members relayed concerns they’ve received about intermittent reliability of the system and discussed options. Secondly, Dr. Watson provided an update on the superintendent search for the School for the Blind and School for the Deaf. He outlined the decision-making process, which includes stakeholder meetings at both school locations. The interview team is expected to bring a recommendation to the State Board in May. Dr. Watson then discussed the postsecondary progress data he has been sharing with school districts. Discussion occurred on the identification of risk factors that influence student success.

CITIZENS’ OPEN FORUM
Chairman Porter declared the Citizens’ Forum open at 10:47 a.m. There was one speaker — Aaron Wall, who shared information on the First Tee National School Program. He represented the Kansas
Association for Health, Physical Education, Recreation and Dance. Chairman Porter declared the Citizens’ Forum closed at 10:51 a.m.

RECEIVE KANSAS CURRICULAR STANDARDS FOR WORLD LANGUAGE
Committee co-chairs Elke Lorenz, USD 383, and Phyllis Farrar, retired KSDE consultant, explained the standards review process and proposed changes in the curricular standards for World Language. Updates include consistency for those teaching across languages and alignment to the Rose Capacities. The drafts standards will be made available for feedback and public comment. The Board is expected to vote on the final version in July, with implementation targeted for the 2018-19 school year.

RECEIVE KANSAS CURRICULAR STANDARDS FOR DANCE AND CREATIVE MOVEMENT
Proposed revisions to the standards for Dance and Creative Movement were presented as part of the cyclical review process. The standards are meant to guide rather than dictate the structure and development of dance education and artistic literacy for Kansas students. Committee members outlined the review process and integration of the arts with other academic disciplines. Those presenting were Laura Donnelly of Manhattan, Sarah Walden of Wichita, and Lacy Draznik of Overland Park. There was discussion about dance standards being separate from physical education standards and questions about competency-based credits. The Board is expected to vote on the standards next month.

Board members took a 10-minute break at 11:30 a.m.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION
The first set of licensure cases and recommendations of the Professional Practices Commission involved five cases. PPC member John McKinney reviewed PPC considerations on Case 16-PPC-24 Caitlin Thompson. PPC Chair Linda Sieck was present to answer questions about the other cases. Mr. McNiece moved to adopt the findings of the PPC 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. Mrs. Horst seconded. Motion carried 8-0.

Ms. Sieck then presented the next set of five cases. Mr. McNiece moved to adopt the findings of the PPC and its recommendations to deny Kylie Duncan’s application, suspend Eliot Eichbauer’s license until April 1, 2019, and revoke the licenses of Clare Bachman, Terry Couch and William Drew Magwire. Mrs. Horst seconded. Motion carried 8-0.

ACTION ON CONSENT AGREEMENT AND ORDER REGARDING BEHIND THE WHEEL DEFENSIVE DRIVING SCHOOL
Kelli Broers, KSDE Assistant General Counsel, presented information on a case involving Behind the Wheel Defensive Driving School. Mrs. Broers briefed Board members on procedural history and results of a two-day hearing. Mrs. Mah moved to adopt the Consent Agreement and Order entered in the matter of Kurt Winterhalter d/b/a Behind the Wheel Driving School and subsequently deny Mr. Winterhalter’s 2016 application. The licensee’s 2017 application will come to the Board at a future date. Mrs. Cauble seconded. Motion carried 8-0.

INFORMATION ON KANSAS CAREER TECHNICAL EDUCATION SCHOLAR PROGRAM
Beginning this year, Career and Technical Education students in Kansas high schools could apply for state-level recognition as a CTE Scholar. Assistant Director Jay Scott provided an overview of the program and application process. He explained the criteria, which involves technical skill attainment, coursework, demonstrated leadership, work experience and the student’s career vision summary statement. The inaugural class list of 44 graduating seniors was shared with the Board. Thirteen additional applications were pending at the time. Mr. Scott described how students would be recognized.
Board members were interested in the committee of volunteers who helped create the program, the competency levels, and in the future wanted to know which field of study recipients chose. 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.

At 12:40 p.m., Chairman Porter recessed the meeting for lunch until 1:30 p.m.

PRESENTATION ON STUDENT DIGITAL CITIZENSHIP IN SCHOOLS
A special presentation on digital citizenship in schools was given by Kristin Magette, communications director for USD 491 Eudora. She also authored the book *Embracing Social Media: A Practical Guide to Manage Risk and Leverage Opportunity*. Mrs. Magette emphasized the importance of addressing safety and privacy while utilizing online social media. She shared examples of how USD 491 helps guide and model constructive uses of social media in the classroom, such as a teacher-led demonstration of how to solve math homework problems. There were also examples of partnerships in learning and helping students properly handle negative comments. The district has established social media policies, procedures and professional development.

RECEIVE REPORT FROM COALITION OF INNOVATIVE SCHOOL DISTRICTS
USD 364 Superintendent Bill Mullins, who chairs the Coalition of Innovative School Districts, informed Board members about subcommittee work on several vision outcomes, particularly measuring social/emotional learning and high school graduation. The Coalition is researching how other states assign credits and set graduation requirements. He also presented information on the Coalition’s vision, mission and core beliefs. The Coalition is required to report twice a year to the State Board of Education concerning the status of the Innovative Districts’ efforts. Currently there are seven districts in the Coalition.

ACTION ON RENEWAL OF COALITION OF INNOVATIVE SCHOOL DISTRICTS’ SPECIALIZED CERTIFICATES
Currently, USD 500 Kansas City Kansas Public Schools is the only Coalition member utilizing Specialized Certificates for filling teacher vacancies. Dr. Cynthia Lane, Superintendent of USD 500, gave an update on participants in the Teaching Fellows program who currently possess a Specialized Certificate. The Teaching Fellows program is coordinated with Pittsburg State University. She reiterated the stages of required training and mentoring. Mr. McNiece moved to approve the recommendations of the Coalition of Innovative School Districts for renewal of Specialized Certificates in USD 500 Kansas City Kansas Public Schools. Mrs. Horst seconded. Motion carried 7-0 with Mr. Roberts absent for the vote. The renewals are effective from Aug. 1, 2017 to July 31, 2018.

RECEIVE HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR ESOL
Dr. Scott Myers, Director of Teacher Licensure and Accreditation, introduced committee member Dr. Socorro Herrera from Kansas State University who summarized proposed revisions to higher education content program standards for ESOL (English for Speakers of Other Languages) for K-6, 5-8, 6-12 and PreK-12. These content standards help establish what is taught in higher education teacher preparation programs. Board members were provided the revised standards, previous standards and a crosswalk comparing the two. Comments focused on the need for bilingual teachers and whether ESOL teacher candidates should be required to know a second language. The Board is expected to vote on these standards in May.

KANSAS SCHOOL MENTAL HEALTH MODEL UPDATE
KSDE attorney Laura Jurgensen recapped last month’s presentation on trauma-informed care in schools and the Board’s request for a comprehensive mental health approach that includes supports and training, plus addresses current legislative mandates. The School Mental Health Framework,
described in a single-sheet flyer, integrates school mental health with multi-tier systems of support as the foundation. Education Program Consultant Kent Reed further described the handout which serves to help school communities build a school improvement plan relative to mental health. Discussion followed, including the need to stray from a piecemeal approach, sharing the information with legislators and ensuring supports are in place for schools. Cherie Blanchat, who works with the Technical Assistance Systems Network (TASN), described how community partners are working together to provide a structure moving forward. Chairman Porter noted that collaboration is key in the process.

BREAK

The Board took a break from 3:25 to 3:40 p.m.

ACTION ON NEXT STEPS FOR IMPLEMENTATION OF KINDERGARTEN READINESS DEVELOPMENTAL SNAPSHOT TOOL

Last month, the Kindergarten Readiness Workgroup shared information from the fall pilot to assist schools with use of an early learning developmental snapshot tool. Board members approved the workgroup’s recommendation. The next phase is to begin a Request for Proposal process.

MOTIONS

(03:56:39) Mr. McNiece 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. Mrs. Cauble seconded. Motion carried 8-0.

(03:57:09) Next, Mrs. Cauble moved to authorize the Department to engage in the Request for Proposal 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. Mrs. Horst seconded. Motion carried 8-0.

ACTION ON RENEWAL OF BOARD ATTORNEY CONTRACT

Mr. McNiece 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. Mr. Roberts seconded. Motion carried 8-0.

LEGISLATIVE MATTERS

Deputy Commissioner Dale Dennis updated Board members on House Bill 2410 and shared major policy provisions of a proposed school finance plan. These included a five-year phase-in for Base Aid for Student Excellence (BASE), all-day kindergarten funding and a return to at-risk funding based upon free lunch count. He reviewed a computer printout of each school district’s estimated state aid calculations under the proposed plan. Mr. Dennis also shared a handout comparing House and Senate positions on KPERS-related bills. The legislature is scheduled to return on May 1.

CONSENT AGENDA

Mrs. Cauble moved to approve the Consent Agenda as amended to postpone action on 21 f. (assessment services contract with CETE). Mrs. Horst seconded. Motion carried 7-0-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:

- received the monthly Personnel Report for March.
- confirmed the unclassified special projects personnel appointments of the following persons on the Information Technology team: Jennifer Hayes as Requirements Analyst effective March 12, 2017, at an annual salary of $54,995.20; and Chris Clark as Applications Development Supervisor effective March 27, 2017 at an annual salary of $67,997.28.
- accepted the following recommendations for licensure waivers valid for one school year:
  - **Early Childhood/Preschool** -- Beverly Furlong, USD 231.
  - **Gifted** -- Brittany Vollenweider, USD 336.
  - **Library Media Specialist** -- Jamie Francis, Patricia James, Tiffany Stephens, Veronica Wait, USD 475.
  - **High Incidence Special Education** -- Jeffery Wilkerson, D0609.
issued a Calendar Year 2017 license to the following recommended commercial driver training school — Horizons Driving Academy, Salina.

authorized the Commissioner of Education to negotiate and

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;

**BOARD REPORTS AND REQUESTS FOR FUTURE AGENDA ITEMS**

Chairman Porter designated Steve Roberts to represent the State Board at the May 18 graduation for the School for the Blind, and Janet Waugh to represent the Board at the May 24 graduation of the School for the Deaf.

During other reports — Board Attorney Mark Ferguson offered to answer questions about his monthly summary. Mrs. Waugh announced that the Policy Committee would meet on May 9.

**Individual Board member reports:** Mrs. Mah attended meetings of the Kansas Learning First Alliance and the Kansas Advisory Committee on Career and Technical Education. Mrs. Horst has been presenting Challenge Awards to schools in her district and attended a teachers’ conference in Emporia. Mrs. Cauble reported on the magnitude of the prairie fires in her district and the effects on schools in those counties. Mrs. Waugh attended several legislative meetings, a juvenile justice graduation ceremony, the KACEE meeting and awards celebration, plus the Early Learning Roadshow. She provided an update on distribution of Challenge Awards to recipients. Mr. Roberts attended the NASBE legislative conference in D.C. and the teachers’ conference in Emporia. Mr. Willard gave an update to Board members and plans to attend the May meeting in person. Mr. McNiece attended the NASBE Board of Directors meeting and the legislative conference in D.C. He also reported on the Lt. Governor’s Citizenship Awards.

Chairman Porter will attend the KSHSAA Board of Directors meeting April 28 and the Governor’s Scholars program May 7. His recent activities included the Government Affairs Committee meeting at the NASBE legislative conference, the teachers’ conference at Emporia, and presentation of Challenge Awards. He reminded members of the Special Board meeting April 22 in Topeka to visit with Senator Moran.

**Requests for Future Agenda Items:**

Mrs. Cauble asked for more discussion on issuing competency-based credits. Mr. Porter would like additional discussions on implementation of the school mental health model and collaboration with other resource groups. Mr. Porter requested more discussion on Senate Bill 323, language assessments for students who are deaf or hard of hearing.

**BOARD MEMBER TRAVEL**

Additions to the travel requests were: Mrs. Mah — May 4 School of Character recognition, Wamego Chamber presentation rescheduled to May 15; Mr. Porter — May 7 Governor’s Scholars, May 8 Kansas Alliance for Educational Advocacy; Mrs. Waugh — May 7 Governor’s Scholars; Mrs. Horst — May 5 social studies program at Royal Valley, June 1 Kansas Ag in the Classroom conference; Mr. Roberts — March 19-21 NASBE legislative conference, which he had already attended. Updates were also given on Challenge Award presentations. Mrs. Cauble moved to approve the travel requests and additions. Mrs. Horst seconded. There was discussion about prior approval and retroactive reimbursement. Motion carried 8-0.
RECESS
At 5:30 p.m., Chairman Porter recessed the meeting until 9 a.m. Wednesday at the Kansas State School for the Deaf in Olathe.

Jim Porter, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION
April 19, 2017

On Wednesday, April 19, 2017, Board members made their annual visits to the Kansas State School for the Deaf in the morning and the Kansas State School for the Blind in the afternoon.

Board members present for the morning session were: John Bacon, Sally Cauble, Deena Horst, Ann Mah, Jim McNiece, Jim Porter and Janet Waugh. Commissioner Randy Watson and Board Secretary Peggy Hill also attended. Members absent were Kathy Busch, Steve Roberts and Ken Willard.

Curriculum and Assessment Coordinator Larry Finn presented information comparing the national accreditation model provided by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) with the Kansas Education Systems Accreditation model. To avoid duplication of efforts on the very similar models, KSSD asked to continue with CEASD. There were no objections. There was a report on Senate Bill 323 language assessment and recent work of a 16-member advisory committee. Several student presentations were on the agenda. These included Individual Plans of Study and work experience, transition to postsecondary and student achievements. A tour of the refurbished gymnasium floor occurred before lunch in the cafeteria.

Board members present for the afternoon session at the School for the Blind were: Mr. Bacon, Mrs. Cauble, Mrs. Horst, Mrs. Mah, Mr. Porter and Mrs. Waugh. Commissioner Watson and Ms. Hill also attended. During the meeting, Chairman Porter announced his appointment of Jim McNiece as the Board’s representative on the Special Education Advisory Council.

Included on the agenda were one parent’s perspective of what KSSB offers to students, a demonstration of Braille literacy, the transition to work program and demonstrations of technical devices to aid with transition to independent living. There were also updates on the Deaf-Blind Project, activities with Accessible Arts programming and work to expand community connections. A tour of the on-site low vision clinic concluded the day.

The meeting was adjourned at 3:45 p.m.

Jim Porter, Chairman

Peggy Hill, Secretary
CALL TO ORDER  
Chairman Jim Porter called the April 22, 2017 Special Meeting of the State Board of Education to order at 9 a.m. in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL  
The following Board members were present:

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<td>John Bacon</td>
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<td>Sally Cauble</td>
<td>Jim McNiece</td>
<td>Janet Waugh</td>
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Board member Ken Willard was absent.

APPROVAL OF AGENDA  
Mr. Roberts moved to approve the agenda. Mrs. Horst seconded. Motion carried 9-0.

PRESENTATION OF KANSANS CAN VISION  
Commissioner of Education Randy Watson gave an overview of the *Kansans Can* vision, which is based on what Kansans shared they wanted from the state’s education system. He expressed concerns about potential federal cuts to education that would affect programs in Kansas.

DISCUSSION OF FEDERAL EDUCATION ISSUES  
U.S. Senator Jerry Moran was present to give insight on education issues at the federal level, help answer questions about Title funding and hear from State Board members. Senator Moran shared his interest in education and outlook for allowing states flexibility within the Every Student Succeeds Act. Other topics included vouchers, the FY 2017 Continuing Resolution, ESSA expectations and the need to continue ongoing conversations about education between state and federal agencies.

ADJOURNMENT  
Chairman Porter adjourned the meeting at 10 a.m.

____________________________________  ____________________________________
Jim Porter, Chairman                        Peggy Hill, Secretary
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:

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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.

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.

COMMISSIONER’S REPORT
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
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.

EDUCATION SUPERHIGHWAY REPORT ON KANSAS CONNECT AND LEARN INITIATIVE
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.

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

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.

ACTION ON NEW APPOINTMENT TO LICENSURE REVIEW COMMITTEE

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.

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:

- 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:
  - 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 Wellert, 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.
  - 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
March 14, 2017

Minutes

LEGISLATIVE MATTERS
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
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 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.

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

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.

DISCUSSION - KINDERGARTEN READINESS
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.

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.

BREAK
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.

ADJOURN
The session concluded at 1:50 p.m.

____________________________________  ___________________________________
Jim Porter, Chairman                  Peggy Hill, Secretary
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.
Item Title:
Act on Kansas Curricular Standards for Dance and Creative Movement

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education approve the adoption of the Kansas Curricular Standards for Dance and Creative Movement.

Explanation of Situation Requiring Action:
The Kansas Curricular Standards for Dance and Creative Movement were presented to the Kansas State Board of Education at its April meeting by committee co-chairs Laura Donnelly, Manhattan; Sarah Walden, Wichita; and Lacy Draznik, Overland Park; as well as KSDE Fine Arts Consultant Joyce Huser, for review with the expectation of possible State Board approval in May, 2017.

Curricular standards are reviewed every seven years and require approval for adoption by the State Board of Education. Curricular standards provide teachers in the content area with information on what students need to know and be able to do in relationship to the content. Curricular standards are used by schools to develop their local curriculum.

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

Item Title:
Act on new appointment to the Professional Practices Commission

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education appoint Laura Batson to serve on the Professional Practices Commission, representing elementary school principals (School Administration). The appointed nominee would serve a full three-year term from July 1, 2017 through June 30, 2020.

Explanation of Situation Requiring Action:
It is recommended that the Kansas State Board of Education appoint members of the Professional Practices Commission as stipulated under the statute, K.S.A. 72-8508, which states: "members shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

The attached information is for the person who was nominated to fill a vacancy for an elementary school principal position (School Administration) on the Professional Practices Commission.

Staff will be available to answer questions.
Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

NAME OF BOARD/COMMISSION/COMMITTEE:
- Professional Standards Board
- Licensure Review Committee
- Professional Practices Commission
- Regulations Committee
- Evaluation Review Committee
- Policies and Procedures Committee

Nominees Name: Laura Batson
Occupational Title: Principal
Place of employment (Facility): Lawson Elementary, USD 453
Address: 820 N. 4th Street
City: Leavenworth
State: Kansas
Zip: 66048
Home address: 949 Clearview
City: Lansing
State: Kansas
Zip: 66043
Home e-mail: luna.batson@yahoo.com
Work e-mail: laura.batson@lvpioneros.org
Work Phone: (913) 756-7577
Home Phone: (913) 250-0250
Fax Number: (913) 756-7574
State Board District (that you work in): USD 453 - KASB Region 1

Please state briefly:
Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include:
- Currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.
- Over twenty years as a public school educator.
- Several previous experiences working with teams

Nominee represents school district or post-secondary institution size of:
- 0-400
- 400-1200
- 1200-2500
- 2500-5000
- 5000 and over

(Note to be completed by KSDE personnel)
Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.
- Yes
- No
Nominee represents an area that provides a geographical balance to the committee.
- Yes
- No

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This statement is in compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

Nominees Form
Revised 94-2015
I am a veteran educator with over twenty years of experience currently serving the role of building principal for Earl Lawson Elementary School. Throughout my career I have had multiple opportunities to work with curriculum and assessment at multiple levels, as well as provide professional development at the building, district and state level. Many of my responsibilities have included providing instructional leadership through setting expectations, defining expected outcomes, and modeling high impact instruction while mentoring new or struggling teachers, facilitating committees, and working closely with other district staff to include coordinators, administrators, and directors.

Education:

Specialist in Education, December 2012
Pittsburg State University, Pittsburg, Kansas

Master of Science in Educational Leadership, May 2008
Pittsburg State University, Pittsburg, Kansas

Bachelor of Science in Interdisciplinary Studies May 1994
Stephen F. Austin State University, Nacogdoches, Texas
Major: Elementary Education
Specialization: Mathematics

Professional Experience:

2012- present  Building Administrator, USD 453, Leavenworth, Kansas

Principal, Earl Lawson Elementary, Grades Pre-K-5, 280 students

- Provide administrative leadership to a staff of 25 certified and 30 classified employees
- Develop and implement school vision of transitioning from an operational centered school to an instructional centered school
- Maintain daily operations and functions of the school
- Successfully manage building budget, grants, and fundraising activities
- Maintain a safe and orderly environment that promotes learning
- Develop teacher leadership capacity
● Shift instructional focus from teacher centered instruction to a personalized tiered approach to delivering instruction
● Work closely with other building administrators to further the district’s goals

**Assistant Principal, West Intermediate School, Grades 5-6, 469 students**

● Support building vision
● Create, implement, and work closely with parent and community groups
● Evaluate teaching staff
● Provide leadership to building committees

2009-2012 Instructional Support, USD 453, Leavenworth, Kansas

**Instructional Coach, Richard Warren Middle School, Grades 7-8, 428 students**

● Work closely with classroom teachers and building administrators to support school improvement plans
● Model instructional activities and lessons
● Mentor new teachers
● Provide data and feedback to classroom teachers
● Create and provide staff development at the building and district level

**Coordinator of Secondary Mathematics, Leavenworth High School and Richard Warren Middle School, Grades 7-12, 1800 students**

● Work with curriculum, assessment, and staff development for secondary math teachers
● Facilitate curriculum committees
● Work closely with other district coordinators to begin curriculum writing process
● Work closely with high school administration to create an alternate testing schedule
● Provide teachers with current data and work with staff to use that data to create formative assessments, re-teaching opportunities, and intervention strategies

2006-2009 Middle School Teacher, USD 453, Leavenworth, Kansas

**Middle School Math Teacher, West Middle School, Grades 6-8, 368 students**

● Taught sixth and seventh grade mathematics
● Served as a member of the Building Leadership Team, Department Head and Co-Chairman of West Site Council
● Developed and facilitated SUCCESS program for struggling students
● Started an in-school club program that allowed every student to be a member of a club of his or her choice on Wednesday mornings.
2004-2006 Instructional Support, AISD, Arlington, Texas

**Instructional Facilitator, Crow Elementary School, Grades Pre-K-6, 587 students**

- Worked closely with teachers on instructional strategies
- Supported teachers incorporating technology into day-to-day instruction
- Implemented ELL strategies in math instruction to increase student comprehension
- Provided model lessons and weekly staff development to improve mathematics instruction
- Served as a member of the site based decision making team, curriculum committee, and a district level technology trainer.

2000-2003 Classroom Teacher, Hinesville, Georgia

**Elementary Teacher, First Presbyterian Christian Academy, Hinesville, Georgia, Grades Pre-K-6, 218 students**

- Taught self-contained, regular education students in third, fifth, and sixth grade
- Mentored new teachers
- Served as a member of the site based decision making team and PTO executive council

1995-1999 Classroom Teacher, KISD, Killeen, Texas

**Middle School Math Teacher, Palo Alto Middle School, Grades 6-8, 786 students**

- Taught seventh and eighth grade mathematics
- Served as a member of the site based decision making team and district level math committee.
- Mentored new teachers

1994-1995 Classroom Teacher, MISD, Martinsville, Texas

**Middle School Teacher, Martinsville Junior High, Grades 6-8, 321 students**

- Taught self-contained, regular education students in eighth grade

**Community & Civic Experience:**

- PTO Board Member, 1994, Martinsville, Texas
- 1-82 Field Artillery FRG Leader, 1998, Ft. Hood, Texas
- Cheerleader Sponsor, 1999, Killeen, Texas
- Fall Festival Chairman, 2003, Hinesville, Georgia
- Cub Scout Leader, 2002, Ft. Stewart, Georgia
PTO Board Member, 2001-2003, Hinesville, Georgia
HHB Divarty, FRG, 2001, Ft. Stewart, Georgia
1-39 Field Artillery FRG Leader, 2001-2003, Ft. Stewart, Georgia
PTO Board Member, 2004, Arlington, Texas
Girl Scout Leader, 2004, Mansfield, Texas
KAY’s Sponsor, 2008-2009, Leavenworth, Kansas
Relay for Life Committee, 2010-2011, Leavenworth, Kansas
Guidance Center Board Member, 2010-2016, Leavenworth, Kansas

**Honors & Awards:**
Teacher of the Year 1995, Martinsville, Texas
WTOC’s Top Teacher, September 2002, Hinesville, Georgia
State Media Festival Winner, 2002, Hinesville, Georgia
International Media Festival Winner, 2003, Hinesville, Georgia
TTCC certified, 2004, Arlington, Texas
Rotary Teacher of the Month, 2005, Arlington, Texas
Education Foundation Grant Recipient, 2005, Arlington, Texas
Teacher of the Year, 2006, Arlington, Texas
AWARE Excellence in Education Award, 2006, Arlington, Texas
Excellence in Education Award, 2009, Leavenworth, Kansas
Item Title:

Act on new appointment to the Professional Standards Board

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education appoint Dayna Miller to serve on the Professional Standards Board for a partial term effective April 18, 2017 through June 30, 2017. Then the appointed member would serve a full three-year term from July 1, 2017 through June 30, 2020.

Explanation of Situation Requiring Action:

It is requested that the Board appoint the nominated member to serve on the Professional Standards Board as stipulated under the statute, K.S.A. 72-8508, which states: "members of the professional standards board shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years.

The attached information is for the person who was nominated to serve on the PSB.

Staff will be available to answer any questions regarding this appointment.
Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

Teacher Licensure & Accreditation | KSDE | Landon State Office Building | 900 SW Jackson Street, Suite 106 | Topeka, Kansas 66612-1212 | Phone: 785-296-2288 | www.ksde.org

Nominee—Complete this form and enclose a copy of resume or vita

Name of Board/Commission/Committee:

☒ Professional Standards Board ☐ Licensure Review Committee ☐ Professional Practices Commission

☐ Regulations Committee ☐ Evaluation Review Committee ☐ Policies and Procedures Committee

Nominated by (organization) ___________________________ Kansas Association of School Boards ___________________________ Date ________________

Nominee's Name ___________________________ Dayna Miller ___________________________ Occupational Title ___________________________ Sales

Place of employment (Facility) ___________________________ S&S Alloy Steel, Inc. ___________________________ Address ___________________________ 1821 Commerce Avenue

City ___________________________ Tonganoxie ___________________________ State ___________________________ KS ___________________________ Zip ___________________________ 66086 -

Home address ___________________________ 17776 157th Street ___________________________

City ___________________________ Basehor ___________________________ State ___________________________ KS ___________________________ Zip ___________________________ 66007 -

Home e-mail ___________________________ cdmiller67@gmail.com ___________________________ Work e-mail ___________________________ dmillerdusd458.org ___________________________

Work Phone ___________________________ (913) 369 - 3900 ___________________________ Cell/Home Phone ___________________________ (913) 915 - 4315 ___________________________

Fax Number ___________________________ (913) 369 - 3993 ___________________________

State Board District (that you work in) ___________________________ District 1

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.

Working and educational experience which might be pertinent to this appointment.

I have been a member of my local USD 458 School Board for 14 years.

I held the position of District 1 Vice President on the KASB Board for 5 1/2 years.

I am currently the President-Elect for KASB.

Nominee represents school district or post-secondary institution size of:

☐ 00-400 ☐ 400-1200 ☐ 1200-2500 ☐ 2500-5000 ☐ 5000 and over

(To be completed by KSDE personnel)
Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.

☐ Yes ☐ No

Nominee represents an area that provides a geographical balance to the committee.

☐ Yes ☐ No

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3201

Nominee Form ___________________________ Revised 04/2015
Dayna Miller
17776 157th Street
Basehor, KS 66007

913-915-4315
dmiller@usd458.org

Skills

- Organizational skills
- Interpersonal skills
- Adaptable to many settings, groups, people

Experience

S&S Alloy Steel/Sales/Office
April 1, 2001 - PRESENT, Tonganoxie, KS

S & S Alloy Steel, Inc. is a family owned and operated "Metal Service Center" in Tonganoxie, KS. We have been in business since 1995.

Plexus Worldwide / Independent Ambassador
August 2015 - Present, Basehor, KS

I am an independent ambassador with a health and wellness company, Plexus. I share the benefits of healthy supplements.

School Board Member for Basehor-Linwood, USD 458
July 2003 - Present, Basehor, KS

- Vice President - 2008 - 2009
- President - 2009 - Present

Kansas Association of School Boards (KASB)

- KASB President Elect - 2016-present
- District 1 Vice President - 2011 - 2016
- KASB Nominating Committee - 2014-2016

Other Leadership Experience:

- Graduate of KASB Leadership For Tomorrow class
- Graduate of the Southern Leavenworth Leadership Academy
- BLHS Booster Club Member
- BLHS Band Aides - President
- BL Bond Committee Vote Yes Chairperson

Education

Washburn University / Bachelor’s of Education
May, 1995, Topeka, KS

Louisburg High School, USD 416
1983 - 1986, Louisburg, KS
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act on higher education educator preparation program standards: English for Speakers of Other Languages (ESOL) K-6, 5-8, 6-12, PreK-12

Board Goals:
Provide an effective educator in every classroom.

Recommended Motion:
It is moved that the Kansas State Board of Education approve the new educator preparation program standards for English for Speakers of Other Languages (ESOL) K-6, 5-8, 6-12, PreK-12.

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

Standards revision work groups are completing the task of revising all program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today’s world. In April, the following completed set of revised standards was presented for review: English for Speakers of Other Languages (ESOL) K-6, 5-8, 6-12, PreK-12. Approval of the standards is requested. Once approved, the IHEs have access to develop new programs around the standards or to revise their current programs to align to the updated standards.

The proposed standards, the previous standards and a crosswalk were provided at the April 2017 meeting. Staff and representatives from the respective standards revision committees will be available to answer questions.
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.

<table>
<thead>
<tr>
<th>Standard 1</th>
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<tbody>
<tr>
<td><strong>PREVIOUS STANDARDS</strong></td>
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</tbody>
</table>
| **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. |

<table>
<thead>
<tr>
<th>Standard 2</th>
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</table>
| **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

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard #3</strong> 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.</td>
<td><strong>Standard 3: Role of Culture in Student Learning:</strong> Candidates demonstrate knowledge of the cultural dynamics of themselves, individual learners, school, and community and their influence on classroom practice and learning.</td>
<td>- Updated and clarified expectations for teacher’s knowledge of cultural dynamics.</td>
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### Standard 4

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<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard #4</strong> The teacher of English for speakers of other languages effectively communicates with students, parents, and members of various cultural groups in the community.</td>
<td><strong>Standard 4: Planning Instruction:</strong> 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.</td>
<td>- Updated standard to emphasize knowledge of research-based teaching approaches for differentiated instruction.</td>
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</table>

### Standard 5

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</thead>
<tbody>
<tr>
<td><strong>Standard #5</strong> 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.</td>
<td><strong>Standard 5: Implementing Instruction:</strong> 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.</td>
<td>- Updated standard to emphasize use of research-based teaching approaches for differentiated instruction.</td>
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### Standard 6

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<tbody>
<tr>
<td><strong>Standard #6</strong> 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</td>
<td><strong>Standard 6: Language Proficiency and Content-Based Assessments:</strong> Candidates demonstrate understanding of language proficiency and content-based assessments. They know and can use a variety of language</td>
<td>- 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</td>
</tr>
</tbody>
</table>
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.

### Standard 7

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</table>
| **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

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<tr>
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<tbody>
<tr>
<td><strong>Standard #8</strong> 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.</td>
<td><strong>Incorporated into earlier standards</strong></td>
<td>• Incorporated into earlier standards</td>
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### Standard 9

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<tr>
<td><strong>Standard #9</strong> 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.</td>
<td><strong>Incorporated into earlier standards</strong></td>
<td>• Incorporated into earlier standards</td>
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## Standard 10

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<tbody>
<tr>
<td><strong>Standard #10</strong></td>
<td>Incorporated into earlier standards</td>
<td><em>Incorporated into earlier standards</em></td>
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</table>

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.
**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**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>1.1.2 CK Candidates know phonological processes such as “stopping”, consonant cluster reductions, phonotactic constraints from one language to another, etc.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Function 2: Knowledge of the Morphological System**

<table>
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<tr>
<th>Content Knowledge</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
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</table>

**Function 3: Have knowledge of the Semantic System**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
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</table>

**Function 4: Knowledge of the Syntactic Structure of the English Language**

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</thead>
<tbody>
<tr>
<td>1.4.1 CK Candidates know the order of acquisition and concepts related to syntax and are able to identify syntactic structures.</td>
<td>1.4.3 PS Candidates conduct linguistical analysis to identify key structures that express target language functions in the various content areas.</td>
</tr>
</tbody>
</table>
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**

<table>
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<tbody>
<tr>
<td>1.5.1 CK Candidates know concepts in the area of pragmatics and sociolinguistics.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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.**

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<tbody>
<tr>
<td>2.1.1 CK Candidates know the limitations as well as strengths of major research theories of second language acquisition.</td>
<td>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.</td>
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</table>

**Function 2: Candidates understand the role of native language literacy in SLA.**

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<tr>
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<tbody>
<tr>
<td>2.2.1 CK Candidates know the influence of native language literacy skills in the development of SLA.</td>
<td>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.</td>
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**Function 3: Candidates know the stages of second language acquisition.**

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<tr>
<td>2.3.1 CK Candidates know the stages of second language development and the characteristics related to each stage.</td>
<td>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.</td>
</tr>
</tbody>
</table>
**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.**

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<tbody>
<tr>
<td>3.1.1 CK Candidates know the history of and perspectives toward various cultures and the implications on educational policies and practice.</td>
<td>3.1.2 PS Candidates use their knowledge of cultural pluralism to evaluate current curricular and instructional practices.</td>
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**Function 2: Candidates know how the cultural dynamics of themselves, individual learners, school, and community influence teaching and learning.**

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<tr>
<td>3.2.1 CK Candidates know and can identify cultural factors and how they influence language development, cognitive processing and academic achievement.</td>
<td>3.2.2 PS Candidates document the unique cultural characteristics of the learner and utilize these for planning, delivering and assessing instruction.</td>
</tr>
</tbody>
</table>

**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.**

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<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
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</table>

**Function 2: Candidates reflect on the language proficiency of the EL and how they will meet the objective and core content standards.**

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<tr>
<td>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.</td>
<td>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.</td>
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**Function 3: Creation of supportive social and academic classroom ecology (the structure, arrangement and events that influence the action and reactions in the classroom).**

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### Function 4: Acquire appropriate resources to facilitate student learning and mastery of grade level content and language standards.

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<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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.

<table>
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<tbody>
<tr>
<td>5.1.1 CK Candidates know research-based second language approaches and methods that frame lesson delivery.</td>
<td>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.</td>
</tr>
<tr>
<td>5.1.2 CK Candidates know research-based instructional strategies and techniques based on approaches and methods for contextualizing lessons while situationally monitoring learning.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
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</table>

#### 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.

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<tr>
<td>5.2.1 CK Candidates know how to conduct action research and how to reflect critically upon the differentiation and scaffolding of instruction.</td>
<td>5.2.3 PS Candidates design action research and collect data for critical reflection and improvement of instruction.</td>
</tr>
<tr>
<td>5.2.2 CK Candidates understand the teaching methods and the diagnostic and prescriptive activities which are appropriate for ELs with special needs.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Function 3: Candidates are familiar with technology and other instructional resources.

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<tr>
<td>5.3.1 CK Candidates know how language and content development can be supported by technology and other instructional resources.</td>
<td>5.3.4 PS Candidates design and implement lessons incorporating technology and other instructional resources for meeting content and language standards.</td>
</tr>
<tr>
<td>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.</td>
<td>5.3.5 PS Candidates design and implement lessons incorporating appropriate technology and other instructional resources that are accurate and effective for all learners.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

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<tr>
<td>6.1.1 CK Candidates know language proficiency assessments used for identification, placement, and reclassification of ELs.</td>
<td>6.1.4 PS Candidates effectively administer, analyze language proficiency assessment results and communicate results with the appropriate audience.</td>
</tr>
<tr>
<td>6.1.2 CK Candidates know how to evaluate language proficiency assessments and determine validity and reliability of the assessment for the population served.</td>
<td>6.1.5 PS Candidates determine and communicate factors of the assessment that may impact student performance such as cultural and linguistic bias.</td>
</tr>
<tr>
<td>6.1.3 CK Candidates know how to use assessment results to determine appropriate instructional strategies.</td>
<td>6.1.6 PS Candidates plan appropriate instructional strategies to support language development and academic growth.</td>
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</table>

Function 2: Candidates can assess learners’ content-area achievement independently from their language ability.

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<tr>
<td>6.2.1 CK Candidates know that classroom assessments may give inaccurate content knowledge results for ELs due to cultural and linguistic factors.</td>
<td>6.2.3 PS Candidates adapt classroom tests and tasks for each stage of ELs’ language proficiency.</td>
</tr>
<tr>
<td>6.2.2 CK Candidates know appropriate authentic</td>
<td>6.2.4 PS Candidates design and implement</td>
</tr>
</tbody>
</table>
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.**

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<tbody>
<tr>
<td>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.</td>
<td>6.3.2 PS Candidates use current research on culture, language acquisition and effective practices to advocate for the needs of ELs.</td>
</tr>
</tbody>
</table>

### 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.**

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<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>7.1.2 CK Candidates know the guidelines set forth by the Office for Civil Rights regarding the educational rights of ELs.</td>
<td>7.1.5 PS Candidates make informed recommendations based on the guidelines set forth by the Office for Civil Rights.</td>
</tr>
<tr>
<td>7.1.3 CK Candidates know current research, approaches, methods, strategies and techniques used in the field.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Function 2: Candidates are involved in professional growth opportunities and apply knowledge gained to impact teaching and learning**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2.1 CK Candidates know the professional resources and opportunities available in the field of ESOL.</td>
<td>7.2.3 PS Candidates actively participate in professional development opportunities, reflect and document the impact on future teaching and learning.</td>
</tr>
<tr>
<td>7.2.2 CK Candidates know the process of action research to assess their own effectiveness as a teacher and improve student learning.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Function 3: Candidates advocate for ELs and their families.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.3.1 CK Candidates know how to build partnerships between stakeholders (i.e. students’ families, schools, and communities).</td>
<td>7.3.3 PS Candidates work collaboratively with stakeholders to establish mutual expectations and ongoing communication to support learner development and achievement.</td>
</tr>
<tr>
<td>7.3.2 CK Candidates are knowledgeable about</td>
<td>7.3.4 PS Candidates work with stakeholders to</td>
</tr>
</tbody>
</table>
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.
To: Commissioner Randy Watson  
From: Tamra Mitchell  
Subject: Update on Early Learning Roadshows and Kindergarten Readiness vision outcome  
Board Goals: Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

Members from the Early Childhood team will give an update on the work taking place to support Kindergarten Readiness. Topics include status updates on the Early Learning Roadshows, the Request for Proposal process for the kindergarten entry snapshot and KSDE collaboration with other state agencies.
To: Commissioner Randy Watson  
From: Scott Gordon  
Board Goals: Governmental Responsibility

The Kansas State Board of Education will conduct a public hearing on proposed amendments to the Emergency Safety Intervention regulations (K.A.R. 91-42-1, 91-42-2, 91-42-4, and 91-42-7). A copy of the regulations is attached. A copy of the Joint Committee on Administrative Rules and Regulations comments will be provided to Board members. If no changes are needed, the Board is asked to adopt the regulations on May 10, 2017.

Procedures for any Public Hearing of the State Board are as follows:

Any person having an interest in the subject of the Hearing shall have a right to provide oral and written testimony to the State Board on the subject of the hearing.

Any person wishing to speak at the Hearing shall sign in prior to the commencement of the Hearing by providing his/her name, address, and identifying whether he/she represents an opinion of a group.

The presiding officer will conduct the Hearing. Speakers shall be recognized according to the order in which they signed in.

Each speaker will have 5 minutes to make his or her presentation.

If written testimony is submitted, 13 copies should be provided.
91-42-1. Definitions. As used in this article, each of the following terms shall have the meaning specified in this regulation: (a) “Administrative review” means review by the state board upon request of a parent.

(b) “Chemical restraint” means the use of medication to control a student’s violent physical behavior or restrict a student’s freedom of movement.

(c) “Commissioner” means commissioner of education.

(d) “Complaint” means a written document that a parent files with a local board as provided for in this article.

(e) “Department” means the state department of education.

(f) “District” means a school district organized under the laws of this state that is maintaining a public school for a school term pursuant to K.S.A. 72-1106, and amendments thereto. This term shall include the governing body of any accredited nonpublic school.

(g) “Emergency safety intervention” means the use of seclusion or physical restraint.

(h) “Hearing officer” means the state board’s designee to conduct an administrative review as specified in K.A.R. 91-42-5. The hearing officer shall be an officer or employee of the department.

(i) “Incident” means each occurrence of the use of an emergency safety intervention.

(j) “Local board” means the board of education of a district or the governing body of any accredited nonpublic school.

(k) “Mechanical restraint” means any device or object used to limit a student’s movement.

(l) “Parent” means any of the following:

(1) A natural parent;
(2) an adoptive parent;

(3) a person acting as a parent, as defined in K.S.A. 72-1046 and amendments thereto;

(4) a legal guardian;

(5) an education advocate for a student with an exceptionality;

(6) a foster parent, unless the foster parent’s child is a student with an exceptionality; or

(7) a student who has reached the age of majority or is an emancipated minor.

(m) "Physical escort" means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

(n) "Physical restraint" means bodily force used to substantially limit a student’s movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance or instruction shall not be deemed to be physical restraint.

(o) "School" means any learning environment, including any nonprofit institutional day or residential school or accredited nonpublic school, that receives public funding or which is subject to the regulatory authority of the state board.

(p) "Seclusion" means placement of a student in a location where all the following conditions are met:

1. The student is placed in an enclosed area by school personnel.

2. The student is purposefully isolated from adults and peers.

3. The student is prevented from leaving, or the student reasonably believes that the student will be prevented from leaving, the enclosed area.

(q) "State board" means Kansas state board of education.
“(e)(r) "Time-out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective April 19, 2013; amended, T-91-2-17-16, Feb. 17, 2016; amended June 10, 2016; amended P-______________.)
91-42-2. Standards for the use of emergency safety interventions. (a) An emergency safety intervention shall be used only when a student presents a reasonable and immediate danger of physical harm to the student or others with the present ability to effect such physical harm. Less restrictive alternatives to emergency safety interventions, including positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student’s behavior before the use of any emergency safety interventions. The use of an emergency safety intervention shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an emergency safety intervention.

(b) Use of an emergency safety intervention for purposes of discipline or punishment or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

(c)(1) A student shall not be subjected to seclusion an emergency safety intervention if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion the emergency safety intervention.

(2) The existence of the medical condition must be indicated in a written statement from the student’s licensed health care provider, a copy of which shall be provided to the school and placed in the student’s file. The written statement shall include an explanation of the student’s diagnosis, a list of any reasons why an emergency safety intervention would put the student in mental or physical danger and any suggested alternatives to the use of emergency safety interventions.
(3) Notwithstanding the provisions of this subsection, a student may be subjected to an emergency safety intervention, if not subjecting the student to an emergency safety intervention would result in significant physical harm to the student or others.

(d) When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

(e) Each seclusion room equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in cases of emergency, including fire or severe weather.

(f) Each seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Each room shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

(g) The following types of restraint shall be prohibited:

(1) Prone, or face-down, physical restraint;

(2) supine, or face-up, physical restraint;

(3) any restraint that obstructs the airway of a student;

(4) any restraint that impacts a student’s primary mode of communication;

(5) chemical restraint, except as prescribed treatments for a student’s medical or psychiatric condition by a person appropriately licensed to issue these treatments; and

(6) the use of mechanical restraint, except those protective or stabilizing devices either ordered by a person appropriately licensed to issue the order for the device or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, and seatbelts and any other safety equipment when used to secure students during transportation.
(h) The following shall not be deemed an emergency safety intervention, if its use does not otherwise meet the definition of an emergency safety intervention:

(1) Physical escort; and

(2) time-out. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective April 19, 2013; amended, T-91-2-17-16, Feb. 17, 2016; amended June 10, 2016; amended P-_________________.)
91-42-4. Parent notification; required meeting; filing a complaint. (a) When an emergency safety intervention is used with a student, the school shall notify the parent the same day the emergency safety intervention was used. If the parent cannot be notified, the school shall notify the emergency contact person for the student. The school shall attempt to contact the parent using at least two methods of contact, one of which shall be the preferred method of contact if so designated by the parent as specified in this subsection. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contact. A parent may designate a preferred method of contact to receive the same-day notification required by this subsection. A parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

(b) The school shall provide written documentation of the emergency safety intervention used to the parent no later than the school day following the day on which the emergency safety intervention was used. This documentation shall include the following:

(1) The date and time of the intervention;
(2) the type of intervention;
(3) the length of time the intervention was used;
(4) the school personnel who participated in or supervised the intervention;
(5) the events leading up to the incident;
(6) the student behaviors that necessitated the emergency safety intervention;
(7) the steps taken to transition the student back into the educational setting;
(8) space or an additional form for parents to provide feedback or comments to the school regarding the incident:

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(9) a statement that invites and strongly encourages parents to schedule a meeting to
discuss the incident and how to prevent future use of emergency safety interventions; and

(10) email and phone information for the parent to contact the school to schedule the
emergency safety intervention meeting. Schools may group incidents together when
documenting the items in paragraphs (b)(5) through (7) if the triggering issue necessitating the
emergency safety interventions is the same.

(c) In addition to the documentation required by subsection (b), the school shall provide
the parent additional the following information:

(1) After the first incident in which an emergency safety intervention is used with a
student during the school year, the school shall provide the following information in printed form
to the parent or, upon the parent’s written request, by email:

(A) A copy of the standards of when emergency safety interventions can be used;
(B) a flyer on the parent’s rights;
(C) information on the parent’s right to file a complaint through the local dispute
resolution process and the complaint process of the state board of education; and
(D) information that will assist the parent in navigating the complaint process, including
contact information for the parent training and information center and protection and advocacy
system.

(2) After subsequent incidents in which an emergency safety intervention is used with a
student during the school year, the school shall provide a full and direct web site address
containing the information in paragraph (b)(c)(1).

(d) After each incident, a parent may request a meeting with the school to discuss and
debrief the incident. A parent may request the meeting verbally, in writing or by electronic
means. A school shall hold a meeting requested under this subsection within 10 school days of
the date on which the parent sent the request. The focus of any meeting convened under this
subsection shall be to discuss proactive ways to prevent the need for emergency safety
interventions and to reduce incidents in the future.

(1) If there is a third incident involving the use of emergency safety interventions within
a school year on a student who has an individualized education program or a section 504
plan, then the student’s individualized education program team or section 504 plan team shall
meet within 10 days after the third incident to discuss the incident and consider the need to
conduct a functional behavioral analysis, develop a behavior intervention plan, or amend either if
already in existence, unless the individualized education program team or the section 504 plan
team has agreed on a different process.

(2) For a student with a section 504 plan, the student’s section 504 plan team shall
discuss and consider the need for an evaluation under the special education for exceptional
children act, K.S.A. 72-961 et seq., and amendments thereto.

(3) For a student who has an individualized education program and is placed in a private
school by a parent, a meeting called under this subsection shall include the parent and the
designee of the private school, who shall consider whether the parent should request an
individualized education program team meeting. If the parent requests an individualized
education program team meeting, the private school shall help facilitate the meeting.

(2)(4) If there is a third incident involving the use of emergency safety interventions
within a school year on a student who is not described in paragraph (d)(1), then a meeting
between the student’s parent and school employees shall be conducted within 10 days after the
third incident to For a student who does not have an individualized education program or section

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504 plan, the parent and school shall discuss the incident and consider the appropriateness of a referral for an evaluation under the special education for exceptional children act, K.S.A. 72-961 et seq. and amendments thereto, the need for a functional behavioral analysis, or the need for a behavior intervention plan. Each meeting called pursuant to this subsection shall include the student’s parent, a school administrator for the school where the student attends, one of the student’s teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for the meeting.

(3)(5) The parent shall determine whether the student shall be invited to any meeting called pursuant to this subsection.

(4)(6) The time for calling a meeting pursuant to this subsection shall be extended beyond the 40-day 10-school-day limit if the parent of the student is unable to attend within that time period.

(5)(7) Nothing in this subsection shall be construed to prohibit the development and implementation of a functional behavioral analysis or a behavior intervention plan for any student if the student could benefit from such measures but has had fewer than three incidents involving emergency safety interventions within a school year.

(e) If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint or mechanical restraint on a student on school grounds or during a school-sponsored activity, the school shall notify the parent on the same day the school becomes aware of the use, using the parent’s preferred method of contact as described in K.A.R. 91-42-4(a). A school shall not be required to provide written documentation to a parent, as set forth in subsection (b) or (c) regarding law enforcement use of an emergency safety intervention, or

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report to the department law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

(f) If a parent believes that emergency safety interventions have been used in violation of this article or policies of the school district, then within 30 days from being informed of the use of emergency safety intervention, the parent may file a complaint through the local dispute resolution process. Any parent may request an administrative review by the state board within 30 days from the date the final decision was issued pursuant to the local dispute resolution process. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective, T-91-2-17-16, Feb. 17, 2016; effective June 10, 2016; amended P- ______________.)
91-42-7. Reporting. (a) Each district shall report information from all incidents of emergency safety interventions that the department deems necessary to the department by the date and in the form specified by the department.

(b) The department shall compile reports from schools on the use of emergency safety interventions and provide the results based on aggregate data on the department website and to the state board, the governor and the committees on education in the senate and the house of representatives by January 20, 2016, and annually thereafter. The department’s reported results shall include but shall not be limited to the following information:

(1) The number of incidents in which emergency safety interventions were used on students who have an individualized education program;

(2) the number of incidents in which emergency safety interventions were used on students who have a section 504 plan;

(3) the number of incidents in which emergency safety interventions were used on students who do not have an individualized education program or a section 504 plan;

(4) the total number of incidents in which emergency safety interventions were used on students;

(5) the total number of students with behavior intervention plans subjected to an emergency safety intervention;

(6) the number of students physically restrained;

(7) the number of students placed in seclusion;

(8) the maximum and median number of minutes a student was placed in seclusion;

(9) the maximum number of incidents in which emergency safety interventions were used on a student;
(10) the information reported under paragraphs (c)(1) through (c)(3) reported by school to
the extent possible;

(11) the information reported under paragraphs (c)(1) through (c)(9) aggregated by age
and, ethnicity, gender and eligibility for free and reduced lunch of the students on a statewide
basis; and

(12) any other information that the department deems necessary to report.

(c) Actual data values shall be used when providing statewide aggregate data for the
reports. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution;
effective, T-91-2-17-16, Feb. 17, 2016; effective June 10, 2016; amended P-______________.)
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April 11, 2017

Randy Watson, Commissioner  
Kansas Department of Education  
900 SW Jackson  
Topeka, KS 66612

Dear Commissioner Watson:

At its meeting on April 5, 2017, the Joint Committee on Administrative Rules and Regulations reviewed for public comment rules and regulations concerning KAR 91-42-1, definitions; KAR 91-42-2, standards for the use of emergency safety interventions; KAR 91-42-4, parent notification, required meeting, filing a complaint; KAR 91-42-7, reporting. After discussion, the Committee had the following comment.

Comment. The Committee is concerned that notice to "parents" (as defined in KAR 91-42-1) be provided in a form in which the parents will be able to receive the notice. The Committee was told this issue is covered in a guidance document, and the Committee suggests consideration be given to establishing this policy in a rule and regulation.

Prior to filing with the Secretary of State, review the history sections of the rules and regulations to update them to the most recent statutory citations, making certain the citations for authorizing and implementing statutes are correct and complete. Please indicate your agency’s website address in the filing notice where proposed regulations can be located. In addition, if your agency accepts written comments by e-mail include this information in the public notice. Further, e-mail requests for public accommodation should be included as a part of the notice. Finally, verify that the adoption by reference of any materials included in the regulations is properly completed as prescribed in the Policy and Procedure Manual for the Adoption of Kansas Administrative Regulations.

Please make this letter a part of the public record on these regulations. The Committee will review the regulations the agency ultimately adopts, and reserves any expression of legislative concern to that review.

To assist in that final review:

Please inform the Joint Committee and me, in writing, at the time the rules and regulations are adopted and filed with the Secretary of State, of any and all changes that have been made following the public hearing. Please notify the Joint Committee and me, in writing,
when your agency has adopted the regulations as permanent; delayed implementation of the regulations; or decided not to adopt any of the regulations.

Also, please indicate separately to the Joint Committee and me, any changes made to the proposed regulations reviewed by the Committee.

Based upon direction from the Committee, failure to respond to each and every comment contained in this letter may result in the request that a spokesperson from your agency appear before the Committee to explain the agency’s failure to reply.

Sincerely,

Raney L. Gilliland
Director

RLG/dmb
Ms. Cole, your question was forwarded to me to answer. Article 42 of Chapter 91 of the Kansas Administrative Regulations only applies to schools accredited by the Kansas State Board of Education. Because the State Board of Education does not accredit any post-secondary schools, the proposed amendments to those regulations would not apply to private post-secondary career schools.

Good afternoon.

My name is Amy Cole and I support the Regulatory Services Team at a Government Affairs Firm called Stateside Associates. I have a question regarding the scope of a Board of Education proposed rule as published in the March 2, 2017 Kansas state register.

I am asking about the proposed amendments to K.A.R. 91-42, which addresses the use of seclusion and restraint of students in the school setting. Does this chapter of regulations apply to private post-secondary career schools in Kansas?

Any feedback you might be able to provide would be appreciated. Thanks in advance for your time.

Kind regards,

Amy M. Cole
Regulatory Services
Stateside Associates
Mobile (315) 729-7700
To: Commissioner Randy Watson  
From: Scott Gordon  

Board Goals: Governmental Responsibility

The Kansas State Board of Education will conduct a public hearing on proposed amendments to its School Bus Safety regulations (K.A.R. 91-38-1, 91-38-2, 91-38-3, 91-38-4, 91-38-5, 91-38-6, 91-38-7, and 91-38-8). A copy of the regulations is attached. A copy of the Joint Committee on Administrative Rules and Regulations comments will be provided to Board members. If no changes are needed, the Board is asked to adopt the regulations on May 10, 2017.

Procedures for any Public Hearing of the State Board are as follows:

Any person having an interest in the subject of the Hearing shall have a right to provide oral and written testimony to the State Board on the subject of the hearing.

Any person wishing to speak at the Hearing shall sign in prior to the commencement of the Hearing by providing his/her name, address, and identifying whether he/she represents an opinion of a group.

The presiding officer will conduct the Hearing. Speakers shall be recognized according to the order in which they signed in.

Each speaker will have 5 minutes to make his or her presentation.

If written testimony is submitted, 13 copies should be provided.
91-38-1. Definitions. (a) "Activity bus" means any over-the-road, commercial-type bus utilized by a governing body only to transport students to and from school activities as authorized by K.S.A. 72-8301 (c)(3), and amendments thereto. An activity bus may be a color other than school bus yellow.

(b) "Bus" means any motor vehicle, as defined in K.S.A. 8-1406 and amendments thereto, that is designed for transporting more than 10 passengers in addition to the driver.

(c) "Driver-trainer" means any person who is assigned by a transportation supervisor to provide instruction and training to other school transportation providers, including knowledge of vehicles used to provide student transportation, safe driving practices, emergency procedures, and passenger control. The driver-trainer shall maintain current licensure to operate the largest vehicle about which the driver-trainer is to provide instruction and shall have experience as a school bus driver.

(d) "Governing body" means the local board of education or other entity having authority over a school district.

(e) "Multipurpose passenger vehicle" means a motor vehicle, as defined in K.S.A. 8-126 and amendments thereto, that is designed to transport 10 or fewer persons, including in addition to the driver, and that is constructed on a truck chassis.

(f) "School bus" means any school bus designed primarily for the transportation of students or school personnel either to or from school or to or from school-related functions or activities as defined in K.S.A. 72-8301, and amendments thereto. A school bus may be owned by a school district, a private school, or a private company. The term shall include any van or other vehicle rated by the manufacturer, or having a door label, as a bus.
(g) "School bus driver" means any person employed by a school district or school bus contractor to drive a school bus or activity bus.

(h) "School district" means any unified school district or private school.

(i) "School passenger vehicle" means any passenger car or multipurpose passenger vehicle that is owned or leased by a school district or private individual and is used regularly to provide student transportation on behalf of a school district.

(j) "School passenger vehicle driver" means any person employed by a school district primarily to provide transportation for students in a school passenger vehicle.

(k) "School transportation provider" means either a school bus driver or a school passenger vehicle driver.

(l) "School vehicle" means any activity bus, school bus, or school passenger vehicle.

(m) "Short-term leased vehicles vehicle" means any school vehicle that is leased by a school district for a period of 30 or fewer days.

(n) "Substitute driver" means any person who is not assigned to a regular route but is employed to serve as a school transportation provider when necessary due to driver absences or emergencies.

(o) "Transportation supervisor" means a person designated by a governing body to be responsible for transportation activities within a school district. (Authorized by and implementing K.S.A. 8-2009; effective July 1, 2000; amended March 28, 2003; amended P-___________.)
91-38-2. General limitations and requirements. (a) No governing body shall have a school bus in service after July 1, 1992, unless the school bus was manufactured after April 1, 1977 and either is no more than 25 years old or has been modified to meet current standards. Each school bus shall meet the standards specified by law and this article of the department’s regulations.

(b) The owner’s name shall be displayed on each side of any school bus.

(c) Activity buses shall not be utilized to provide student transportation to and from school from any student’s home to school or from school to any student’s home.

(d) Each school bus, activity bus, and school passenger vehicle shall be equipped with a two-way communication system.

(e)(1) Each bus shall contain the following emergency supplies:

(A) At least one 2A-10BC fire extinguisher;

(B) at least one readily identifiable first-aid kit in a removable, waterproof, and dustproof container;

(C) at least one readily identifiable body fluid clean-up kit in a removable, waterproof, and dustproof container; and

(D) a minimum of at least three reflectorized triangle warning devices, securely stored but in an accessible location; and

(E) at least one emergency seat belt cutter.

(2) The first-aid kit, body fluid clean-up kit, and fire extinguisher, and seat belt cutter shall be mounted in full view of, and readily accessible to, the driver.

(f) Each governing body shall ensure that occupant restraint systems are provided for, and utilized by, all occupants of school passenger vehicles. When providing transportation for
91-38-3. School transportation supervisor; duties and responsibilities. (a) Appointment and general responsibilities.

(1) Appointment. Each governing body shall designate an employee to be the transportation supervisor.

(2) General responsibilities:

(A) The transportation supervisor shall be responsible for supervision and maintenance of the school district's transportation system.

(B) The transportation supervisor shall act as liaison between the school district and any contracted bus transportation service.

(b) School transportation routes and stops.

(1) The transportation supervisor shall be responsible for establishing all regular transportation routes and stops for the loading and unloading of students along those routes. The supervisor shall keep a current map on file for each regular transportation route, with all stops noted and a current map of the school district showing each attendance center.

(2) The transportation supervisor shall not establish stops on any interstate highway, state toll road, or other limited-access highway.

(3) The transportation supervisor shall give special consideration to road conditions and safety concerns when planning the regular transportation routes. If a safety hazard is encountered, the appropriate authorities shall be contacted about eliminating or correcting the hazard, if possible.

(4) Each driver shall report to the transportation supervisor any condition encountered by the driver on a transportation route that appears to pose a safety hazard.

(5) If visibility is less than 500 feet when approaching an established school bus stop
from any direction, the transportation supervisor shall contact state, county, or township road authorities and request that warning signs be posted for the school bus stop. Whenever practicable, stops shall be established only at points where visibility is at least 500 feet for all motorists.

(c) Driver training meetings.

(1) Each transportation supervisor shall conduct at least 10 safety meetings per year for all school transportation providers employed by the school district.

(2) Attendance at each meeting shall be documented with a sign-in sheet or similar document. The record of attendance and the agenda shall be retained by the supervisor for at least two years.

(3) Safety meeting topics shall include school transportation safety concerns from drivers regarding route safety, changes in laws or regulations, and other safety issues as determined appropriate by the transportation supervisor.

(4) Safety meetings may be electronically recorded so that drivers who are unable to attend a particular meeting may view the program at another time.

(5) Each school transportation provider shall attend at least 10 safety meetings per year. Newly hired drivers shall be required to attend only those meetings held following their employment.

(d) Records retention.

(1) The transportation supervisor shall be responsible for maintenance and repair records for all school buses, activity buses, and school passenger vehicles used for student transportation, except short-term leased vehicles, that are either owned or leased and are operated by the school district. These records shall include information on scheduled

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maintenance, lubrication records, repair orders, and other maintenance.

(2) The maintenance record for each vehicle shall be kept as long as the school owns or leases the vehicle, and for at least two years following disposition of the vehicle.

(3) Maintenance records shall be available for inspection by the Kansas highway patrol, other law enforcement agencies, and Kansas state department of education officials.

(e) Contracts for bus transportation services. Each school district that contracts for bus transportation services shall ensure that each contract for those services includes a provision requiring the contractor to meet the requirements of subsections (c) and (d) of this regulation.

(f) Students with special needs. Each board school district shall, before transportation, notify the transportation supervisor of any student with special health care concerns or special needs for transportation, or an individualized education program requiring transportation. The supervisor shall ensure that all drivers, substitute drivers, and attendants are informed of these needs and receive any training that is necessary to safely transport the student or to accommodate the student's special needs. (Authorized by and implementing K.S.A. 8-2009; effective July 1, 2000; amended March 28, 2003; amended P-__________.)
91-38-4. Compliance with chassis and body construction standards. (a) Except as otherwise provided in subsection (c) of this regulation, a governing body shall not allow students to be transported on any school bus acquired or leased after the effective date of this regulation until the governing body has on file a verified statement, as prescribed by the state board, from the seller or lessor of the school bus attesting that the school bus meets the following requirements:

(1) The school bus chassis and body construction standards promulgated by the United States department of transportation that apply to the particular bus; and

(2) the bus chassis and body construction standards, including standards for specially equipped school buses, if applicable, prescribed in the national standards for school transportation specifications adopted by the national congress on school transportation.

(b) A governing body shall not alter, change, or otherwise modify any school bus used to transport students in any manner that results in nullification of the statement required in subsection (a) of this regulation or that results in the failure of the school bus to comply with standards applicable to it under K.S.A. 1998 Supp. 8-2009a, and amendments thereto.

(c) If a governing body is acquiring a school bus from another governing body, the governing body acquiring the school bus shall obtain the following statements from the governing body that is disposing of the school bus:

(1) The verified statement obtained by the governing body under subsection (a) of this regulation; and

(2) a verified statement from the governing body that is disposing of the school bus attesting to the fact that the governing body has not altered, changed, or otherwise modified the school bus in any manner that results in nullification of the statement required in subsection
(a) of this regulation or that results in the failure of the school bus to comply with the
standards applicable to it under K.S.A. 1998 Supp. 8-2009a, and amendments thereto.

This regulation shall be effective on and after July 1, 2000. (Authorized by K.S.A. 1998
July 1, 2000; amended P-________________.)
91-38-5. Annual inspection of school vehicles. (a)(1) Each governing body that either owns or leases and that operates any school bus or activity bus shall have each of those buses inspected annually in accordance with this regulation.

(2) Each person or entity that contracts with any governing body to provide bus transportation services to students shall have each school bus or activity bus used to transport students inspected annually in accordance with this regulation.

(3) Except for new buses, which shall be inspected upon delivery and before being used to transport students, the inspection process shall be conducted between June 1 and September 30. No school bus or activity bus shall be used to transport students until the inspection process has been completed and the bus is in proper working order.

(b)(1) Each governing body and each bus transportation contractor shall have each school bus and each activity bus that is operated by the governing body or the contractor inspected by a mechanic who is knowledgeable about the mechanical systems of school buses. In addition, each governing body shall have each school passenger vehicle that is used to transport students inspected annually by a mechanic. The mechanic shall inspect each bus and each school passenger vehicle to determine whether the mechanical system is in proper working order.

(2) Each mechanic shall indicate the results of the inspection on the form provided by the state department of education and shall return the form to the governing body or bus transportation contractor.

(c)(1) After the inspection prescribed in subsection (b) is completed, each school vehicle shall be inspected by the Kansas highway patrol to determine whether the school vehicle is equipped with the appropriate safety devices and those devices are in proper
working order.

(2) The results of the inspection shall be indicated by the highway patrol officer on the form provided by the state department of education. Following completion of this form, it shall be returned to the governing body or bus transportation contractor and shall become a maintenance record.

(d) Upon successful completion of the inspection process specified in subsections (b) and (c), a school vehicle inspection sticker issued by the Kansas highway patrol shall be placed on the school vehicle’s windshield in a location that will not impair the driver’s vision.

(e)(1) If any school vehicle fails either the mechanical or safety inspection specified in this regulation, that school vehicle shall not be used for student transportation until all defects have been corrected and the school vehicle has been approved.

(2) If repairs or other corrections are required for a school vehicle to pass the inspection and these repairs or corrections are completed within 10 days after the initial inspection, then only the defective items shall be reexamined. If the repairs or corrections are not made within 10 days following the initial inspection, the school vehicle shall be completely reinspected.

(f) At any time, spot inspections of any school vehicle used for student transportation may be conducted by the Kansas highway patrol.

(g) Each school bus, activity bus, and school passenger vehicle that is purchased at any time following the required annual inspection for school vehicles shall pass the inspections required by this regulation before being used to transport students. (Authorized by and implementing K.S.A. 8-2009; effective July 1, 2000; amended March 28, 2003; amended P-_____________.)
91-38-6. School transportation driver qualifications. (a) Driver's licensing and age requirements. Each person employed by a school district or by a school bus contractor who, at any time, will provide student transportation shall be licensed in accordance with pursuant to K.S.A. 8-234b and amendments thereto, or the appropriate licensing statutes of the person's state of residence. Each person also shall meet the following requirements listed below:

(1) Each driver of a school bus or activity bus with a gross weight of over 26,000 pounds shall maintain a commercial class A or B driver's license, with passenger endorsement and school bus endorsements.

(2) Each driver of a school bus or activity bus that has a gross weight of 26,000 pounds or less and is designed for transporting 16 passengers or more shall maintain a commercial class A, B, or C driver's license, with passenger-endorsement and school bus endorsements.

(3) Each driver of a school passenger vehicle or a school bus or activity bus that has a gross weight of 26,000 pounds or less and is designed to transport fewer than 16 passengers shall maintain an appropriate noncommercial operator's license.

(4) Each driver's license shall be valid within the driver's state of residence.

(5) Each driver of an activity bus shall be 21 years of age or older.

(b) Criminal and driving records.

(1) Each prospective school transportation provider or other school employee who may transport students shall be required to sign a statement indicating whether that individual has been convicted within the past 10 years in any state or federal court of any felony involving another person or any crime involving a child. A person who has been

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convicted of such a crime within the past 10 years shall not be employed, re-employed, or retained as an employee to provide student transportation.

(2) Each prospective driver shall be required to sign a statement indicating whether, within the past 10 years, that individual has been convicted in any state of any felony or any major traffic violations specified in subsection (c) of this regulation.

(3) For purposes of this regulation, a conviction means shall mean entering a plea of guilty or nolo contendre, a finding of guilty by a court or jury, or forfeiture of bond.

(4) Each prospective school transportation provider shall give written authorization to the prospective employer to obtain the applicant’s driving record through a local law enforcement agency or the Kansas department of revenue, division of vehicles, in accordance with pursuant to K.S.A. 74-2012 and amendments thereto. The authorization also shall allow the prospective employer to obtain the applicant’s driving record in states other than Kansas through a local law enforcement agency or the appropriate agency of the other state.

(c) Disqualification from employment.

(1) Except as otherwise provided in paragraph (c)(2) of this subsection, a governing body shall not employ or retain to transport students any person who discloses or whose driving record indicates that, within the past 10 years, the person has been convicted of any of the following major traffic violations:

(A) Hit-and-run driving;

(B) driving while under the influence of alcohol or drugs;

(C) vehicular homicide;

(D) reckless driving; or
(E) any offense for which the driver’s license was suspended or revoked pursuant to K.S.A. 8-254 and 8-255, and amendments thereto.

(2) A governing body may waive the disqualification for employment by a unanimous vote of the full membership of the governing body.

(d) Driver experience and training requirements.

(1) Each driver who operates a school vehicle to transport students shall have at least one year’s experience in operating a motor vehicle.

(2)(A) Each school bus drivers driver shall be provided a minimum of with at least 12 hours of bus driver training. The first six hours of training shall be completed without student passengers, but the remaining hours may be completed with student passengers, if the driver-trainer is on the bus. All driver training shall be supervised by the assigned driver-trainer.

(B) Except as otherwise provided in paragraph (d)(2)(C) of this subsection, each school transportation provider shall complete a first aid and cardiopulmonary resuscitation (CPR) course, approved by the state department of education, before within 30 days after the first day the driver is allowed to transport students. Each driver completing any training session shall obtain a wallet card or other certificate attesting to that individual’s completion of the training program and shall maintain this certification.

(C) A school transportation provider who is certified as an emergency medical service provider shall not be required to complete first aid and CPR training, if the emergency medical certification is maintained in valid status. As used in this paragraph, “emergency medical service provider” means first responder, emergency medical technician-basic, emergency medical technician-intermediate, emergency medical technician-paramedic, or
mobile intensive-care technician.

(e)(1) Each school transportation provider shall successfully complete a vehicle accident prevention course approved by the state department of education, before within 30 days after the first day the driver transports students. The driver shall obtain a completion certificate or wallet card as evidence that the course requirements have been met.

(2) After completion of the initial accident prevention course, each driver shall be required to maintain certification by either of the following:

(A) completion of an accident prevention course at least every three years; or

(B) annual attendance at a workshop provided for school transportation personnel by the state department of education.

(3) The transportation supervisor shall maintain documentation of driver training for school transportation providers for the duration of the driver’s employment, and a minimum of at least two years thereafter.

(f) Substitute and emergency school transportation providers.

(1) Substitute school transportation providers shall meet the requirements in this regulation, but they these individuals may be allowed up to 30 days following employment to complete the first aid, CPR, and accident prevention course training requirements.

(2) Any person who holds a valid commercial driver’s license with passenger and school bus endorsements and a current medical certificate may operate a school bus in an emergency situation. For purposes of this paragraph, an “emergency situation” shall mean a situation in which no qualified driver or substitute driver is available. A specific driver shall not drive as an emergency driver for more than five days during a school year.

(g) Physical examination and health requirements.

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(1) The physical qualification requirements for school transportation providers in Kansas shall be those in 49 C.F.R. 391.41, as in effect on January 14, 2014, which is hereby adopted by reference. The physical examination form that is prescribed by the federal highway administration, office of motor carriers, and that is available from the state department of education shall be utilized to document the results of each examination. The medical examiner’s report form and the medical examiner’s certificate that are approved by the state department of education shall be used to document the results of each examination.

(2) The physical examination shall be certified by a person licensed to practice medicine and surgery, and shall be required doctor of medicine, doctor of osteopathy, doctor of chiropractic, physician assistant, nurse practitioner, or any medical professional on the federal motor carrier safety administration’s national registry of certified medical examiners, according to the following schedule:

(A) Before beginning employment as a school transportation provider;

(B) at least every two years after the date of the initial physical examination; and

(C) at any time requested by the driver’s employer, the school transportation supervisor, or the state department of education.

(3) A properly certified physical-examination report medical examiner’s certificate required under this subsection shall not constitute the certification of health required by K.S.A. 72-5213, and amendments thereto.

(4) Each governing body shall keep on file a current physical-examination report medical examiner’s certificate for each school transportation provider. If a provider leaves employment for any reason, the person’s last physical-examination report medical examiner’s certificate shall be kept for two years after the person leaves.
(h) Waiver of physical requirements.

(1)(A) Any person failing to meet the requirements of subsection (g) may be permitted to be a school transportation provider for a particular school district, if a waiver is granted by the governing board of that school district under this sub-section. Each waiver shall meet the following requirements:

(i) The person seeking the waiver, the transportation supervisor for the school district, and the contract manager, if applicable, shall submit a joint application for a waiver to the local board of education.

(ii) Each application shall be accompanied by reports from two physicians licensed to practice medicine and surgery of the following, indicating their opinions regarding the person’s ability to safely operate a school bus: doctor of medicine, doctor of osteopathy, doctor of chiropractic, physician assistant, or nurse practitioner.

(iii) The application shall contain a description of the type and size of the vehicle to be driven and any special equipment required to accommodate the driver to safely operate the vehicle, the general area and type of roads to be traveled, distances and time period contemplated, and the experience of the person in driving vehicles of the type to be driven.

(B) An application for a waiver shall be granted only by unanimous approval of the governing board.

(2) Restrictions of the waiver as approved by the governing body.

(A) A waiver as described in paragraph (h)(1) of this sub-section shall not be granted for a period longer than two years, but may be renewed by following the procedures in paragraph (h)(1) of this sub-section.

(B) While on duty, the driver shall keep in the driver’s possession the original
document granting the waiver or a legible copy of it this document.

(C) Each governing body shall retain the original document granting the waiver or a legible copy of the waiver in the driver’s personnel file for as long as the driver is employed and for a period of at least two years following termination of the driver’s employment.

(D) A waiver may be revoked, for cause, by the governing body. Before revocation, the governing body shall perform the following:

(i) Suspend the driver from service;

(ii) provide notice of the proposed revocation to the driver, including the reason or reasons for the proposed revocation; and

(iii) allow the driver a reasonable opportunity to show cause, if any, why the revocation should not occur.

(i) Alcohol and drug testing requirements. Each Any governing body may develop a policy to include all drivers of any school motor vehicles in the alcohol and drug testing program required for drivers not holding commercial driver’s licenses. (Authorized by and implementing K.S.A. 8-2009; effective July 1, 2000; amended March 28, 2003; amended P-_______.)
91-38-7. Driver’s duties and responsibilities. (a) Each school transportation provider shall inspect a school vehicle before its use to ascertain that the vehicle is in a safe condition and equipped as required by law, and that all required equipment is in working order. The school transportation provider shall document each inspection.

(b) If any defect is discovered, students shall not be transported in the vehicle until the defect is corrected.

(c) Documentation of the inspections of each school vehicle shall be kept on file for a minimum of at least one year following the vehicle inspection.

(d) A school transportation provider shall not drive a school vehicle for more than 10 consecutive hours or for more than a total of 10 hours in any 15-hour period.

(e) Each school transportation provider shall ensure that all doors are closed before the vehicle is put into motion and remain closed while the vehicle is moving.

(f) Each school transportation provider shall ensure that openings for the service door, emergency exits, and aisles are kept clear of any obstructions.

(g) Each school transportation provider shall utilize the driver’s safety belt at all times while the vehicle is in motion.

(h) If the school transportation provider leaves the driver’s seat, the parking brake shall be set, the motor turned off, and the keys removed. However, drivers of specially equipped buses may leave the motor running to operate a power lift after setting the parking brake.

(i) If a school vehicle is refueled during any trip when passengers are being transported, the school transportation provider shall unload all passengers from the vehicle and turn off the vehicle’s motor before beginning refueling procedures. Fuel shall not be

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transported in any manner, except in the vehicle’s fuel tank.

(j) Following the completion of any trip, each school transportation provider shall perform a walk-through inspection of the school bus or activity bus, or a visual check of the school passenger vehicle, that the provider was driving, to ensure that all passengers have disembarked.

(k) A driver of a school bus or activity bus shall not tow any trailer or other vehicle with the bus, while any passenger is on the bus. (Authorized by and implementing K.S.A. 8-2009 and 8-2009a; effective July 1, 2000; amended March 28, 2003; amended P-__________.)
91-38-8. Loading and unloading procedures. (a) On routes.

(1) Each school bus driver shall activate the alternately flashing warning lights as required by K.S.A. 8-1556 and amendments thereto, at any time that the loading or unloading of students occurs on the traveled portion of any roadway.

(2) Each governing body shall adopt procedures for the loading and unloading of students, consistent with the requirements of this article of the department’s regulations. The procedures shall include the following:

(A) Each school bus driver shall load and unload students off the roadway whenever adequate space is provided, unless parking the bus off the roadway would threaten the safety or stability of the bus or safety of the students.

(B) Each school bus driver shall direct students who cross the roadway when loading or unloading from a school bus to cross only in front of the bus. The driver shall ensure that all traffic has stopped and shall instruct students to wait for a signal from the driver before crossing the roadway.

(C) Students shall not be required to cross any divided highway, as defined in K.S.A. 8-1414 and amendments thereto, or any roadway consisting of more than one lane of traffic traveling in the same direction excluding turn lanes in order to board the bus or to reach the students’ destination upon unloading from the bus.

(D) When the loading or unloading of students takes place on a roadway, the bus shall stop in the far right-hand lane of the roadway.

(E) Each driver shall ensure that all students who have unloaded from the bus have moved a safe distance away from the bus before the driver moves the bus.

(b) At school.

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(1) Whenever possible, each governing body shall provide bus parking so that the
loading or unloading of students is conducted in an area away from vehicular traffic and off the
roadway.

(2) Before each school’s dismissal time, and where adequate space is available, the bus
drivers shall park the buses in single file.

(3) If the loading or unloading of students is conducted on the traveled portion of a
roadway, each bus driver shall park the bus on the side of the roadway nearest to the school,
with the entry door opening away from the traveled portion of the roadway. Buses shall be
parked adjacent to curbing, if present. If there is no curbing, the buses shall be parked as
far to the right of the roadway as possible without threatening the stability of the bus.

(4) Each board shall ensure that there is adult supervision during loading and
unloading procedures at each school building, except at buildings utilized exclusively for senior
high school students.

(c) On activity trips.

(1) Whenever possible, each bus driver shall park the bus so that the loading or
unloading of students takes place in an area away from other vehicular traffic.

(2) The transportation supervisor shall designate, in advance, stops for the loading
and unloading of buses along each activity trip route.

(d) In school passenger vehicles. Each driver of a school passenger vehicle shall park
the vehicle in a location so that students are loaded or unloaded in an area off the roadway.

This regulation shall be effective on and after July 1, 2000. (Authorized by and
effective July 1, 2000; amended P-______________.)

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Item 12 b. Attachment
(school bus safety)

KANSAS LEGISLATIVE RESEARCH DEPARTMENT
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April 11, 2017

Randy Watson, Commissioner
Kansas Department of Education
900 SW Jackson
Topeka, KS 66612

Dear Commissioner Watson:

At its meeting on April 5, 2017, the Joint Committee on Administrative Rules and Regulations reviewed for public comment rules and regulations concerning KAR 91-38-1, definitions; KAR 91-38-2, general limitations and requirements; KAR 91-38-3, school transportation supervisor, duties and responsibilities; KAR 91-38-4, compliance with chassis and body construction standards; KAR 91-38-5, annual inspection of school vehicles; KAR 91-38-6, school transportation driver qualifications; KAR 91-38-7, driver's duties and responsibilities; KAR 91-38-8, loading and unloading procedures. After discussion, the Committee had no comment.

Prior to filing with the Secretary of State, review the history sections of the rules and regulations to update them to the most recent statutory citations, making certain the citations for authorizing and implementing statutes are correct and complete. Please indicate your agency's website address in the filing notice where proposed regulations can be located. In addition, if your agency accepts written comments by e-mail include this information in the public notice. Further, e-mail requests for public accommodations should be included as a part of the notice. Finally, verify that the adoption by reference of any materials included in the regulations is properly completed as prescribed in the Policy and Procedure Manual for the Adoption of Kansas Administrative Regulations.

Please make this letter a part of the public record on these regulations. The Committee will review the regulations the agency ultimately adopts, and reserves any expression of legislative concern to that review.

To assist in that final review:

Please inform the Joint Committee and me, in writing, at the time the rules and regulations are adopted and filed with the Secretary of State, of any and all changes that have been made following the public hearing. Please notify the Joint Committee and me, in writing, when your agency has adopted the regulations as permanent; delayed implementation of the regulations; or decided not to adopt any of the regulations.
Also, please indicate separately to the Joint Committee and me, any changes made to
the proposed regulations reviewed by the Committee.

Based upon direction from the Committee, failure to respond to each and every
comment contained in this letter may result in the request that a spokesperson from your
agency appear before the Committee to explain the agency's failure to reply.

Sincerely,

[Signature]
Raney L. Gilliland
Director

RLG/dmb
April 24, 2017

Secretary of the Kansas State Board of Education
Landon State Office Building
900 S.W. Jackson Avenue
Suite 102
Topeka, KS 66612

RE: May 9, 2017 Public Hearing on Proposed Administrative Regulations

Dear Secretary:

I submit these comments on behalf of the Kansas Chiropractic Association (hereafter, KCA) for the Kansas State Board of Education’s consideration. Our Association is particularly interested in the proposed amendments to K.A.R. 91-38-6(g)(2) regarding the physical examinations required for Kansas school bus drivers. The proposal for this section of the Regulations which will be presented at the May 9, 2017 public hearing would allow Kansas doctors of chiropractic who are listed on the Federal Motor Carrier Safety Administration’s Registry of Certified Medical Examiners to perform and sign off on the physical forms required for Kansas school bus drivers. These physical examinations are required before beginning employment, at least every two (2) years after the date of the initial physical examination and at any time requested by the driver’s employer, the school transportation supervisor, or the State Department of Education.

The KCA fully supports the proposed amendments to K.A.R. 91-38-6(g)(2) for the following reasons:

1) Since 1957, K.S.A. 65-2871 has defined the scope of practice for Kansas chiropractic physicians in a manner which encompasses all of the services necessary to perform a complete physical examination, including everything required for a commercial driver’s mandatory physical.

2) Since 1992, doctors of chiropractic have been included on the list of providers eligible to perform commercial motor vehicle driver physical examinations.

3) In 2014, the National Registry of Certified Medical Examiners was implemented with the purpose of making our roads safer by improving the quality of examinations required for commercial drivers and the quality of those providers who perform the examinations.
4) Included in the 2014 mandates for the National Registry of Certified Medical Examiners is the directive that chiropractic physicians continue to be eligible to perform the commercial driver physicals.

5) Chiropractic physicians listed as certified on the Federal Registry are required to attend the same training and pass the same examinations as other medical professionals who qualify to be on the Registry. Like the other certified providers, doctors of chiropractic must be re-trained and re-tested every five (5) years and must be a re-certified every ten (10) years.

6) Currently, there are 43 doctors of chiropractic across Kansas who are listed on the Federal Motor Carrier State of Administration’s Registry of Certified Medical Examiners. Having access to these doctors will make it easier for Kansas school bus drivers across the state to obtain the required commercial driver physicals and to maintain certified health and safety status to drive.

Thank you for your time and consideration of these comments. If you have any questions or would like to discuss anything contained herein, please feel free to give me a call at your convenience.

Sincerely,

[signature]

Dr. Thad Schneider, D.C., KCA President
1213 Hylton Heights Rd. #117b
Manhattan, KS 66502
785-537-2925
To: Commissioner Randy Watson
From: Scott Gordon
Subject: Public Hearing on Higher Education Accreditation regulations (K.A.R. 91-1-70a, 91-1-208, 91-1-221, 91-1-235).

Board Goals: Governmental Responsibility

The Kansas State Board of Education will conduct a public hearing on proposed amendments to the Higher Education Accreditation Regulations (K.A.R. 91-1-70a, 91-1-208, 91-1-221, 91-1-235). A copy of the regulations is attached. A copy of the Joint Committee on Administrative Rules and Regulations comments will be provided to Board members. If no changes are needed, the Board is asked to adopt the regulations on May 10, 2017.

Procedures for any Public Hearing of the State Board are as follows:

Any person having an interest in the subject of the Hearing shall have a right to provide oral and written testimony to the State Board on the subject of the hearing.

Any person wishing to speak at the Hearing shall sign in prior to the commencement of the Hearing by providing his/her name, address, and identifying whether he/she represents an opinion of a group.

The presiding officer will conduct the Hearing. Speakers shall be recognized according to the order in which they signed in.

Each speaker will have 5 minutes to make his or her presentation.

If written testimony is submitted, 13 copies should be provided.
91-1-70a. Accreditation. The "professional standards for the accreditation of schools, colleges, and departments of education," as published by the national council on the accreditation of teacher education (NCATE) in January 2001, including the "glossary of NCATE terms," are adopted by reference following portions of the document titled "CAEP accreditation standards," as approved by the council for the accreditation of educator preparation (CAEP) board of directors on August 29, 2013, are hereby adopted by reference:

(a) Standard 1 on pages 2 and 3 and the related glossary on page 3;
(b) standard 2 and the related glossary on page 6;
(c) standard 3 on pages 8 and 9 and the related glossary on page 10, except for the following text in 3.2:
(1) The second and third bulleted items; and
(2) the three paragraphs immediately following the bulleted list;
(d) standard 4 on page 13; and
(e) standard 5 on pages 14 and 15 and the related glossary on page 15.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 1997; amended Jan. 4, 2002; amended .)
91-1-208. General requirements. (a) Application procedures. Application for each license, renewal, or duplicate license shall be made by the person seeking the license. Each application shall be made submitted on a form provided by the state department of education. The form shall be filled out completely, including all names under which the applicant has been known. The application shall be submitted by mail or in person, with the correct fee and, when required, official documentation to the certification section, of the state department of education.

(b) Child abuse and neglect central registry. Each application shall include a completed child abuse and neglect central registry release.

(c) Renewal period. A Any license may be renewed up to six months before its expiration date.

(d) License registration. Each teacher or other licensed person employed in a public school shall file a valid license in the office of the superintendent of the district in which the person is employed.

(d) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended P-________________.)
91-1-221. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 5, 2005; amended July 18, 2008; revoked P-________.)
91-1-235. Procedures for initial approval of teacher education programs. (a) Application.

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

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

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

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

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed.

Any institution may challenge the appointment of a review team member. The institution’s challenge shall be submitted in writing and received by the commissioner no later
than 30 days after the notification of review team appointments is sent to the institution. Each
challenge to the appointment of a review team member shall be only on the basis of a conflict of
interest.

(c) Program review process.

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

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

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

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

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

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

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

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

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

(h) Change of approval status.

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

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

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of...
the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended P-
April 11, 2017

Randy Watson, Commissioner
Kansas Department of Education
500 SW Jackson
Topeka, KS 66612

Dear Commissioner Watson:

At its meeting on April 5, 2017, the Joint Committee on Administrative Rules and Regulations reviewed for public comment rules and regulations concerning KAR 91-1-70a, accreditation; KAR 91-1-208, general requirements; KAR 91-1-221, revocation (was technical education special needs certificate); KAR 91-1-235, procedures for initial approval of teacher education programs. After discussion, the Committee had the following comments.

Comment. The Committee is concerned about the timeliness of this set of rules and regulations. It appears these rules and regulations were approved by both the Department of Administration and the Attorney General in 2014. Please explain the delay.

KAR 91-1-235. The Committee suggests that, for clarity, the agency consider describing the days in terms of either “calendar days” or “business days.”

Prior to filing with the Secretary of State, review the history sections of the rules and regulations to update them to the most recent statutory citations, making certain the citations for authorizing and implementing statutes are correct and complete. Please indicate your agency’s website address in the filing notice where proposed regulations can be located. In addition, if your agency accepts written comments by e-mail include this information in the public notice. Further, e-mail requests for public accommodation should be included as a part of the notice. Finally, verify that the adoption by reference of any materials included in the regulations is properly completed as prescribed in the Policy and Procedure Manual for the Adoption of Kansas Administrative Regulations.

Please make this letter a part of the public record on these regulations. The Committee will review the regulations the agency ultimately adopts, and reserves any expression of legislative concern to that review.
To assist in that final review:

Please inform the Joint Committee and me, in writing, at the time the rules and regulations are adopted and filed with the Secretary of State, of any and all changes that have been made following the public hearing. Please notify the Joint Committee and me, in writing, when your agency has adopted the regulations as permanent; delayed implementation of the regulations; or decided not to adopt any of the regulations.

Also, please indicate separately to the Joint Committee and me, any changes made to the proposed regulations reviewed by the Committee.

Based upon direction from the Committee, failure to respond to each and every comment contained in this letter may result in the request that a spokesperson from your agency appear before the Committee to explain the agency's failure to reply.

Sincerely,

[Signature]

Raney L. Gilliland
Director

RLG/dmb
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act on recommendations of the Professional Practices Commission (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 it grant Kris Bailey’s application.

Explanation of Situation Requiring Action:

1. Kris Bailey 17-PPC-02

Kris Bailey applied for an emergency substitute license. He disclosed his criminal background, which included theft-related felony and misdemeanor convictions. His last conviction occurred in 2010. Since that time, Bailey resumed his education at K-State. He now holds a Bachelor’s degree and anticipates graduating with his Master’s degree in December 2017. Bailey was candid with the Professional Practices Commission about his past mistakes and the changes he has made. He has not engaged in any other criminal conduct. After considering the matter, the Commission voted 7 – 0 to recommend the State Board grant Bailey’s application for an emergency substitute license.
BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

In the Matter of the Application of Kris Bailey

Case No. 17-PPC-02
OAH No. 17ED0010

INITIAL ORDER

Statement of Case

This matter comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the application of Kris Bailey for an emergency substitute license.

The hearing was held on April 3, 2017. Appearing for the Commission were chairperson, Linda Sieck, and members, Dorsey Burgess, Maret Schrader, Jessica Snyder, Justin Henry, John McKinney, and Sylvia Ramirez.

The applicant appeared pro se. The KSDE appeared by and through its attorney, Kelli Broers.

Findings of Fact

1. In 2004, Mr. Bailey started college at Kansas State University (K-State) majoring in Secondary Education. He attended for a year and a half.

2. Mr. Bailey determined that he was not ready to continue in college and began working at a FedEx Office/Kinko Store.

3. On or about November 12, 2007, Mr. Bailey was arrested for computer crime and theft. Mr. Bailey testified that he stole over $9,000 in five
months by transferring money to pay rent and bills, including his student loans.

4. On or about June 30, 2008, Mr. Bailey was convicted of two counts of felony computer crime and one count each of felony and misdemeanor theft. Mr. Bailey was sentenced on August 25, 2008, receiving probation/parole for eighteen months. As a condition of his probation, Mr. Bailey was ordered to pay restitution to FedEx Kinko’s Inc., in the amount of $9,585.00, and fines and fees in the amount of $713.00.

5. Mr. Bailey testified that he was unable to consistently make the payments so he asked to borrow the money from his grandmother. She agreed to loan him some but not all that he owed.

6. Mr. Bailey wrote a check on his grandmother’s account in the amount of $9,982.00 to pay off the amount he owed.

7. On June 21, 2010, Mr. Bailey was convicted of felony forgery. He received probation and was assigned to Community Corrections for eighteen months on or about July 12, 2011.

8. On January 11, 2013, an order was entered terminating Mr. Bailey’s probation.

9. Mr. Bailey resumed his education at K-State graduating in December 2015 with his Bachelor’s Degree in Secondary Education and anticipates graduating in December 2017 with a Master’s Degree in School Counseling.
10. On September 12, 2016, Mr. Bailey applied for an emergency substitute license. Mr. Bailey disclosed his convictions in his application.

11. On January 17, 2017, the Kansas Department of Education filed its Complaint seeking denial of Mr. Bailey’s application.

Conclusions of Law and Discussion

1. K.A.R. 91-22-1a(b) provides that a “license may be denied by the state board to any person . . . for any act for which a license may be suspended or revoked pursuant to subsection (a).”

2. 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” including: 1) “Conviction of any crime punishable as a felony.”

3. The Commission, in determining whether to recommend to the Board that an individual’s application should be granted, is required to determine the extent of the applicant’s efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession. Wright v. State Bd. of Educ., 268 P.3d 1231 (Kan.App. 2012).

4. K.A.R. 91-22-1a(g)(1) provides factors relevant to a determination as to rehabilitation. (See also K.S.A. 72-1397(c).) The factors are as follows:

(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;
(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;

(C) the present fitness of the person to be a member of the profession;

(D) the actions of the person after the denial or revocation;

(E) the time elapsed since the denial or revocation;

(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;

(G) the number of incidents of improper conduct; and

(H) discharge from probation, pardon, or expungement.

5. While Mr. Bailey was in his early 20’s when he committed the crimes at issue, and was not an educator at the time, the Commission recognizes the serious nature of Mr. Bailey’s conduct.

6. Mr. Bailey, however, has taken full responsibility and has shown remorse for his actions.

7. Since his release from probation in January 2013, there have been no other instances of criminal misconduct by Mr. Bailey.

8. The Commission found Mr. Bailey’s determination to put his past behind him and become a role model for children was sincere as evidenced by his return to K-State; by graduating with his Bachelor’s Degree in Secondary Education; and anticipating graduation in December 2017 with his Master’s Degree in School Counseling.
9. The Commission also found the video produced by K-State featuring Mr. Bailey titled, “A Walk in My Shoes: First Generation College Students” was compelling.

10. The Commission found Mr. Bailey’s willingness to share his story, including his criminal history and subsequent successes, with students significant.

11. The Commission found that Mr. Bailey has shown rehabilitation as well as his fitness to be a member of the teaching profession.

On a unanimous vote of 7-0, it is recommended by the Professional Practices Commission to the Kansas State Board of Education that Mr. Bailey’s application for emergency substitute license and any subsequent application for licensure be granted.

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

The Kansas Department of Education may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.
This Initial Order is made and entered this 14 day of April, 2017.

[Signature]
Linda Sleck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On April 14, 2017, I mailed a copy of this document to:

Kris Bailey
1010 N. Manhattan Ave. #5
Manhattan, KS 66502

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

[Signature]
Gwen Kramer, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Kelli Broers
Director: Scott Gordon
Commissioner: Randy Watson

Meeting Date: 5/09/2017

Item Title:
Act on recommendations of the Professional Practices Commission (discipline)

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education revoke Jon Froehlich's license and publicly censure Julie Abellera.

Explanation of Situation Requiring Action:

1. Jon Froehlich 16-PPC-32

While holding a Kansas teaching license and while employed as an educator, Jon Froehlich was convicted of misdemeanor marijuana possession after having marijuana mailed to the school where he worked. He also testified he used marijuana frequently while employed as an educator. KSDE filed a complaint and a hearing was held before the Professional Practices Commission. After considering the matter, the Commission voted 7 – 0 to recommend to the State Board that it should revoke Froehlich's license.

2. Julie Abellera 17-PPC-04

While holding a Kansas teaching license and while employed as an educator, Julie Abellera was convicted of misdemeanor theft for conduct related to her employment at Walmart. KSDE filed a complaint and a hearing was held before the Professional Practices Commission. The Professional Practices Commission considered the matter and voted 7 – 0 to recommend to the State Board that it should publicly censure Ms. Abellera.
BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

In the Matter of the Professional License of Jon Froehlich

Case No. 16-PPC-32

OAH No. 17ED0009

INITIAL ORDER

Statement of Case

This matter comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint seeking revocation of Jon Froehlich’s professional teaching license.

The hearing was held on April 3, 2017. Appearing for the Commission were chairperson, Linda Sieck, and members, Dorsey Burgess, Maret Schrader, Jessica Snyder, Justin Henry, John McKinney, and Sylvia Ramirez.

The licensee appeared pro se. The KSDE appeared by and through its attorney, Kelli Broers.

Findings of Fact

1. Mr. Froehlich has held a professional teaching license in Kansas since 2013.

2. Mr. Froehlich was employed at Lawrence Southwest Middle School beginning in 2014.

3. Mr. Froehlich testified that he smoked marijuana on a daily basis during the relevant time period.
4. Mr. Froehlich also testified that he purchased an ounce of marijuana from a friend in Colorado in November 2015, December 2015, and January 2016, and had the marijuana mailed to the middle school.

5. On January 5, 2016, Mr. Froehlich was arrested, at the school, for possession of marijuana and drug paraphernalia, after signing for the package containing the marijuana.

6. Mr. Froehlich was charged criminally for his misconduct in Case No. 2016 CR 206 in the District Court of Douglas County.

7. On September 16, 2016, Mr. Froehlich pleaded guilty to and was convicted of misdemeanor possession of marijuana. Mr. Froehlich’s probation period is for 12 months.

8. On December 20, 2016, the KSDE filed the formal complaint seeking revocation of Mr. Froehlich’s professional teaching license.

9. Mr. Froehlich timely filed an answer and requested a hearing.

Conclusions of Law and Discussion

1. The Kansas State Board of Education (State Board) is responsible for licensing Kansas educators and may revoke a license for misconduct or other just cause. K.A.R. 91-22-1a(a).

2. Additionally, the State Board may revoke a teaching license if an individual has been convicted of a misdemeanor involving drug-related conduct. K.A.R. 91-22-1a.
3. Pursuant to K.S.A. 72-8501, the Legislature has declared teaching and school administration to be professions in Kansas with all the similar rights, responsibilities and privileges accorded other legally recognized professions. An educator is in a position of public trust.

4. Educators, as licensed professionals, are held to a higher standard. Educators are role models not only for the students but for the community.

5. Mr. Froehlich’s conduct, i.e., having marijuana mailed to the middle school where he was a teacher, coupled with his daily use of an illegal drug, is inconsistent with the commonly held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in the members of the profession.

6. Mr. Froehlich’s conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause for revoking his license and all associated endorsements.

7. Mr. Froehlich also testified that he had a troubled childhood and has suffered from depression and addiction. He testified that working with children with issues were a trigger.

8. This testimony was very troubling to the Commission and only reinforced that at this time, Mr. Froehlich lacks the fitness to be a licensed teacher.

On a vote of 7-0, the Commission finds that there is sufficient and just cause to revoke Mr. Froehlich’s professional teaching license.
IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that the license of Jon Froehlich be revoked.

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

The licensee may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is made and entered this 14th day of April, 2017.

Linda Sieck, Chairperson
Professional Practices Commission
CERTIFICATE OF SERVICE

On April 14, 2017, I mailed a copy of this document to:

Jon Froehlich
510 W. 6th Street
Lawrence, KS 66044

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

Gwen Kramer, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182
BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

In the Matter of the Professional License of Julia Abellera

Case No. 17-PPC-04
OAH No. 17ED0013

INITIAL ORDER

Statement of Case

This matter 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 suspension of Julia Abellera’s professional teaching license.

The hearing was held on April 3, 2017. Appearing for the Commission were chairperson, Linda Sieck, and members, Dorsey Burgess, Maret Schrader, Jessica Snyder, John McKinney, and Sylvia Ramirez.

Ms. Abellera appeared in person and with counsel, David Schauner. The KSDE appeared by and through its attorney, Kelli Broers.

Findings of Fact

1. Ms. Abellera has held a teaching license in Kansas since 2007.

2. Prior thereto, Ms. Abellera was a teacher in the Philippines for twelve years. She came to the United States through a program in which school districts would recruit special education, science and math teachers.

3. Ms. Abellera has been employed by USD 475 since 2007, with her last assignment as a special education teacher.
4. In the spring of 2015, Ms. Abellera took a second job at Walmart as a cashier.

5. During this time, Ms. Abellera’s daughter and baby were living with her and her husband.

6. Also during this time, Ms. Abellera and her daughter began what she referred to as “super couponing.” This involved obtaining large numbers of coupons for certain items by purchasing numerous newspapers and obtaining coupons through the internet, then stacking the coupons, leaving only a small amount, often just tax, to be paid.

7. Between September 1, 2015 and January 15, 2016, Ms. Abellera’s daughter would shop for the couponed items at the Walmart during Ms. Abellera’s shift. She would then check-out with Ms. Abellera. Ms. Abellera would give her daughter an employee discount. Both of these practices were against store policy. Ms. Abellera would take off the coupons then do a price adjust on the items often leaving her daughter with paying only the tax.

8. On or about January 15, 2016, Ms. Abellera was confronted about this practice by Walmart management and security. She testified that she came up with the $4,150 amount after repeatedly being asked to provide an amount.
9. She was arrested and, on January 25, 2016, was charged with one count of felony theft, in violation of K.S.A. 2014 Supp. 21-5801(a)(1) & (b)(3), in the District Court of Geary County, Kansas.

10. To avoid going to court and future embarrassment to her family, Ms. Abellera entered a plea of "Nolo Contende" to an amended count of misdemeanor theft, in violation of K.S.A. 2014 Supp. 21-5801(a)(1) & (b)(4).

11. Ms. Abellera was placed on supervised probation and ordered to pay restitution to Walmart in the amount of $4,150.00 and court costs and fees.

12. On September 26, 2016, Ms. Abellera submitted her application to renew her license in which she disclosed she had been convicted of theft and provided the requested supporting documents to verify the same.

13. Ms. Abellera’s probation was terminated on October 15, 2016, after she completed six months of probation and paid all restitution, fees, and costs.

14. On January 19, 2017, the KSDE filed its complaint requesting that Ms. Abellera’s license be suspended.

15. Ms. Abellera timely requested a hearing.

Conclusions of Law
and Discussion

1. The Kansas State Board of Education (State Board) is responsible for licensing Kansas educators and may suspend a license for misconduct or other just cause. K.A.R. 91-22-1a(a).
2. K.A.R. 91-22-1a provides that "any license issued by the state board may be suspended or revoked, or the license holder may publicly censured by the state board for misconduct or other just cause, including . . . (3) conviction of any misdemeanor involving theft."

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

4. While Ms. Abellera attempted to minimize her conduct by claiming it was "super couponing," the mere fact that her daughter would check out with her, which Ms. Abellera knew was against store policy, at least indicates that the practice may have been questioned by other checkers.

5. Ms. Abellera also testified that she knew she did not have to seek management approval to override prices under $5.00, which she would do with her daughter.

6. Ms. Abellera also claimed that she believed that she could give her daughter an employee discount since she lived with her. Again, the fact that her daughter would not go through anyone else's register to get the discount is suspect.

7. There was no evidence to prove the amount of money Walmart was denied as a result of Ms. Abellera's misconduct. She, however, willingly paid $4,150.00 in restitution and completed her diversion in six months.
8. Ms. Abellera testified that she has never engaged in any similar conduct or even been in trouble which the Commission believes to be the truth.

9. The Commission finds that Ms. Abellera is sincerely remorseful for her conduct.

10. The Commission does not believe that she would ever engage in similar conduct if given the opportunity.

However, the Commission, on a vote of 6-1, with the one abstaining, finds that discipline is warranted and, in this case, recommends public censure.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Julia Abellera be publicly censured.

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

The licensee may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.
This Initial Order is made and entered this 14 day of April, 2017.

[Signature]
Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

On April 14, 2017, I mailed a copy of this document to:

Julia Abellera
3005 Oakwood Drive
Junction City, KS 66441

David M. Schauner
KNEA General Counsel
Kansas National Education Association
715 SW 10th Ave.
Topeka, KS 66612-1686

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

[Signature]
Gwen Kramer, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182
BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

In the Matter of the Professional License of Julia Abellera

Case No. 17-PPC-04
OAH No. 17ED0013

NUNC PRO TUNC

The Initial Order issued in this case reflected that the vote was 6-1, with the one abstaining. That was incorrect as there were only six members in attendance for this hearing. Also, the wording regarding the abstention was somewhat confusing. This order is to correct those issues.

The Initial Order, in pertinent part, should read as follows:

However, the Commission, on a vote of 5-0, with one member abstaining, finds that discipline is warranted and, in this case, recommends public censure.

IT IS SO ORDERED.

Michele L. Tunnell
Administrative Law Judge
OFFICE OF ADMINISTRATIVE HEARINGS
1020 S. Kansas Ave.
Topeka, KS 66612
CERTIFICATE OF SERVICE

On April 25, 2017, I mailed a copy of this document to:

Julia Abellera
3005 Oakwood Drive
Junction City, KS 66441

David M. Schauner
KNEA General Counsel
Kansas National Education Association
715 SW 10th Ave.
Topeka, KS 66612-1686

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

[Signature]

Staff
OFFICE OF ADMINISTRATIVE HEARINGS
1020 S. Kansas Ave.
Topeka, KS 66612
To: Commissioner Randy Watson
From: Ann Yates, Scott Myers
Subject: Information on Blue Ribbon Task Force’s recommendation for Educate Kansas Teacher Recruitment Campaign

Board Goals: Provide an effective educator in every classroom

Staff will introduce Dr. Debbie Mercer, Dean of the College of Education at Kansas State University and Chair of the Professional Standards Board. Information will be shared regarding what has been produced as a result of the Blue Ribbon Task Force Report and the efforts of the Professional Standards Board, with a focus on the marketing campaign for teacher recruitment and retention.
To: Commissioner Randy Watson
From: Don Gifford
Subject: Report on Civic Engagement Initiatives in schools

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

Staff will provide information about the Civic Engagement pilot program and the process that schools will engage in to secure the award. Plans for selecting the winners, celebrating their success, and next steps with the initiative will also be shared.

In June of 2016, the Kansas State Board of Education authorized the Civic Engagement Initiative Committee to pilot and implement for the 2017-18 school year the creation of the Civic Advocacy Network, a program to promote civic engagement and award buildings that intentionally create civic engagement learning opportunities for their students. KSDE staff members presented information on the progress of civic engagement initiatives for Kansas students to the State Board of Education in February and May of that year. The Civic Advocacy Network Award will be rolled out in August 2017. The purpose is to promote civic engagement and award elementary, middle and high schools that intentionally create civic engagement and learning opportunities for their students.
To: Commissioner Randy Watson  
From: Coalition of Innovative School Districts  
Subject: Recommendations from Coalition for issuing 2017-18 Specialized Certificates  

Board Goals: Provide an effective educator in every classroom

The Coalition of Innovative School Districts is presenting 16 applications for specialized certificates to be considered by the State Board of Education pursuant to specifications approved by the State Board in July 2015. A vote is anticipated next month.

The applicants are all for USD 500 Kansas City Kansas. The specialized certificate is effective for a one-year period and is non-transferrable to any other Kansas school district. If approved, USD 500 may hire the individuals as non-licensed professional employees or licensed professional employees in areas outside of their area(s) of licensure for the 2017-18 school year.

The current seven approved Innovative School Districts are: USD 418 McPherson, USD 333 Concordia, USD 500 Kansas City Kansas, USD 229 Blue Valley, USD 201 Hugoton, USD 364 Marysville and USD 484 Fredonia.

Attachments:
- The Coalition’s position statement for “Issuance of a Certification Option to Teacher Licensure”
- Applications for 2017-18 school year and individualized rationale for filling vacancy with a certificated professional
Position Statement
Issuance of a Certification Option to Teacher Licensure

The Coalition of Innovative School Districts (CISD) is seeking a waiver from Kansas Teacher Licensure. The waiver will be sought in those instances when it is difficult to identify appropriate candidates prepared through existing licensure options, or when the district is developing an innovative program outside the scope of current licensure options.

The process for implementing the waiver will be transparent, including clear procedures to hire the most qualified candidates. The focus for selection will always be on candidates who will make the greatest impact on student learning and future success. When exercising this option, our intent is to be prudent, judicious, and thoughtful as we consider the best pathway to achieve district goals related to student success.

When making decisions about the most qualified applicant, a variety of factors will be considered including licensure, college degree or equivalent professional degree or certification, professional experience, references, and level of education. The selected candidates will be issued a “certificate” upon approval of the local school board, CISD board, and the State Board of Education. The “certificate” is effective for a one-year period, renewable upon local board approval, and is not transferrable to any other Kansas school district.

Teachers with the CISD Specialized Certificate are held to meet the same performance standards and will be evaluated following the same evaluation procedures established for fully licensed teachers. Examining the impact on student achievement and effective teaching practice is of great importance. CISD will explicitly report, on a bi-annual basis, on the implementation of the teacher certification process to the local, Coalition, and state boards of education.

CISD is committed to work with the State Board of Education, Kansas State Department of Education, Deans from schools of education within Kansas, Kansas National Education Association, and local education associations to identify best practice and recommend additional avenues for ensuring recruitment and retention of the most qualified teachers in Kansas schools.
I. Innovative School District identifies the need to hire a qualified candidate (see Position Statement) and provides, in written form, the rationale for use of a “Certificated” employee.

II. Innovative School District Certificate may not be granted for positions that include federal requirements such as Special Education and Title funded positions.

III. Innovative School District completes the background check and fingerprinting process on qualified candidate as required by Kansas Statutes.

IV. Candidate is recommended for approval to the local Board of Education.

V. Innovative School District completes the Coalition of Innovative School District (CISD) Application for Specialized Certificate Approval form and submits to the CISD Board for approval. The Certificate will specify the endorsement area(s) and qualified candidate will only be authorized to teach in the area(s) designated on the certificate. The Certificate will be valid for a period of one year and may be renewed on an annual basis.

VI. Following local and CISD board approval, the candidates will be presented to the State Board of Education for final approval. After the State Board of Education approves the candidates, the Innovative School District will issue Specialized Certificate with copies being provided to the CISD and the State Board of Education.

VII. The Innovative School District Specialized Certificate is not transferrable. The certificate will automatically become void upon resignation or termination from the hiring district. The Innovative School District will notify the CISD Board and KSDE when an employee holding a Certificate separates from employment.

VIII. The hiring Innovative School District will be responsible for providing any training, professional development, evaluation, and support needed for teachers hired under the CISD Specialized Certificate program (see Position Statement).

IX. CISD will include in the bi-annual report to State Board of Education the number and area of placement of Specialized Certificate teachers in Kansas.

X. KSDE will provide necessary support to the CISD to implement and manage the Specialized Certificate Program as needed.

XI. Continuous employment of a certified employee is at the discretion of the local board of education. The local board of education is responsible for defining the terms and conditions of the professional employee’s employment.
# Application for Specialized Certificate

## Coalition of Innovative School Districts (CISD)

**Date of Application:** 4/25/2017

**CISD District Name:** USD 500 Kansas City KS Public Schools

**Applicant Full Legal Name:** Jiahong Wang

**Recommended Professional Employee assignment and content area(s):**

**English/LA/ELL**

**Does applicant hold a valid Kansas Teaching License?**

- Yes
  - Content area(s): ___________________________
  - Effective Dates of License: ___/___/___ to ___/___/___

- No

**Does applicant hold a valid teaching license in a state other than Kansas?**

- Yes
  - Content area(s): ___________________________
  - Effective Dates of License: ___/___/___ to ___/___/___

- No

**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**

- Yes
- No

**DATE applicant been approved by local BOE:** 04/25/2017

**Term of Specialized Certificate:**

- One Year
  - Approval Dates: 08/01/2017 to 07/31/2018

- Renewal
  - Approval Dates: ___/___/___ to ___/___/___

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** English/LA/ELL are hard to fill areas. Ms. Wang has a Bachelor degree in Economics and Masters’ degrees in TESOL Translation Studies and English.

**Name:** Shelly Beech

**Position:** Director, Professional Workforce Development

**Signature:**

**Date:** 04/25/2017

**Specialized Certificate Approval:**

- Yes
- No

**Authorized by:** Dr. Evelyn Hill

**Position:** Board President

**Signature:**

**Date:** 4-25-17

(June 2015)
Application for Specialized Certificate
Coalition of Innovative School Districts (CISD)

Date of Application: 4/25/2017

CISD District Name: USD 500 Kansas City KS Public Schools

Applicant Full Legal Name: Christiana C. Spicer

Recommended Professional Employee assignment and content area(s):

**Math**

<table>
<thead>
<tr>
<th>Does applicant hold a valid Kansas Teaching License?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>☒ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does applicant hold a valid teaching license in a state other than Kansas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>☒ No</td>
</tr>
</tbody>
</table>

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check

| ☒ Yes     |                                                                 |
| ☐ No      |                                                                 |

DATE applicant been approved by local BOE 04/25/2017

Term of Specialized Certificate:

| ☒ One Year | Approval Dates 08/01/2017 to 07/31/2018 |
| ☐ Renewal  | Approval Dates ___/___/___ to ___/___/___ |

Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): **Math is a hard to fill area. Ms. Spicer has a Bachelor degree in Math and Actuarial Science.**

<table>
<thead>
<tr>
<th>Name: Shelly Beech</th>
<th>Position: Director, Professional Workforce Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td>Date: 04/25/2017</td>
</tr>
</tbody>
</table>

Specialized Certificate Approval:

| ☐ Yes    |                                                                 |
| ☒ No     |                                                                 |

Authorized by: Dr. Evelyn Hill

<table>
<thead>
<tr>
<th>Position: Board President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
</tr>
<tr>
<td>Date: 4-25-17</td>
</tr>
</tbody>
</table>

(June 2015)
## Application for Specialized Certificate

**Coalition of Innovative School Districts (CISD)**

<table>
<thead>
<tr>
<th>Date of Application:</th>
<th>4/25/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CISD District Name:</strong></td>
<td>USD 500 Kansas City KS Public Schools</td>
</tr>
<tr>
<td><strong>Applicant Full Legal Name:</strong></td>
<td>Noel D. Schneeberger</td>
</tr>
<tr>
<td><strong>Recommended Professional Employee assignment and content area(s):</strong></td>
<td>Social Studies</td>
</tr>
<tr>
<td><strong>Does applicant hold a valid Kansas Teaching License?</strong></td>
<td>No</td>
</tr>
<tr>
<td>□ Yes</td>
<td>Content area(s) __________________________; __________________________; __________________________</td>
</tr>
<tr>
<td></td>
<td>Effective Dates of License <em><strong>/</strong></em>/___ to <em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td><strong>Does applicant hold a valid teaching license in a state other than Kansas?</strong></td>
<td>No</td>
</tr>
<tr>
<td>□ Yes</td>
<td>Content area(s) __________________________; __________________________; __________________________</td>
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<tr>
<td></td>
<td>Effective Dates of License <em><strong>/</strong></em>/___ to <em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td><strong>Applicant completed and passed all LEA pre-employment hiring procedures including Background Check</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td><strong>DATE applicant been approved by local BOE</strong></td>
<td>04/25/2017</td>
</tr>
<tr>
<td><strong>Term of Specialized Certificate:</strong></td>
<td>One Year Approval Dates 08/01/2017 to 07/31/2018</td>
</tr>
<tr>
<td></td>
<td>Renewal Approval Dates <em><strong>/</strong></em>/___ to <em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td><strong>Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):</strong></td>
<td>Social Studies has been a hard to fill area for our district in the past 3 years. Mr. Schneeberger has a Bachelor degree in Sociology and Master's degrees in Urban Affairs/Human Resources and Practical Theology.</td>
</tr>
<tr>
<td><strong>Name:</strong></td>
<td>Shelly Beech</td>
</tr>
<tr>
<td><strong>Position:</strong></td>
<td>Director, Professional Workforce Development</td>
</tr>
<tr>
<td><strong>Signature:</strong></td>
<td>[Signature]</td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td>04/25/2017</td>
</tr>
</tbody>
</table>

| **Specialized Certificate Approval:** | Yes |
| □ Yes | |
| □ No | |

| **Authorized by:** | Dr. Evelyn Hill |
| **Position:** | Board President |
| **Signature:** | [Signature] |
| **Date:** | 4-25-17 |
## Application for Specialized Certificate

**Coalition of Innovative School Districts (CISD)**

**Date of Application:** 4/25/17

**CISD District Name:** USD 500 Kansas City KS Public Schools

**Applicant Full Legal Name:** Sarah C. Bowman

**Recommended Professional Employee assignment and content area(s):**

**Spanish (HS)**

<table>
<thead>
<tr>
<th>Does applicant hold a valid Kansas Teaching License?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does applicant hold a valid teaching license in a state other than Kansas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**DATE applicant been approved by local BOE** 04/25/2017

**Term of Specialized Certificate:**

<table>
<thead>
<tr>
<th>One Year</th>
<th>Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

| Approval Dates 08/01/2017 to 07/31/2018 |

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** Spanish has been a hard to fill area for USD 500. Ms. Bowman has a Bachelor’s degree in Spanish

<table>
<thead>
<tr>
<th>Name: Shelly Beech</th>
<th>Position: Director, Professional Workforce Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature: [Signature]</td>
<td>Date: 04/25/2017</td>
</tr>
</tbody>
</table>

**Specialized Certificate Approval:**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Authorized by:** Evelyn Hill

<table>
<thead>
<tr>
<th>Position: Board President</th>
</tr>
</thead>
</table>

| Signature: [Signature] | Date: 4-25-17 |

(June 2015)
Application for Specialized Certificate
Coalition of Innovative School Districts (CISD)

Date of Application: 4/25/2017
CISD District Name: USD 500 Kansas City KS Public Schools
Applicant Full Legal Name: Serena Browne Funches
Recommended Professional Employee assignment and content area(s):
Science (Middle)

Does applicant hold a valid Kansas Teaching License?
☐ Yes
□ No
Content area(s) __________________; __________________; __________________
Effective Dates of License ___/___/___ to ___/___/___

Does applicant hold a valid teaching license in a state other than Kansas?
☐ Yes
□ No
Content area(s) __________________; __________________; __________________
Effective Dates of License ___/___/___ to ___/___/___

Applicant completed and passed all LEA pre-employment hiring procedures including
Background Check
☐ Yes
□ No

DATE applicant been approved by local BOE 04/25/2017

Term of Specialized Certificate:
☐ One Year Approval Dates 08/01/2017 to 07/31/2018
□ Renewal Approval Dates ___/___/___ to ___/___/___

Rationale for Filling Vacancy with Certificated Professional (attach additional sheet
if necessary): Science is a hard to fill area. Ms. Browne-Funches has a Bachelor
degree in Organizational Leadership and has completed additional course work in
science in order to qualify for the MAT program. She has 8 years of experience as
a math and science tutor at the college and high school levels.

Name: Shelly Beech
Position: Director, Professional Workforce Development
Signature: [Signature]
Date: 04/25/2017

Specialized Certificate Approval:
☐ Yes
□ No

Authorized by: Dr. Evelyn Hill
Position: Board President
Signature: [Signature]
Date: 4-25-17

(June 2015)
# Application for Specialized Certificate

Coalition of Innovative School Districts (CISD)

**Date of Application:** 4/25/2017

**CISD District Name:** USD 500 Kansas City KS Public Schools

**Applicant Full Legal Name:** Thomas M. Conoley

**Recommended Professional Employee assignment and content area(s):**  
*Business/Computer Systems and Applications*

<table>
<thead>
<tr>
<th>Does applicant hold a valid Kansas Teaching License?</th>
<th></th>
</tr>
</thead>
</table>
| Yes | Content area(s) __________________________________________; __________________________; __________________________  
Effective Dates of License ___/___/___ to ___/___/___ |
| No |   |

<table>
<thead>
<tr>
<th>Does applicant hold a valid teaching license in a state other than Kansas?</th>
<th></th>
</tr>
</thead>
</table>
| Yes | Content area(s) __________________________________________; __________________________; __________________________  
Effective Dates of License ___/___/___ to ___/___/___ |
| No |   |

**X** Yes  
**X** No

**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**  
**X** Yes  
**X** No

**DATE applicant been approved by local BOE 04/25/2017**

**Term of Specialized Certificate:**  
**X** One Year  
Approval Dates **08/01/2017 to 07/31/2018**  
**□** Renewal  
Approval Dates ___/___/___ to ___/___/___

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):**  
*Business with an emphasis in computers is a hard to fill area. Mr. Conoley has a Bachelor’s degree in Business Administration and Masters’ degrees in Management and Information Systems.*

<table>
<thead>
<tr>
<th>Name: Shelly Beech</th>
<th>Position: Director, Professional Workforce Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature: <img src="signature" alt="Signature" /></td>
<td>Date: 04/25/2017</td>
</tr>
</tbody>
</table>

**Specialized Certificate Approval:**  
**□** Yes  
**□** No

**Authorized by: Dr. Evelyn Hill**  
**Position: Board President**  
**Signature: ![Signature](signature) | Date: 4/25/17**
# Application for Specialized Certificate

## Coalition of Innovative School Districts (CISD)

<table>
<thead>
<tr>
<th>Date of Application:</th>
<th>4/25/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISD District Name:</td>
<td>USD 500 Kansas City KS Public Schools</td>
</tr>
<tr>
<td>Applicant Full Legal Name:</td>
<td>Binod Gurung</td>
</tr>
</tbody>
</table>

**Recommended Professional Employee assignment and content area(s):**

**Math**

- **Does applicant hold a valid Kansas Teaching License?**
  - Yes
  - Content area(s) _______________; _______________; _______________
  - Effective Dates of License ___/___/___ to ___/___/___
  - No

- **Does applicant hold a valid teaching license in a state other than Kansas?**
  - Yes
  - Content area(s) _______________; _______________; _______________
  - Effective Dates of License ___/___/___ to ___/___/___
  - No

**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**

- Yes
- No

**DATE applicant been approved by local BOE** 04/25/2017

**Term of Specialized Certificate:**

- One Year
  - Approval Dates 08/01/2017 to 07/31/2018

- Renewal
  - Approval Dates ___/___/___ to ___/___/___

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** Math is a hard to fill area. Mr. Gurung has a Bachelor’s degree in Math and Statistics.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Shelly Beech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Director, Professional Workforce Development</td>
</tr>
<tr>
<td>Signature:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>04/25/2017</td>
</tr>
</tbody>
</table>

**Specialized Certificate Approval:**

- Yes
- No

**Authorized by:**

- Dr. Evelyn Hill
- Position: Board President
- Signature: Dr. Evelyn Hill
- Date: 4/25/17

(June 2015)
Application for Specialized Certificate
Coalition of Innovative School Districts (CISD)

Date of Application: 4/25/2017

CISD District Name: USD 500 Kansas City KS Public Schools

Applicant Full Legal Name: Elizabeth S. Hampleman

Recommended Professional Employee assignment and content area(s):
English/Language Arts

Does applicant hold a valid Kansas Teaching License?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Content area(s)</th>
<th>Effective Dates of License</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

X No

Does applicant hold a valid teaching license in a state other than Kansas?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Content area(s)</th>
<th>Effective Dates of License</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

X No

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

DATE applicant been approved by local BOE 04/25/2017

Term of Specialized Certificate:

<table>
<thead>
<tr>
<th>One Year</th>
<th>Approval Dates</th>
<th>Renewal</th>
<th>Approval Dates</th>
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<tbody>
<tr>
<td></td>
<td>08/01/2017 to 07/31/2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): English/Language Arts has been a hard to fill area for our district. Ms. Hampleman has a Bachelor and Master’s degree in English and a Master’s in Business.

Name: Shelly Beech

Position: Director, Professional Workforce Development

Signature: Shelly Beech

Date: 04/25/2017

Specialized Certificate Approval:

<table>
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<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
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</table>

Authorized by: Dr. Evelyn Hill

Position: Board President

Signature: Evelyn Hill

Date: 4/25/17

(June 2015)
Application for Specialized Certificate
Coalition of Innovative School Districts (CISD)

Date of Application: 4/25/2017

CISD District Name: USD 500 Kansas City KS Public Schools

Applicant Full Legal Name: Scott D. Hannah

Recommended Professional Employee assignment and content area(s):
Science (Middle)

Does applicant hold a valid Kansas Teaching License?
☐ Yes  Content area(s) __________________;__________________;__________________

     Effective Dates of License ___/___/___ to ___/___/___

X No

Does applicant hold a valid teaching license in a state other than Kansas?
☐ Yes  Content area(s) __________________;__________________;__________________

     Effective Dates of License ___/___/___ to ___/___/___

X No

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check
X Yes
☐ No

DATE applicant been approved by local BOE 04/25/2017

Term of Specialized Certificate:
X One Year  Approval Dates 08/01/2017 to 07/31/2018
☐ Renewal  Approval Dates ___/___/___ to ___/___/___

Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): Science is a hard to fill area. Mr. Hannah has a Bachelor degree in Geology.

Name: Shelly Beech  Position: Director, Professional Workforce Development

Signature: ___________________________  Date: 04/25/2017

Specialized Certificate Approval:
☐ Yes
☐ No

Authorized by: Dr. Evelyn Hill  Position: Board President

Signature: ___________________________  Date: 4/25/17

(June 2015)
# Application for Specialized Certificate

**Coalition of Innovative School Districts (CISD)**

<table>
<thead>
<tr>
<th>Date of Application:</th>
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<tbody>
<tr>
<td>CISD District Name:</td>
<td>USD 500 Kansas City KS Public Schools</td>
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<tr>
<td>Applicant Full Legal Name:</td>
<td>Erin L. Henry</td>
</tr>
<tr>
<td>Recommended Professional Employee assignment and content area(s):</td>
<td>Science (Middle)</td>
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<tr>
<td>Does applicant hold a valid Kansas Teaching License?</td>
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<tr>
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<tr>
<td>Effective Dates of License</td>
<td><em><strong>/</strong></em>/___ to <em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td>X No</td>
<td></td>
</tr>
<tr>
<td>Does applicant hold a valid teaching license in a state other than Kansas?</td>
<td>Yes</td>
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<tr>
<td>Content area(s)</td>
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<td>Effective Dates of License</td>
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</tr>
<tr>
<td>X No</td>
<td></td>
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<tr>
<td>Applicant completed and passed all LEA pre-employment hiring procedures including Background Check</td>
<td>X Yes</td>
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<tr>
<td>X No</td>
<td></td>
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<td>DATE applicant been approved by local BOE</td>
<td>04/25/2017</td>
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<td>Term of Specialized Certificate:</td>
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<td>Approval Dates</td>
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<td>Renewal Approval Dates</td>
<td><em><strong>/</strong></em>/___ to <em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td>Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):</td>
<td>Science is a hard to fill area. Ms. Henry has a Bachelor degree in Geology.</td>
</tr>
<tr>
<td>Name:</td>
<td>Shelly Beech</td>
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<td>Authorized by:</td>
<td>Dr. Evelyn Hill</td>
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<td>Position:</td>
<td>Board President</td>
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<td>Signature:</td>
<td>[Signature]</td>
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<tr>
<td>Date:</td>
<td>4-25-17</td>
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(June 2015)
Application for Specialized Certificate
Coalition of Innovative School Districts (CISD)

<table>
<thead>
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<th>Date of Application:</th>
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<tr>
<td>CISD District Name:</td>
<td>USD 500 Kansas City KS Public Schools</td>
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<tr>
<td>Applicant Full Legal Name:</td>
<td>Karen L. Johnson</td>
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Recommended Professional Employee assignment and content area(s):
**Business**

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Content area(s) __________________:__________________;__________________
Effective Dates of License ___/___/___ to ___/___/___

<table>
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<th>Does applicant hold a valid teaching license in a state other than Kansas?</th>
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<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☑ No</td>
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Content area(s) __________________:__________________;__________________
Effective Dates of License ___/___/___ to ___/___/___

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check

| Yes |
| ☑ No |

DATE applicant been approved by local BOE 04/25/2017

<table>
<thead>
<tr>
<th>Term of Specialized Certificate:</th>
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<tr>
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<tr>
<td>☐ Renewal Approval Dates <em><strong>/</strong></em>/___ to <em><strong>/</strong></em>/___</td>
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Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): **Business has been a hard to fill area for USD 500. Ms. Johnson has a Bachelor degree in Management/Marketing and a Master’s degree in Public Administration.**

<table>
<thead>
<tr>
<th>Name: Shelly Beech</th>
<th>Position: Director, Professional Workforce Development</th>
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<tbody>
<tr>
<td>Signature: [Signature]</td>
<td>Date: 04/25/2017</td>
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Specialized Certificate Approval:

| Yes |
| ☐ No |

Authorized by: Dr. Evelyn Hill Position: Board President

| Signature: [Signature] | Date: 4-25-17 |

(June 2015)
# Application for Specialized Certificate

## Coalition of Innovative School Districts (CISD)

<table>
<thead>
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<th>4/25/2017</th>
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<tbody>
<tr>
<td>CISD District Name:</td>
<td>USD 500 Kansas City KS Public Schools</td>
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<tr>
<td>Applicant Full Legal Name:</td>
<td>Terri L. Johnson</td>
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### Recommended Professional Employee assignment and content area(s):

**Math**

Does applicant hold a valid Kansas Teaching License?

<table>
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Content area(s) ______________________________;____________________

Effective Dates of License ___/___/___ to ___/___/___

Does applicant hold a valid teaching license in a state other than Kansas?

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<th>Yes</th>
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Content area(s) ______________________________;____________________

Effective Dates of License ___/___/___ to ___/___/___

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check

<table>
<thead>
<tr>
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DATE applicant been approved by local BOE 04/25/2017

### Term of Specialized Certificate:

<table>
<thead>
<tr>
<th>One Year</th>
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<tbody>
<tr>
<td>Renewal</td>
<td>Approval Dates 08/01/17 to 07/31/2018</td>
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</table>

Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): **Math is a hard to fill area. Ms. Johnson has a Bachelor degree in Engineering Management and a Master’s degree in Math.**

**Name:** Shelly Beech  
**Position:** Director, Professional Workforce Development  
**Signature:**  
**Date:** 04/25/2017

Specialized Certificate Approval:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
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<td></td>
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</tbody>
</table>

Authorized by: Dr. Evelyn Hill  
**Position:** Board President  
**Signature:**  
**Date:** 4/25/17

(June 2015)
# Application for Specialized Certificate
## Coalition of Innovative School Districts (CISD)

<table>
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<tr>
<th>Date of Application:</th>
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</thead>
<tbody>
<tr>
<td>CISD District Name:</td>
<td>USD 500 Kansas City KS Public Schools</td>
</tr>
<tr>
<td>Applicant Full Legal Name:</td>
<td>Raychel Kolofske-Toribio</td>
</tr>
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### Recommended Professional Employee assignment and content area(s):

**Math**

<table>
<thead>
<tr>
<th>Does applicant hold a valid Kansas Teaching License?</th>
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<tbody>
<tr>
<td>☐ Yes Content area(s) <strong><strong><strong><strong><strong><strong><strong><strong><strong>;</strong></strong>________<strong>;</strong></strong></strong></strong></strong></strong></strong></strong>__</td>
</tr>
<tr>
<td>☒ No Effective Dates of License <strong>/</strong>/__ to <strong>/</strong>/__</td>
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</table>

<table>
<thead>
<tr>
<th>Does applicant hold a valid teaching license in a state other than Kansas?</th>
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<tbody>
<tr>
<td>☐ Yes Content area(s) <strong><strong><strong><strong><strong><strong><strong><strong><strong>;</strong></strong>________<strong>;</strong></strong></strong></strong></strong></strong></strong></strong>__</td>
</tr>
<tr>
<td>☒ No Effective Dates of License <strong>/</strong>/__ to <strong>/</strong>/__</td>
</tr>
</tbody>
</table>

**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**

| ☒ Yes |
| ☐ No |

**DATE applicant been approved by local BOE 04/25/2017**

**Term of Specialized Certificate:**

| ☒ One Year Approval Dates 08/01/2017 to 07/31/2018 |
| ☐ Renewal Approval Dates ___/__/__ to ___/__/__ |

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** Math is a hard to fill area. Ms. Kolofske-Toribio has a Bachelor degree in Math.

<table>
<thead>
<tr>
<th>Name: Shelly Beech</th>
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<tbody>
<tr>
<td>Position: Director, Professional Workforce Development</td>
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<td>Signature: [Signature]</td>
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<tr>
<td>Date: 04/25/2017</td>
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</table>

<table>
<thead>
<tr>
<th>Specialized Certificate Approval:</th>
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</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☐ No</td>
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**Authorized by:** Dr. Evelyn Hill  
**Position:** Board President  
**Signature:** [Signature]  
**Date:** 4-25-17
# Application for Specialized Certificate

## Coalition of Innovative School Districts (CISD)

<table>
<thead>
<tr>
<th>Date of Application:</th>
<th>4/25/2017</th>
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<tbody>
<tr>
<td>CISD District Name:</td>
<td>USD 500 Kansas City KS Public Schools</td>
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<tr>
<td>Applicant Full Legal Name:</td>
<td>Maegan R. Laughlin</td>
</tr>
<tr>
<td>Recommended Professional Employee assignment and content area(s):</td>
<td><strong>Biology/Science (Middle)</strong></td>
</tr>
<tr>
<td>Does applicant hold a valid Kansas Teaching License?</td>
<td>No</td>
</tr>
<tr>
<td>Content area(s)</td>
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<tr>
<td>Effective Dates of License</td>
<td><em><strong>/</strong></em>/___ to <em><strong>/</strong></em>/___</td>
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<tr>
<td>Does applicant hold a valid teaching license in a state other than Kansas?</td>
<td>No</td>
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<tr>
<td>Content area(s)</td>
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</tr>
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<td>Yes</td>
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<tr>
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<tr>
<td>Term of Specialized Certificate:</td>
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<tr>
<td>Approval Dates</td>
<td>08/01/2017 to 07/31/2018</td>
</tr>
<tr>
<td>Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):</td>
<td>Science is a hard to fill area. Ms. Laughlin has a Bachelor degree in Biology.</td>
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<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>Position:</td>
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Specialized Certificate Approval:

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Authorized by: Dr. Evelyn Hill

<table>
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<tr>
<th>Position:</th>
<th>Board President</th>
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<tr>
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(June 2015)
# Application for Specialized Certificate

**Coalition of Innovative School Districts (CISD)**

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<td>USD 500 Kansas City KS Public Schools</td>
</tr>
<tr>
<td><strong>Applicant Full Legal Name:</strong></td>
<td>Derian D. Lockett</td>
</tr>
</tbody>
</table>

**Recommended Professional Employee assignment and content area(s):**

**Business/Computer Applications**

- Does applicant hold a valid Kansas Teaching License?
  - ☐ Yes
  - ☑ No

  Content area(s) __________________;__________________;_________________
  Effective Dates of License ___/___/___ to ___/___/___

- Does applicant hold a valid teaching license in a state other than Kansas?
  - ☐ Yes
  - ☑ No

  Content area(s) __________________;__________________;_________________
  Effective Dates of License ___/___/___ to ___/___/___

**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**

- ☑ Yes
  - ☐ No

**DATE applicant been approved by local BOE** 04/25/2017

**Term of Specialized Certificate:**

- ☑ One Year  Approval Dates 08/01/2017 to 07/31/2018
  - ☐ Renewal  Approval Dates ___/___/___ to ___/___/___

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** Business and Computer Applications have been a hard to fill areas in our district. Mr. Lockett has a Bachelor degree in Organization Leadership with experience in computer applications and systems.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Shelly Beech</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position:</strong></td>
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**Specialized Certificate Approval:**

- ☐ Yes
  - ☐ No

**Authorized by:** Dr. Evelyn Hill

<table>
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(June 2015)
**Application for Specialized Certificate**  
**Coalition of Innovative School Districts (CISD)**

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<tbody>
<tr>
<td><strong>CISD District Name:</strong></td>
<td>USD 500  Kansas City KS Public Schools</td>
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<tr>
<td><strong>Applicant Full Legal Name:</strong></td>
<td>Matthew D. Manning</td>
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<tr>
<td><strong>Recommended Professional Employee assignment and content area(s):</strong></td>
<td><strong>English/Language Arts</strong></td>
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</tbody>
</table>
| **Does applicant hold a valid Kansas Teaching License?** | ☐ Yes  
Content area(s): ___________________________  
Effective Dates of License ___/___/___ to ___/___/___  
X No |
| **Does applicant hold a valid teaching license in a state other than Kansas?** | ☐ Yes  
Content area(s): ___________________________  
Effective Dates of License ___/___/___ to ___/___/___  
X No |
| **Applicant completed and passed all LEA pre-employment hiring procedures including Background Check** | ☐ Yes  
X No |
| **DATE applicant been approved by local BOE** | 04/25/2017 |
| **Term of Specialized Certificate:** | X One Year  
Approval Dates 08/01/2017 to 07/31/2018  
☐ Renewal  
Approval Dates ___/___/___ to ___/___/___ |
| **Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** | English/LA have been hard to fill areas for our district. Mr. Manning has a Bachelor degree in English/Business and a Master's degree in English. |

| **Name:** | Shelly Beech  
Position: Director, Professional Workforce Development |
| Signature: |  
Date: 04/25/2017 |
| Specialized Certificate Approval: | ☐ Yes  
☐ No |
| Authorized by: | Dr. Evelyn Hill  
Position: Board President  
Signature:  
Date: 4/25/17 |
To: Commissioner Randy Watson
From: Dale Dennis
Subject: Legislative Matters
Board Goals: Governmental Responsibility

REVIEW EDUCATION LEGISLATION

House Bill 2410, proposed school finance formula, and the working after retirement legislation (House Bill 2268 and Senate Bill 138) will be reviewed with the State Board.

BUDGET RECOMMENDATIONS

In addition, staff plan to begin discussing State Board budget recommendations for fiscal year 2019 at the June meeting. Board members are asked to inform staff at the May meeting if there are recommendations to be considered so that materials can be prepared for Board review in June.
To: Commissioner Randy Watson  
From: Gwen Kramer, Wendy Fritz  
Subject: Personnel Report  

**Board Goals:** Governmental Responsibility

<table>
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</table>

*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).
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:

Linnea Rieger to the position of Consultant on the Child Nutrition and Wellness team, effective April 10, 2017, at an annual salary of $48,484.80. This position is funded by State Administrative Expense (SAE) and Child and Adult Care Food Program (CACFP), and Child Nutrition and Wellness Food Services.

Jill Ladd to the position of Consultant on the Child Nutrition and Wellness team, effective April 10, 2017, at a rate of $35.00 per hour with varying hours each pay period. This position is less than full time. This position is funded by State Administrative Expenses (SAE), Child and Adult Care Food Program (CACFP) and Nutrition Federal Funds.

Explanation of Situation Requiring Action:

Linnea Rieger will manage initiatives and priorities of assigned program areas. The consultant completes federally required compliance reviews of the Child and Adult Care Food Program (CACFP) sponsoring organizations as assigned. The consultant conducts classes on a regular basis to meet staff turnover at child care centers. The consultant provides on-going technical assistance via phone and email to CACFP personnel. The consultant’s work helps to increase access and assure that local CNPs operate with integrity while providing high quality nutrition and wellness programs for Kansas children.

Jill Ladd will manage the Child Nutrition Program (CNP) as a Public Service Executive (PSE) and is responsible for completing special projects, writing grants or leading grant projects as well as designing and developing on-line training for the CNW team. The CNP PSE develops specialized knowledge, technical assistance and training as assigned for CNP personnel throughout the state of Kansas. The CNPs include the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, Fresh Fruit and Vegetable Program, Child and Adult Care Food Program, At Risk After School Snack Program and the Summer Food Service Program. Local CNP sponsors include public school districts, private schools, child care centers, residential child care institutions and nonprofit organizations. The employee collaborates with the Director and other CNW team members to develop and implement on-line training for individuals working with CNPs. The CNP PSE work helps to increase access and assure that local CNPs operate with integrity while providing high quality nutrition and wellness programs for Kansas children.
To: Commissioner Randy Watson  
From: Madeleine Burkindine  
Subject: KSSB and KSSD Third Quarter Reports (FY 2017)  
Board Goals: Governmental Responsibility

The Third Quarter Reports (FY 2017) have been prepared for the Kansas State School for the Deaf and the Kansas State School for the Blind. Both documents are attached for the State Board of Education's review.
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VISION
A school, a community, a society in which hearing acuity is incidental, barriers are minimized, human potential is maximized and people are judged by their contributions and their character.

MISSION
To ensure that all students achieve their full potential in a language-rich environment.

ACCREDITATION
KSD was awarded full accreditation through CEASD (Conference of Educational Administrators of Schools and Programs for the Deaf).

PROFESSIONAL DEVELOPMENT/ASSESSMENTS/CURRICULUM
The third quarter saw the opening of the state assessment testing window for 2017. This year, interim assessments were available for teachers to set up their own practice assessments to help the students prepare for the actual assessments. Some of our teachers worked with the school librarian to help instruct the students on different test taking skills. We are planning to use the Chromebooks during testing which should make scheduling much less complicated.

The school improvement plan in both the elementary and secondary departments is beginning to take shape. The elementary plan will focus on building vocabulary knowledge, and three stages of vocabulary development will be the focus next fall. Those three stages are function, categorization, and associations. The secondary department is focusing on time management and is discussing ways to help the students learn to organize and manage their time wisely.

Both the elementary and secondary departments continue to use PRIDE (Preparation, Respect, Independence, Diversity, & Effort) as part of their MTSS program. Once a quarter, the staff meets to discuss the MTSS data and address ways to help the students meet their expectations.

BILINGUAL DEPARTMENT
The third quarter started with some heavy-hearted news of the passing one of our ASL tutors in a tragic accident. Sue Qualls was a long time para-educator, dormitory staff member, and ASL tutor who had a lot of contact with students. It was a devastating loss for KSD as a school and for
the Bilingual Department. We are very fortunate that our long-time ASL tutor who had retired last year quickly agreed to fill in as a long-term substitute. As a consequence, there were only the slightest interruptions in the ASL tutoring services we provide to students.

The language facilitator is now providing daily services to a group of early childhood students who benefit from spoken English opportunities. The pre-K group of nine students is offered the choice of a story-reading in ASL or a read-aloud in spoken English using the same book. The language facilitator reads aloud in spoken English while the teacher offers the story-reading in ASL in a different room.

The bilingual specialist presented to parents during the parent play group session in February on the topic of eliciting social communication in both ASL and English at home. The basic tenet supported by research is that when our students fingerspell new vocabulary to the point of fluency, they will then be able to read and write those same words fluently in English.

The Nelson Atkins Museum of Art has asked our students to perform ASL literature again this year in the Bloch Building Lobby during Deaf Awareness Day on Wednesday, September 20, 2017.

**INSTRUCTIONAL SERVICES**

**ELEMENTARY DEPARTMENT**

**EARLY CHILDHOOD CENTER**

Students in preschool have been acquiring American Sign Language (ASL) and English through play and experimentation. This quarter we have added the services of a language facilitator who comes in the pre-kindergarten classroom to work with a group of students who have access to spoken English using language separation. Language separation means one language will be used and if clarification is needed, the language facilitator switches to another language to clarify or explain something before switching back to the first language. This approach has been very successful and the students have been receptive to this opportunity.

**ELEMENTARY SCHOOL**

As part of our School Improvement efforts, teachers and paras have been introduced to the school improvement vocabulary goal. The vocabulary goal entails concept and semantic building in ASL and English vocabulary for all students.

**SECONDARY DEPARTMENT**

**TRANSITION SERVICES**

The transition coordinator, secondary principal, and curriculum director are working to establish our role in the new Individual Plans of Study (IPS) required by the state for all students in grades 8 through 12. Because all of our students already have Transition Plans, we are exploring the possibility of integrating the two documents to meet the needs of our students and satisfy the requirements of the IPS.
**Deaf Day at the Capitol**

During our visit to Topeka for Deaf Day at the Capitol, a group of students met with Senator Mather J. “Molly” Baumgardner. Senator Baumgardner spoke to the students about House Bill 2295. This bill would require that closed captioning be available on televisions in public areas of places of public accommodation. The senator feels confident that the legislation will be approved and will have a direct positive impact on the Deaf community.

**Youth Art Celebration at the State Capitol**

The Kansas Art Education Association coordinated a celebration at the state level which featured an art exhibit at the Capitol Building in Topeka and a reception for student artists, parents and teachers on Saturday, February 25. The artwork of two KSD students was displayed—both students received “Honored Artist” certificates.

**Student Life Program**

The elementary students have started going to The Learning Center (TLC) after school to do their homework. They really enjoy going to a new place and seem to be more motivated when doing their work there. In addition to homework, other after school activities included playing basketball, cooking and planning a “Spring Fever” party where they will participate in a scavenger hunt.

Many of the secondary students are involved in sports and practice or have games after school but we have activities for those who are not. They have had cooking competitions which they have really enjoyed but they also learned how much work it can be to prepare meals and have gained appreciation for their parents and the KSD kitchen staff. The girls have started cooking breakfast on Monday mornings. They really enjoy this—cooking in their pajamas and sitting down to eat and chat with their friends before cleaning up and getting ready for school.

The K-Star students continue to expand their knowledge of cooking and budgeting and all the skills they need to acquire in order to be successful at living independently.

**Athletic Department**

The biggest highlight of the school year was that the Olathe Leadership and the Kansas City Sports Commission and Foundation pulled together several businesses: Lowe’s, Valspar, Acme Flooring, Carroll, and the Big 12 Corporate Sponsors (Big 12 Legacy Project) – Phillips 66, Dr. Pepper, GEICO, Sonic, Tire Pros and Gatorade who made donations toward KSD’s refurbished gym floor with a logo of our newly designed Jackrabbit logo. We are very thankful to all of them and proud of our new floor!

The Kansas City Sports Commission and Foundation and the Big 12 Legacy Project asked thirty KSD secondary students to sign the National Anthem at the Big 12 Men’s Basketball championship game on March 11. It was a wonderful experience for our students.
Kansas School for the Deaf was selected to compete at the Gallaudet University National Academic Bowl competition. They made it to the Sweet 16 round before they were eliminated from the competition.
**OUTREACH**

**AUDIOLOGY**

*Auditory Training Unit (ATU)* - An ATU is a wireless assistive listening device commonly referred to as an FM system. Students who are deaf/hard of hearing may utilize this device in the classroom to improve the signal-to-noise ratio. It picks up the teacher’s voice through a microphone and transmits it to the student wearing a receiver.

### AUDIOLOGY/HEARING ASSISTIVE TECHNOLOGY (HAT) REPORT

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<th>ATU Calls</th>
<th>ATU Emails</th>
<th>Comp Eval</th>
<th>IEPs Attended</th>
<th>HA/CI Checks/Repairs</th>
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HA – Hearing Aid
CI – Cochlear Implant
### Quarter 3

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<td>Lansing Center</td>
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### Auditory Training Unit (ATU) Lease Program – Quarter 3

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<td>Current ATUs Billed</td>
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<td>Current Collected</td>
<td>$90,177.25</td>
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### Birth – Three Services

Services were provided to the following networks:

**Quarter 1**
- Geary County Infant/Toddler Network
- Johnson County Infant/Toddler Services
- Leavenworth County Infant/Toddler Network
- Northeast Kansas Infant/Toddler Network
- Northwest Kansas Infant/Toddler Services
- Pottawatomie/Wabaunsee Infant/Toddler Network
- REACH tiny-k Infant/Toddler Services
- Salina Infant/Toddler Network
- Shawnee County Infant/Toddler Services
- Sunflower Infant/Toddler
- TLEC Infant/Toddler Program
- Wyandotte County Infant/Toddler Services

**Quarter 2**
- Douglas County Infant/Toddler Services
- Geary County Infant/Toddler Services
- Johnson County Infant/Toddler Services
- Leavenworth County Infant/Toddler Network
- Northeast Kansas Infant/Toddler Network
- Northwest Kansas Infant/Toddler Services
- Pony Express
- Pottawatomie/Wabaunsee Infant/Toddler Network
- Salina Infant/Toddler Network
- Shawnee County Infant Toddler Services
- Wyandotte County Infant/Toddler Services
### Quarter 3
- Douglas County Infant/Toddler Services
- Geary County Infant/Toddler Services
- Johnson County Infant/Toddler Services
- Leavenworth County Infant/Toddler Network
- Pony Express
- Pottawatomie/Waubansee Infant/Toddler Network
- Shawnee County Infant/Toddler Services
- Wyandotte County Infant/Toddler Services

### Quarter 4

### Other Outreach Services Overview

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<tr>
<td>Number of participants in workshops, trainings, professional developments</td>
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<tr>
<td>Number of families participating in Family Signs Kansas</td>
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<tr>
<td>Families served by Sound START</td>
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<td>Number of future teachers of the deaf enrolled in the State Personnel Development Grant (SPDG) program</td>
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### Additional Services Overview

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<td>Mail, email, telephone and in-person contacts</td>
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<td>1,077+</td>
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<td>• Materials checked out</td>
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CONFERENCES AND COLLABORATIONS – FY 17

CDC Parent-to-Parent Subcommittee
Children’s Mercy Hospital
Consortium of Low-Incident Teacher Preparation Programs (CLIPP)
Families Together
International Reading Association
Johnson County Infant-Toddler Services
Kansas Commission for the Deaf/Hard-of-Hearing
Kansas Division of Early Childhood Conference
Kansas Domestic Violence Project
Kansas Multi-Tiered System of Supports (MTSS) Symposium
Kansas Parent Support Group
Kansas Speech-Hearing Association (KSHA)
Kansas State Department of Education Annual Conference
Kansas Technical Assistance System Network (TASN) Leadership Conference
Kansas Technical Assistance System Network (TASN) Provider (Teachers of the Deaf SPDG)
Mid-America Regional Council – Regional Community Disaster Resiliency Steering Committee
Outreach Family Workshop
SB323 Language Assessment Committee
Sound Beginnings
Sound START
Special Education Advisory Council (SEAC)
Topeka Parent Group
Wichita Parent Group
Wyandotte County Early Childhood Interagency Coordinating Council

Indicates those added 3rd quarter
# Budget/Revenue & Expenditures by Fund

<table>
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<tr>
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<th>FY 2017 Budget/Revenue</th>
<th>Expenditures To Date 3/31/17</th>
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*Contractual Services* - includes communications, postage, printing, rent, travel, utilities, professional services

*Commodities* - includes gasoline, paper, office supplies, food, educational materials, etc.
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<th>Section</th>
<th>Page</th>
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<tbody>
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<tr>
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<td>Self Determination</td>
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<td>Autism Workshop</td>
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<td>NEW TECHNOLOGY</td>
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<td>BrailleNote Touch</td>
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<td>3D Printer</td>
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<td>Prodigy</td>
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<td>EVENTS</td>
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<td>KSSB’s 150&lt;sup&gt;th&lt;/sup&gt; Anniversary</td>
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<td>Boys and Girls Weekends</td>
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<td>COSB AND AMERICAN PRINTING HOUSE FOR THE BLIND (APH)</td>
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<td>Annual Meetings</td>
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<td>STATE ASSESSMENTS</td>
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<td>PROGRAMS/SUPPORT/TEAMS</td>
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<td>Transition Program</td>
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<td>Community of Practice Meetings</td>
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<td>Braille Challenge</td>
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<td>Services Provided</td>
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<td>DEAF-BLIND PROJECT</td>
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<td>KanLovKids LOW VISION CLINICS</td>
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<td>KANSAS DEPARTMENT OF EDUCATION - TASN GRANT - PERSONNEL DEVELOPMENT</td>
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<tr>
<td>KSSB Field Service Staff Teaching University Courses</td>
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<td>University of Nebraska – Lincoln (UNL)</td>
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<td>Texas Tech University (TTU)</td>
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<td>Missouri State University (MSU)</td>
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<td>KANSAS INSTRUCTIONAL RESOURCE CENTER (KIRC)</td>
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<td>USD Students Served with KIRC Materials Support (by KSBE District)</td>
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<td>Value of New Materials Purchased for USDs with Federal Quota Funds</td>
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<td>Materials/Services Provided</td>
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<td>Statewide Teacher Training for USDs</td>
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<tr>
<td>Statewide Collaborations for Improved Services</td>
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<td>KSSB BUDGET/REVENUE &amp; EXPENDITURES</td>
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</table>
MISSION

*KSSB is a catalyst and leader in the development of exemplary programs and practices in vision services in Kansas. We build local capacity throughout the state via strategic partnerships to ensure learners with visual impairments are able to assume responsible roles in society and lead fulfilling lives.*

TRAININGS/WORK GROUPS/PROFESSIONAL DEVELOPMENT

**Self Determination** – Our professional development focus continues to be promoting student “self-determination”. Research shows that self-determination is imperative for youth with disabilities to succeed in post-secondary settings. We have planned learning activities for the entire year that require staff to reflect on their own practices. In the third quarter, staff participated in four distance learning sessions during the week of February 7th – 10th.

**Autism Workshop** – On March 20th, Jena Thompson from the Thompson Center on Autism and Neurodevelopmental Disorders at the University of Missouri presented to KSSB and KSD staff on best practices in autism. Jena provided worksheets and checklists, and gave examples of environments that help students with autism regulate their own behavior and improve learning. On March 21st, she conducted an Autism Program Environment Rating Scale (APERS) assessment in KSSB’s life skills classroom and provided specific recommendations for our team.

NEW TECHNOLOGY

**BrailleNote Touch** – KSSB purchased a BrailleNote Touch which is made by Humanware and is billed as “an intelligent device that combines the simplicity and accessibility of a note taker with the power and efficiency of a modern smartphone or tablet.” We have begun conducting trainings or tutorials for students on campus as well as a student from western Kansas and will also use the device in regional trainings in 2017, along with other technology tools.

**3D Printer** – As a member of Infinitec, KSSB will receive a 3D printer to use with students during our Extended School Year (ESY) program. We are excited about the opportunity to use this new technology with the students!

**Prodigi** – We will also have on loan from a local vendor during ESY, a device called a Prodigi which is billed as a “Personal Vision Assistant that incorporates both a table-top magnifier and a hand-held magnifier in one easy-to-use package.

EVENTS

**KSSB’s 150th Anniversary** – KSSB will celebrate 150 years of educating students with visual impairments on June 30th, 2017. This will coincide with the last day of ESY (summer school). There will be an on-campus celebration from 12:00 – 3:00 PM that day to include students, alumni, and former staff. From 6:00 – 9:00 PM that evening there will be a ticketed celebration at the Vox Theatre.
**BOYS AND GIRLS WEEKENDS** – Girls Weekend was held March 3rd and 4th at KSSB. Thirteen girls participated in a swim meet and had a chance to learn cooking skills at a local Hy-Vee store where a professional cooking demonstration was provided. Boys Weekend was held March 31 – April 2nd. Fourteen boys enjoyed a sports-themed weekend. KSSB transition staff presented information to the students at both events about our 18-21 transition program, our sports programs, and how we might help them set and meet their post-secondary goals.

**STATE ASSESSMENTS**

On March 30th, Deb Matthews from KSDE was on site to observe KSSB staff conduct state assessments, both the regular assessment (with accommodations) and the Dynamic Learning Maps (DLM). This gave us the opportunity to provide feedback to her on what works well for our students and what might be improved.

**PROGRAMS/SUPPORT/TEAMS**

**TRANSITION PROGRAM** – Students are on the move as part of our transition program. We have students working on job sites at the Hilton Garden Inn in downtown Kansas City, Kansas; Chick-fil-A in Merriam, Kansas; and Alphapointe in Kansas City, Missouri. Another student has interviewed for a position in the kitchen at The Mason Jar in Kansas City, KS. Other students in our transition program are continuing their education in programs at community colleges. Some are enrolled in the CLEAR program at Johnson County Community College. CLEAR (College Learning Experiences, Activities and Resources) provides non-credit continuing education classes for adults with mild developmental disabilities or other cognitive disabilities. Another student is working her way through the culinary arts program at Kansas City Kansas Community College.

The update to the Transition room has begun. While it will not be a complete overhaul, some of the older appliances will be replaced and there will be plumbing, flooring, and electrical upgrades. The facelift should help us promote our school and the transition program, in particular, when guests are visiting campus and when we talk about amenities we can offer.

**FIELD SERVICES**

**COMMUNITY OF PRACTICE MEETINGS** – Regional Community of Practice meetings held during third quarter, for teachers and paraprofessionals working with students with visual impairments, were in Overland Park, Topeka, and Wichita. These meetings provide an opportunity for vision professionals in Kansas to seek technical assistance and support from the KSSB Field Services Department. Topics included CVI (cortical visual impairment) assessments, using Uber in orientation and mobility, Abacus lesson development, and braille UEB and Nemeth Codes.

**BRAILLE CHALLENGE** – The Braille Challenge was the signature event during third quarter. This year Field Services was directly involved with bringing the event to a second location in the state of Kansas. There were 57 participants in the Kansas City, Kansas metro area and 10 participants in the Wichita area. The finalists for 2017 are notified directly by the Braille Institute during the first part of May.
SERVICE PROVIDED – During the third quarter, the KSSB Field Services department provided collaborative consultations, technical assistance, coaching, and assessment services to the following LEAs and Part C agencies:

- Geary County
- Holton
- Keystone
- Marion County
- Northeast Kansas Infant/Toddler
- Rice County
- Salina
- Shawnee Mission
- SKACD
- Sunflower Early Education
- TARC
- Topeka

As we continue the move toward regional placement of Field Services Specialists, there are currently two openings for regional specialists – one for Western Kansas and one for Central Kansas. These specialists will assist KSSB in providing:

- on-going technical assistance to regional LEAs and Part C agencies regarding current trends and best practices in serving children who have a visual impairment.
- assistance to LEAs with identification of a teacher within district who may be interested in obtaining certification in TVI and/or O&M.
- on-going support, coaching, and mentoring to current teachers in training.
- functional vision, learning media, orientation and mobility and assistive technology assessments for LEAs.
- assistance with Clinical Low Vision Evaluations and Pediatric Low Vision Collaborative Clinics.
- participation in the IEP process when requested by an LEA.
- collaboration and technical assistance to statewide agencies such as Infant/Toddler Programs and Vision Rehab Centers in Kansas such as Envision, etc.
- collaboration with state consumer organizations such as the Kansas chapters of the American Council of the Blind and the National Federation of the Blind.
- collaboration with the national organizations who serve children who are blind or visually impaired.
- community of practice meetings with vision professionals in designated regional areas.
- response to the needs of families of children who have a visual impairment to include training individual families in braille, assistive technology and the Expanded Core Curriculum.
- assistance to families in writing grants for technology, accessing camps designed for children with visual impairments and working with local recreation and leisure programs in their communities.
DEAF-BLIND PROJECT

Marites Altuna and Jon Harding, co-directors, attended the Deaf-Blind “Summit”, sponsored by the National Center on Deaf-Blindness in Austin, Texas March 5th-7th. Jo Ann McCann from the US Department of Education’s Office of Special Education Programs (OSEP) was on hand to support state projects’ implementation of effective Technical Assistance (TA) practices. The National Center shared its “TA Reference Guide” and we (Kansas Project) met with other projects to reflect on how we might improve our own TA processes: exploration, preparation, and implementation. Day 2 events focused on family supports, interveners, transition, professional development, early intervention, training teachers of deaf-blind, assessment, and cross-cultural technical assistance. Our project (Kansas) will be partnering with the Missouri Deaf-Blind project to conduct training for teachers and with the Delaware Deaf-Blind Project to formalize and align our use of assessment tools for children with Deaf-Blindness.

The project is also hosting “Family-Supported Playgroups” on the campus of KSSB for children aged birth-5 who are Deaf-Blind. The first playgroup was held March 29th and the next playgroup will be April 28th. Kansas City Kansas Public Schools staff are assisting with these.
<table>
<thead>
<tr>
<th>Low Vision Clinics</th>
<th>Students Evaluated</th>
<th>Number of Clinics</th>
<th>Clinic Sites</th>
<th>Number of Adults (parents, teachers, other service providers) in attendance</th>
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<tr>
<td></td>
<td></td>
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<td><strong>Quarter 2</strong></td>
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<td><strong>Quarter 3</strong></td>
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2016-2017 TASN - PERSONNEL DEVELOPMENT GRANT

KSSB Field Service Staff Teaching University Courses

KSSB Field Services Director, Aundrayah Shermer, is the university instructor for the Orientation and Mobility (O&M) courses for both UNL and MSU.

KSSB Field Services team member, Robert Taylor, is the university instructor for the Assistive Technology class for UNL.

Completed Program

University of Nebraska Lincoln (UNL) – Current TVI Students

| Completed TVI program and earned endorsement – Spring/Summer 2016 | 3 | Centralia Lawrence Overland Park |
| On track to complete TVI program and earn endorsement – Spring 2017 | 2 | Lyndon Topeka |
| On track to complete TVI program and earn endorsement – Fall 2017 | 4 | Garden City Goddard Ozawkie Wichita |
| On track to complete TVI program and earn endorsement – Fall 2018 | 1 | Garden City |
| On track to complete TVI program and earn endorsement – Fall 2019 | 1 | Topeka |

Texas Tech University (TTU) – TVI and COMS Students

| Completed COMS program and certification - Fall 2015 | 1 | Garden City |
| Completed TVI program and earned endorsement – Spring 2016 | 1 | Wichita |
| Completed COMS program and certification – Summer 2016 | 1 | Winfield |
| Completed COMS program and certification - Fall 2016 | 1 | Ensign |
| On track to complete COMS program and certification – Fall 2017 | 2 | Wichita Ensign |
| On track to complete TVI program and earn endorsement – Spring 2017 | 1 | Overland Park |
| On track to complete COMS program and certification – Fall 2017 | 1 | Olathe |
| On track to complete TVI program and earn endorsement – Spring 2018 | 1 | |
**MISSOURI STATE UNIVERSITY (MSU) – TVI STUDENTS**

| On track to complete TVI program and earn endorsement – Spring 2017 | 1 | Wichita |
| On track to complete TVI program and earn endorsement – Fall 2017 | 3 | Kansas City Lyons Overland Park |

**TOTALS**

| Students in Training | 17 | TVIs – 14 COMS – 3 |
| Students Completed Program | 7 | TVIs – 4 COMS – 3 |
### KANSAS INSTRUCTIONAL RESOURCE CENTER (KIRC)

#### USD Students Served with KIRC Materials Support (by KSBE District)

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<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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<td>105</td>
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<tr>
<td>II</td>
<td>104</td>
<td>102</td>
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<td>III</td>
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<td>VI</td>
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<td>VII</td>
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<tr>
<td>VIII</td>
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<td>146</td>
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<td>IX</td>
<td>107</td>
<td>107</td>
<td>108</td>
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<tr>
<td>X</td>
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#### Value of New Materials Purchased for USDs with Federal Quota Funds (by KSBE District)

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<td>I</td>
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<td>V</td>
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<tr>
<td>VI</td>
<td>$17,258</td>
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<td>VII</td>
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#### Materials/Services Provided

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<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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<tbody>
<tr>
<td>Number of Materials in Circulation to USDs</td>
<td>15,250</td>
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<tr>
<td>Number of Braille Pages Transcribed/Embossed for Students</td>
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<td>4,168</td>
<td>4,176</td>
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**Statewide Teacher Training for USDs**

On January 27 Lucia Hasty of the Rocky Mountain Braille Association conducted a training session on *Tactile Graphics for Braille Transcribers* for TVIs and transcribers who work with students with visual impairments.

KIRC partnered with KDEC and KTIP to provide training for TVIs, COMS and paraprofessionals on March 1 in Wichita. The topic was *Making Connections for Young Children with Sensory Loss* and it was presented by Deborah Chen, PhD.

**Statewide Collaborations for Improved Services**

KIRC Coordinator – 3rd Quarter Activities:

- Completed Phases 1 and 2 of the 2017 APH Federal Quota Registration.
- Participated in the TASN meeting on February 2nd. In coordination with the Kansas State Department of Education, TASN members looked at MTSS services.
- Served as Group Leader for the Braille Challenge.
- Participated in National Instructional Material Access Center (NIMAC) V3 Training on March 8.
- Met with Marites Altuna, the director of the Deaf/Blind Project and Jeanine Oliver, Kansas City Kansas Public Schools representative to Wyandotte County Infant Toddler Services to plan Family Support Playgroup sessions.
### Budget/Revenue & Expenditures by Fund

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<thead>
<tr>
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<th>Expenditures To Date 3/31/17</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriation</td>
<td>5,343,990</td>
<td>3,594,872</td>
<td>1,749,118</td>
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<tr>
<td><strong>Federal Aid:</strong></td>
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<td></td>
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</tr>
<tr>
<td>School Lunch</td>
<td>24,900</td>
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<tr>
<td>Special Education</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>Subtotal – Federal Aid</strong></td>
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<tr>
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<td>Miscellaneous</td>
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<tr>
<td>Building</td>
<td>800,636</td>
<td>623,254</td>
<td>177,382</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7,066,191</td>
<td>4,717,322</td>
<td>2,348,869</td>
</tr>
</tbody>
</table>

### Budget Expenditures by Object

<table>
<thead>
<tr>
<th></th>
<th>FY2017 Budget/Revenue</th>
<th>Expenditures To Date 3/31/17</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>5,054,108</td>
<td>3,308,327</td>
<td>1,745,781</td>
</tr>
<tr>
<td>Contractual Services *</td>
<td>887,991</td>
<td>567,342</td>
<td>320,649</td>
</tr>
<tr>
<td>Commodities **</td>
<td>167,147</td>
<td>123,861</td>
<td>43,286</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>30,000</td>
<td>15,275</td>
<td>14,725</td>
</tr>
<tr>
<td>Other ***</td>
<td>122,840</td>
<td>75,794</td>
<td>47,046</td>
</tr>
<tr>
<td>Debt Service</td>
<td>43,928</td>
<td>43,928</td>
<td>0</td>
</tr>
<tr>
<td>Capital Improvements</td>
<td>760,177</td>
<td>582,795</td>
<td>177,382</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7,066,191</td>
<td>4,717,322</td>
<td>2,348,869</td>
</tr>
</tbody>
</table>

* **Contractual Services** - includes communications, postage, printing, travel, utilities, professional services, repairs, rentals, Accessible Arts, etc.

** **Commodities** - includes gasoline, paper, office supplies, food, educational materials, etc.

*** **Other** - includes scholarships/tuition paid by federal grants; voluntary retirement incentive
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:

Act on recommendation for funding Migrant Summer Services Grants

Board Goals:

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

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for funding of the Migrant Summer Services Grants as presented.

Explanation of Situation Requiring Action:

The Kansas State Department of Education has set aside $250,000 of the Migrant allocation to fund Migrant Summer programs for fiscal year 2016-2017. The purpose of this program is to improve the educational opportunities of the nation's migrant children. Migrant Summer programs provide supplemental specialized summer services to migrant students in four designated areas: Reading instruction, Mathematics instruction, Pre-K Jump Start and Secondary Credit Accrual. Besides the educational benefits, most of the districts incorporate their Nutrition Program to provide breakfast and/or lunch, as well as healthy snacks for their students.

Grants were reviewed by committee and have been recommended for approval. Approval is being requested from the Kansas State Board of Education to award the following grant requests:

<table>
<thead>
<tr>
<th>District</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>USD 102 Cimarron</td>
<td>$ 7,000</td>
</tr>
<tr>
<td>USD 200 Greeley</td>
<td>$ 1,744</td>
</tr>
<tr>
<td>USD 216 Deerfield</td>
<td>$ 5,501</td>
</tr>
<tr>
<td>USD 223 Barnes</td>
<td>$ 2,070</td>
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<tr>
<td>USD 250 Pittsburg</td>
<td>$12,412</td>
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<tr>
<td>USD 253 Emporia</td>
<td>$30,062</td>
</tr>
<tr>
<td>USD 374 Sublette</td>
<td>$11,732</td>
</tr>
<tr>
<td>USD 443 Dodge City</td>
<td>$21,235</td>
</tr>
<tr>
<td>USD 445 Coffeyville</td>
<td>$16,150</td>
</tr>
<tr>
<td>USD 457 Garden City</td>
<td>$23,789</td>
</tr>
<tr>
<td>USD 466 Scott County</td>
<td>$ 475</td>
</tr>
<tr>
<td>USD 467 Wichita Co.</td>
<td>$ 1,450</td>
</tr>
<tr>
<td>USD 468 Healy</td>
<td>$ 3,050</td>
</tr>
<tr>
<td>USD 480 Liberal</td>
<td>$10,700</td>
</tr>
<tr>
<td>USD 494 Syracuse</td>
<td>$12,000</td>
</tr>
<tr>
<td>USD 500 Kansas City KS</td>
<td>$50,000</td>
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<td>USD 501 Topeka</td>
<td>$14,642</td>
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<tr>
<td>USD 507 Satanta</td>
<td>$ 6,972</td>
</tr>
<tr>
<td>DO 602 NKESC</td>
<td>$18,170</td>
</tr>
</tbody>
</table>
Item Title:

Act on recommendation for a Licensure Waiver

Board Goals:

Provide an effective educator in every classroom

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendation presented for a licensure waiver.

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 following request has been reviewed by the Teacher Licensure and Accreditation staff and is 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.

<table>
<thead>
<tr>
<th>District</th>
<th>Dist. Name</th>
<th>First Name</th>
<th>Last Name</th>
<th>Subject</th>
<th>Recomm.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D0231</td>
<td>Gardner Edgerton</td>
<td>Sarah</td>
<td>Farnet</td>
<td>High Incidence Special Ed.</td>
<td>Approved*</td>
</tr>
</tbody>
</table>

*First Renewal  **Final Renewal
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Catherine Chmidling
Director: Scott Myers
Commissioner: Randy Watson

Meeting Date: 5/09/2017

Item Title:
Act on higher education program approval recommendations from the Evaluation Review Committee

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for “Program Approval” for Fort Hays State University, MidAmerica Nazarene University, Tabor College, University of Saint Mary and Washburn University.

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

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

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

*If approved, new programs are always assigned the "new program approved with stipulation" status.
April 19, 2017

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

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

**Introductory Statement:**

On April 06, 2017, the Evaluation Review Committee reviewed the application for program approval for Fort Hays State University.

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

**PROGRAM APPROVAL RECOMMENDATION**

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

Agriculture I, 6-12 continuing program

**Areas for Improvement:**

**Standards 1-6**

None

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

(New programs must be operationalized within two years of KSBE approval.)
April 19, 2017

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for MidAmerica Nazarene University

Introductory Statement:

On April 06, 2017, the Evaluation Review Committee reviewed the application for program approvals for MidAmerica Nazarene University.

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

PROGRAM APPROVAL RECOMMENDATION

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

Elementary I, K-6 continuing program

Areas for Improvement:

Standards 1-7

None

English Language Arts I, 6-12 continuing program

Areas for Improvement:

Standards 1-4

None

Physical Education I, PreK-12 continuing program

Areas for Improvement:

Standards 1-7

None

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

(New programs must be operationalized within two years of KSBE approval.)
April 19, 2017

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Tabor College

Introductory Statement:

On April 06, 2017, the Evaluation Review Committee reviewed the application for program approvals for Tabor College.

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

PROGRAM APPROVAL RECOMMENDATION

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

Biology I, 6-12 continuing program

Areas for Improvement:

Standards 1-18

None

English Language Arts I, 6-12 continuing program

Areas for Improvement:

Standards 1, 3-4

None

Standard 2 (MET)

AFI 2.1 The standard is not clearly addressed by the assessment.

Rationale 2.1 The assessment is the grammar final project. In the directions to the students references made to what was studied in the course as it relates to this standard; however, the project speaks specifically to a single passage of student writing. The review team does not understand how showing knowledge of one passage
of one’s own writing demonstrates “knowledge of the history, structure, and development of the English language” on a universal scale. The limited nature of the project also limits the demonstration of “how people use language to influence the thinking and actions of others.” The EPP stated in the rejoinder that it plans to make EN 301 Study of Language a required course. It is currently an elective course. This would sufficiently address this concern.

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

Areas for Improvement:

Standards 1-10

None

Mathematics I, 6-12 continuing program

Areas for Improvement:

Standards 1-9

None

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

(New programs must be operationalized within two years of KSBE approval.)
April 19, 2017

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

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

Introductory Statement:

On April 06, 2017, the Evaluation Review Committee reviewed the application for program approvals for the University of Saint Mary.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend “New Program Approved with Stipulation” for the following program through December 31, 2019.

Innovative/Experimental I, 6-12 NEW program - MA Secondary Education

Areas for Improvement:

Criteria 1-15

None

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

(New programs must be operationalized within two years of KSBE approval.)
April 19, 2017

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Washburn University

Introductory Statement:

On April 06, 2017, the Evaluation Review Committee reviewed the application for program approvals for Washburn University.

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

PROGRAM APPROVAL RECOMMENDATION

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

Biology I, 6-12 continuing program
Areas for Improvement:
Standards 1-18
None

Elementary Education I, K-6 continuing program
Areas for Improvement:
Standards 1-7
None

English Language Arts I, 6-12 continuing program
Areas for Improvement:
Standards 1-4
None
Music I, PreK-12 continuing program

Areas for Improvement:

Standards 1-9

None

Physical Education I, PreK-12 continuing program

Areas for Improvement:

Standards 1-7

None

Reading Specialist A, PreK-12 continuing program

Areas for Improvement:

Standards 1-5

None

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

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

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

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

PROGRAM DECISIONS

New program approval decisions are:
- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:
- Approved
- Approved with Stipulation
- Not Approved.
The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

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

(a) Application.

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

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

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

(B) at least 12 weeks of student teaching.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

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

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

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

(g) Annual report.

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

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

(h) Change of approval status.

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

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

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)
91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

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

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

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

(B) at least 12 weeks of student teaching.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

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

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

(f) Approval status.

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

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

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

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

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

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

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

Agenda Number: 18 g.
Meeting Date: 5/09/2017

Staff Initiating: Scott Myers
Director: Scott Myers
Commissioner: Randy Watson

Item Title:
Act on recommendations of the Licensure Review Committee

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:
Recommendations of the Licensure Review Committee need approval of the State Board of Education. Certificates/licenses will be issued to those applicants whose appeals are granted.
Case 3113
Terry Azamber requested initial Kansas licensure for K-6 elementary education, middle level 5-8 English, and PreK-12 high-incidence special education. Heidi Bolt made a motion to recommend approval of a provisional license for PreK-12 high-incidence special education with full licensure contingent upon completion of an approved Kansas high-incidence special education program to meet professional education standards 2, 3, and 10; and high-incidence special education standards 1-8. The applicant dropped the appeal for K-6 elementary education. Jan Wilson seconded the motion and the Licensure Review Committee approved the motion unanimously.

Case 3122
Brenda Gonzalez requested initial Kansas licensure for middle level 5-8 social studies. Dale Jean Probst made a motion to recommend approval of an initial Kansas license for middle level 5-8 social studies based on achievement of certification in Texas through an alternative route and clarification of educational background and teaching experience. Bruce Major seconded the motion and the License Review Committee approved the motion unanimously.

Case 3136
Nadia Ji requested initial Kansas licensure for K-6 elementary education. Heidi Bolt made a motion to recommend approval of an initial Kansas license for K-6 elementary education based on achievement of certification in Florida through an alternative route and clarification of educational background and teaching experience. Bruce Major seconded the motion and the License Review Committee approved the motion unanimously.

Case 3141
John Paxton requested the extension of a restricted technical education certificate. Bruce Major made a motion to recommend approval of this extension through 6/30/18 based on completion of half of the semester credit hours listed on the plan of study and the documented extenuating circumstances. Dale Jean Probst seconded the motion and the Licensure Review Committee approved the motion unanimously with Amy DeLaRosa abstaining.

Case 3142
Richard Yocum requested the LRC to waive the requirement of a currently valid out of state license. Dale Jean Probst made a motion to recommend approval of this request based on Missouri requiring employment in their state as a building leader for license renewal. Bruce Major seconded the motion and the Licensure Review Committee approved the motion unanimously.

Case 3143
Chelsea Millar requested the addition of an endorsement for K-6 elementary education to a valid Kansas license. Heidi Bolt made a motion to recommend approval of this request based on achievement of certification in Louisiana through meeting minimum state requirements, educational background, and teaching experience. Dale Jean Probst seconded the motion and the Licensure Review Committee approved the motion unanimously.

Case 3144
Jessica Tickle requested professional level Kansas licensure for secondary 6-12 mathematics and middle level 5-8 mathematics. Amy DeLaRosa made a motion to recommend approval of this license based on completion of an approved teacher education program and 9 years of unaccredited teaching experience to count for the 3 years of recent accredited experience or 5 years total accredited experience required by regulation for a professional level license. Heidi Bolt seconded the motion and the Licensure Review Committee approved the motion unanimously.
**Case 3146**
Joseph Hanks requested initial Kansas licensure for middle level 5-8 science. Bruce Major made a motion to recommend approval of this license based on achievement of certification in Texas through an alternative route, educational background, and teaching experience. Amy DeLaRosa seconded the motion and the Licensure Review Committee approved the motion unanimously.

**Case 3148**
Lucia Hagerman requested Kansas licensure for middle level 5-8 science. Heidi Bolt made a motion to recommend approval of a professional level Kansas license for middle level 5-8 science based on educational background and 12.5 years of unaccredited teaching experience to count for the completion of an approved teacher preparation program and recency required by regulation. Bruce Major seconded the motion and the Licensure Review Committee approved the motion unanimously.

**Case 3149**
Carrie Braun requested Kansas licensure for PreK-12 school psychology. Amy DeLaRosa made a motion to recommend approval of this license based on completion of all coursework except the internship and awarding of the terminal degree. Dale Jean Probst seconded the motion and the Licensure Review Committee approved the motion unanimously.
Item Title:

Act on school breakfast program waivers

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendation of the School Breakfast Waiver Review committee to grant School Breakfast Program waivers to 21 schools for the 2017-2018 school year.

Explanation of Situation Requiring Action:

K.S.A. 72-5125 requires all Kansas public schools to offer the School Breakfast Program. The State Board of Education may waive this requirement for buildings with less than 35 percent of the students eligible for reduced price or free meals.

The School Breakfast Program Waiver Review Committee is comprised of Pat Ireland, Pastor, Cottonwood Falls; Vicki Hoffman, Retired Food Service Director, USD 232 Wichita; and Christine Ostmeyer, Kansas Appleseed. The Waiver Review Committee met on April 25, 2017 to review School Breakfast Program waiver applications.

This year seven districts submitted waiver requests for 21 schools. A list is attached of the schools for which a waiver was requested. The Waiver Review Committee recommends that the State Board approve all of the waiver requests. If this recommendation is approved, the schools granted a waiver will not be required to offer the School Breakfast Program during school year 2017-2018.
School Breakfast Program Waiver Committee Approval for SY 2017-18

<table>
<thead>
<tr>
<th>District</th>
<th>Elementary Schools</th>
<th>Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>D0232 De Soto</td>
<td>Prairie Ridge Elementary</td>
<td></td>
</tr>
<tr>
<td>D0233 Olathe Public</td>
<td>Arbor Creek Elementary</td>
<td>Cedar Creek Elementary</td>
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<td></td>
<td></td>
<td>Madison Place Elementary</td>
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<td></td>
<td></td>
<td>Manchester Park Elementary</td>
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<td></td>
<td></td>
<td>Meadow Lane Elementary</td>
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<tr>
<td></td>
<td></td>
<td>Sunnyside Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regency Park Elementary</td>
</tr>
<tr>
<td>D0267 Renwick</td>
<td>Garden Plain Elementary</td>
<td>Garden Plain High</td>
</tr>
<tr>
<td></td>
<td>St. Marks Elementary</td>
<td>Andale High</td>
</tr>
<tr>
<td></td>
<td>Andale Elementary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Colwich Elementary</td>
<td></td>
</tr>
<tr>
<td>D0306 Southeast of Saline</td>
<td>Southeast of Saline Elementary</td>
<td>Southeast of Saline Jr. Sr. High</td>
</tr>
<tr>
<td>D0345 Seaman</td>
<td>Elmont Elementary</td>
<td>North Fairview Elementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>West Indianola Elementary</td>
</tr>
<tr>
<td>D0356 Conway Springs</td>
<td>Conway Springs Middle School</td>
<td></td>
</tr>
<tr>
<td>D0372 Silver Lake</td>
<td></td>
<td>Silver Lake Jr/Sr High School</td>
</tr>
</tbody>
</table>

7 Sponsors
21 Sites
Item Title:

Act on revised Kansas School Wellness Policy Model Guidelines

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education approve the revised Kansas School Wellness Policy Model Guidelines.

Explanation of Situation Requiring Action:

The Child Nutrition & Wellness team has been working since July 2016 on the revision of the Kansas School Wellness Policy Model Guidelines. The model guidelines needed an update due to the USDA Wellness Policy Final Rule being published July 29, 2016 and effective July 1, 2017. Input for revisions has been obtained from over 300 school personnel, content experts, community members, industry and stakeholders throughout the state of Kansas. The draft of the revision of the Kansas School Wellness Policy Model Guidelines is attached.
Kansas School Wellness Policy Model Guidelines

Child Nutrition & Wellness
Kansas State Department of Education
The Kansas School Wellness Policy Model Guidelines were developed to assist Sponsors in establishing and implementing local school wellness policies that meet minimum standards designed to support a school environment that promotes sound nutrition and student health, reduces childhood obesity and provides transparency to the public on school wellness policy content and implementation.

State law requires that each school board consider these guidelines when developing local wellness policies.

The model guidelines are divided into four categories of policy statements:
- Nutrition
- Nutrition Promotion and Education
- Physical Activity
- Integrated School Based Wellness

Each policy statement falls within one of three levels:
- The policy statements at the **IMPLEMENTING** level meet all requirements of current federal and state laws, regulations and policies. Policy statements **IN BOLD** are those required by federal and/or state law.
- The policy statements at the **TRANSITIONING** level show growth from the implementing level.
- The policy statements at the **MODELING** level reflect highly effective practices.

The guidelines can serve as the foundation for establishing a local wellness policy by selecting which policy statements to include in the local wellness policy. The steps to build and implement a local wellness policy include:

- Recruit Wellness Committee members and identify a Wellness Committee chairperson.
- Review the Kansas School Wellness Policy Model Guidelines and assess the existing situation.
- Use the Kansas Wellness Impact Tool to create the wellness policy by selecting one of three status options for each policy statement:
  - Not in Policy
  - Developing Policy
  - Policy in Practice
- Print the local school wellness policy from the Wellness Impact Tool and present to the local board of education for approval.
- At a minimum, annually assess compliance and report on the progress toward achieving Sponsor goals of the local wellness policy and progress toward achieving the Kansas School Model Wellness Policy Guidelines.
- Post current Wellness Policy Statement on school and/or district website for public access.
## Kansas School Wellness Policy Guidelines – Nutrition

<table>
<thead>
<tr>
<th>General Guidelines</th>
<th>Implementing</th>
<th>Transitioning</th>
<th>Modeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>All school food service personnel receive required food safety training at a minimum of every 5 years. Continuing education training for all food service personnel meets federal and state requirements.</td>
<td>All school food service personnel receive required food safety training at a minimum of every 3 years.</td>
<td>All school food service personnel receive food safety training annually.</td>
<td></td>
</tr>
<tr>
<td>The dining area has seating to accommodate all students during each serving period.</td>
<td>The food service area is clean, orderly, and has an inviting atmosphere that encourages meal consumption.</td>
<td>High School: Closed campus. Students must remain at school during lunch periods.</td>
<td></td>
</tr>
<tr>
<td>The dining area has adequate adult supervision.</td>
<td>Food service personnel and supervisory staff use positive communication cues with students to promote consumption of foods served as part of Child Nutrition Programs.</td>
<td>Adults model healthy eating in the dining areas and encourage students to taste new and/or unfamiliar foods.</td>
<td></td>
</tr>
<tr>
<td>The students are allowed to converse with one another at least part of the meal time.</td>
<td>Mealtime conversation is not prohibited for the entire mealtime as disciplinary action.</td>
<td>The students are allowed to converse during the entirety of the mealtime.</td>
<td></td>
</tr>
<tr>
<td><strong>Reimbursable meals and/or parts of a reimbursable meal are not withheld or denied as a disciplinary action.</strong></td>
<td>Students being disciplined are NOT seated at tables separated from other students in the dining area.</td>
<td>Students being disciplined are NOT sated in a separate location.</td>
<td></td>
</tr>
<tr>
<td>One &quot;Smarter Lunchroom&quot; or Behavioral Economics technique is used on the serving line to encourage healthy choices by students.</td>
<td>Two &quot;Smarter Lunchroom&quot; or Behavioral Economics techniques are used on the serving line to encourage healthy choices by students.</td>
<td>Three &quot;Smarter Lunchroom&quot; or Behavioral Economics techniques are used on the serving line to encourage healthy choices by students.</td>
<td></td>
</tr>
<tr>
<td><strong>Content of reimbursable lunch and breakfast is identified near or at the beginning of the serving line(s).</strong></td>
<td>Kansas food products that are served as part of the school meals program are identified at the beginning or on the serving line.</td>
<td>A Kansas product is served in the school meals program at least one time per week.</td>
<td></td>
</tr>
</tbody>
</table>

### Other Child Nutrition Programs

| Meals and snacks served under the USDA At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program, and/or Summer Food Service Program comply with all federal regulations and state policies. | Participate in one of four programs. (At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program or Summer Food Service Program) | Participate in two or more of the four programs. (At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program, or Summer Food Service Program) |
| Students have access to free drinking water throughout the school day, including during meal service. Hygiene standards for all methods delivering drinking water will be maintained. | Students are allowed to have clear/translucent individual water bottles in the classroom where appropriate. | Students have clear/translucent individual water bottles in the classroom where appropriate. |
| District develops nutritional standards for non-sold food and beverages made available on school campus during the school day. | District adopts Smart Snacks in School “All Foods Sold in Schools” Standards for non-sold food and beverages made available on school campus during the school day. | Non-sold foods and beverages meet Smart Snacks in School “All Foods Sold in Schools” Standards. The focus of classroom celebrations is not on food. (include link) |
| Schools provide staff information on non-food rewards. | Schools begin incorporating non-food rewards. | Food is not used as a reward in district schools unless the food meets Smart Snacks in School “All Foods Sold in Schools” Standards; |
| Meals purchased at fast food outlet to be consumed at school must not be brought to school in their original containers. Caffeinated beverages are not allowed in sack lunches to be consumed in the cafeteria. (Elementary/Middle School) | Meals purchased at fast food outlet to be consumed at school must not be brought to school in their original containers. Caffeinated beverages are not allowed in sack lunches to be consumed in the cafeteria. (High School) | No meals purchased at fast food outlets are consumed at mealtime in cafeteria. |

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## Kansas School Wellness Policy Guidelines – Nutrition

<table>
<thead>
<tr>
<th></th>
<th>Implementing</th>
<th>Transitioning</th>
<th>Modeling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td>All school breakfasts comply with USDA regulations and state policies.</td>
<td>At least three different fruits are offered each week on three different days. At least one fruit per week is served fresh.</td>
<td>At least five different fruits are offered each week. At least two fruits per week are served fresh.</td>
</tr>
<tr>
<td></td>
<td>Students have the opportunity to eat breakfast.</td>
<td>District offers at least 15 minutes &quot;seat time&quot; for students to eat breakfast (not including time spent walking to and from class or waiting in line) or Grab n Go breakfast options are available.</td>
<td>District has implemented alternative 2nd Chance Breakfast service options. &quot;Breakfast in the Classroom&quot; or &quot;Breakfast After First Period&quot; is available.</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>All school lunches comply with USDA regulations and state policies.</td>
<td>At least three different fruits are offered each week. Two fruits per week are served fresh.</td>
<td>At least five different fruits are offered each week. Four fruits per week are served fresh.</td>
</tr>
<tr>
<td></td>
<td>One additional 1/2 cup* vegetable is offered weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans and peas).</td>
<td>An additional 1 cup* vegetable is offered weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans and peas).</td>
<td><strong>All Foods Sold in Schools (a la carte, fundraising, school store)</strong></td>
</tr>
<tr>
<td></td>
<td>*Schools may offer the additional 1/2 cup or 1 cup offerings, respectively, or they may spread the amount out over the course of the week with a minimum of at least 1/8 cup of the vegetable at a time. This can be met without adding to the total offerings required by the current meal pattern by offering Dark-Green, Red/Orange, and Dry Beans and Peas subgroup offerings as some of the &quot;additional vegetables&quot; needed to meet weekly total meal pattern requirements. Schools may also offer Dark-Green, Red/Orange and Dry Beans and Peas subgroup vegetables in place of vegetables from the &quot;Other Vegetables&quot; subgroup.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Students have at least 15 minutes &quot;seat time&quot; to eat lunch not including time spent walking to/from class or waiting in line.</td>
<td>Students have at least 20 minutes &quot;seat time&quot; to eat lunch not including time spent walking to/from class or waiting in line.</td>
<td>Students are offered recess before lunch and at least 20 minutes seat time to eat.</td>
</tr>
<tr>
<td></td>
<td><strong>All Foods Sold in Schools (a la carte, fundraising, school store)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No energy drinks are sold on school property from the midnight before to 30 minutes after the end of the official school day.</td>
<td>No energy drinks are sold on school property from the midnight before to 5 pm after the end of the official school day.</td>
<td>USDA's Smart Snacks in School Beverage Standards for middle schools apply to high school (only 100% juice, water, milk).</td>
</tr>
<tr>
<td></td>
<td>Fundraising within the school day meets USDA's Smart Snacks in School &quot;All Foods Sold in Schools&quot; Standards (sans the exempted fundraisers).</td>
<td>Fundraising within the school day and until 5 PM meets USDA's Smart Snacks in School &quot;All Foods Sold in Schools&quot; Standards (sans the exempted fundraisers).</td>
<td>No exempted fundraisers. All fundraisers involving foods or beverages meet the USDA's Smart Snacks in School &quot;All Foods Sold in Schools&quot; Standards</td>
</tr>
<tr>
<td></td>
<td>Fundraising activities involving the sale of food or beverages that meet USDA's Smart Snacks in School &quot;All Foods Sold in Schools&quot; Standards and/or exempted fundraisers will not take place until after the end of the last lunch period.</td>
<td>Fundraising activities support nutrition, nutrition education and physical activity messaging.</td>
<td></td>
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</tbody>
</table>
**Kansas School Wellness Policy Guidelines – Nutrition Promotion and Education**

<table>
<thead>
<tr>
<th></th>
<th>Implementing</th>
<th>Transitioning</th>
<th>Modeling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nutrition Promotion</strong></td>
<td>Students provide input on foods offered in the cafeteria.</td>
<td>Students learn about the nutrition requirements for school meals and some students are involved in helping plan menus.</td>
<td>A student advisory council is formed and meets with a food service representative and school administration twice a year to provide input.</td>
</tr>
<tr>
<td></td>
<td>District promotes participation in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) if applicable and to choose nutritious foods and beverages throughout the day. Menus are posted on school website and/or distributed to families via another method.</td>
<td>District implements marketing and advertising of nutritious foods and beverages consistently through a comprehensive and multi-channel approach to school staff, teachers, parents, and students.</td>
<td>District implements marketing and advertising of nutritious foods and beverages consistently through a comprehensive and multi-channel approach to the community.</td>
</tr>
<tr>
<td><em><em>District allows marketing</em> (oral, written, or graphics) of only those foods and beverages sold on the school campus during the school day that meet the requirements set forth in the Smart Snacks Rule. (Schools are not required to allow food or beverage marketing on campus)</em>*</td>
<td>District allows marketing* (oral, written, or graphics) of only those foods and beverages that meet the requirements set forth in the Smart Snacks Rule on the school campus during school activities at all times.</td>
<td>District allows marketing* (oral, written, or graphics) of only those foods and beverages that meet the requirements set forth in the Smart Snacks Rule on the school campus at all times.</td>
<td></td>
</tr>
<tr>
<td><strong>Nutrition Education</strong></td>
<td>All students in grades K-12, including those with disabilities, special health care needs and in alternative education settings, will have the opportunity to participate in culturally relevant activities, as appropriate, and a variety of learning experiences that support development of healthful eating habits that are based on the most recent Dietary Guidelines for Americans and evidence-based information.</td>
<td>District administrators inform teachers and other school personnel about opportunities to participate in professional development on nutrition and on teaching nutrition.</td>
<td>Teachers and other school personnel participate in nutrition education-related professional development at least once a year.</td>
</tr>
<tr>
<td>Include nutrition education as part of physical education/health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development.</td>
<td>Active learning experiences are provided such as involving students in food preparation or other hands-on activities at least once a semester.</td>
<td>Active learning experiences are provided such as involving students in food preparation or other hands-on activities at least once each quarter.</td>
<td></td>
</tr>
<tr>
<td>District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/year.</td>
<td>District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/semester.</td>
<td>District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/quarter.</td>
<td></td>
</tr>
<tr>
<td>Integrate age-appropriate nutrition education into at least one core subject such as math, science, language arts, and social sciences, as well as into at least one non-core/elective subject.</td>
<td>Integrate age-appropriate nutrition education into at least two core subjects such as math, science, language arts, and social sciences as well as in two or more non-core/elective subjects.</td>
<td>Integrate age-appropriate nutrition education into three or more core subjects such as math, science, language arts, and social sciences as well as in three or more non-core and elective subjects.</td>
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</tbody>
</table>

*School marketing includes food and beverage advertising and other marketing, such as the name or depiction of products, brands, logos, trade marks, or spokespersons or characters, on any property or facility owned or leased by the school district or school (such as school buildings, athletic fields, school buses, parking lots, or other facilities).
### Kansas School Wellness Policy Guidelines – Nutrition Promotion and Education

<table>
<thead>
<tr>
<th>Nutrition Education (cont)</th>
<th>Implementing</th>
<th>Transitioning</th>
<th>Modeling</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Include nutrition and health posters, signage, or displays in the cafeteria food service and dining areas that are rotated, updated or changed quarterly.</td>
<td>Include nutrition and health posters, signage, or displays in classrooms, hallways, gymnasium, and/or bulletin boards that are rotated, updated or changed quarterly.</td>
<td>School personnel collaborate with the school nutrition staff to use the cafeteria as a nutrition learning laboratory that allows students to apply critical thinking skills.</td>
</tr>
<tr>
<td></td>
<td>Offer information to families at least once per semester that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families.</td>
<td>Offer information to families at least once per quarter that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families.</td>
<td>Offer information to families at least once per month that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families.</td>
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</table>
## Kansas School Wellness Policy Guidelines – Physical Activity

<table>
<thead>
<tr>
<th>General Guidelines</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>All students in grades K-12, including those with disabilities, special health care needs and in alternative education settings, have the opportunity to participate in moderate to vigorous physical activity at least 2 times per week during the entire school year.</strong></td>
<td>All students in grades K-12, including those with disabilities, special health care needs and in alternative education settings, have the opportunity to participate in moderate to vigorous physical activity 3 or more times per week during the entire school year.</td>
<td>All students in grades K-12, including those with disabilities, special health care needs and in alternative education settings, have the opportunity to participate in moderate to vigorous physical activity every day during the entire school year.</td>
<td></td>
</tr>
<tr>
<td>District prohibits the use of physical activity as a punishment. District prohibits withholding physically activity, including recess and physical education, as punishment.</td>
<td>District encourages extra physical activity time as an option for classroom rewards.</td>
<td>District uses extra physical activity time as a classroom reward.</td>
<td></td>
</tr>
</tbody>
</table>

### Physical Education

| Physical education is taught by teachers licensed by the Kansas State Department of Education. | Physical education teachers are licensed and participate in physical education and/or physical activity specific professional development every 2 years. | Physical education teachers are licensed and have advanced certification and/or education. |
| The physical education curriculum is sequential and consistent with Kansas State Board of Education approved physical education teaching standards for pre-kindergarten through grade 12. | Physical Education teaches basic motor skills, enhances knowledge of concepts related to movement needed to achieve and maintain health for lifetime physical activity. | District offers lifetime sports and fitness classes/opportunities. |
| Elementary students receive 90-119 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity. | Elementary students receive 120-149 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity. | Elementary students receive 150+ minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity. |
| Middle school students are offered physical education at all grade levels and receive 90-119 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity. | Middle school students are offered physical education at all grade levels and receive 120-149 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity. | Middle school students are offered physical education at all grade levels and receive 150+ minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity. |
| **High school students are provided structured physical education in at least 1 course required for graduation.** | Additional opportunities for physical education as an elective are offered. | High school students are provided structured physical education in at least 2 courses required for graduation. |
| Physical education curriculum encourages a multi-dimensional fitness assessment. | Physical education curriculum includes fitness assessment of at least 50% of all students enrolled in physical education and student fitness reports are available to parents. | Physical education curriculum includes fitness assessment of at least 90% of all students enrolled in physical education and student fitness reports are available to parents. |
## Kansas School Wellness Policy Guidelines – Physical Activity

<table>
<thead>
<tr>
<th>Throughout the Day</th>
<th>Implementing</th>
<th>Transitioning</th>
<th>Modeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school students have at least 15 minutes a day of supervised recess (not including time spent getting to and from the playground), preferably outdoors. Supervisory staff encourage moderate to vigorous physical activity.</td>
<td>Elementary school students have two supervised recess periods per day (not including time spent getting to and from the playground), totaling at least 20 minutes. Supervisory staff encourage moderate to vigorous physical activity.</td>
<td>Elementary school students have two supervised recess periods per day, totaling at least 30 minutes (not including time spent getting to and from the playground), with one being offered in the morning. Supervisory staff encourage moderate to vigorous physical activity.</td>
<td></td>
</tr>
<tr>
<td>School policy outlines guidance on conditions regulating indoor and outdoor recess during extreme weather conditions.</td>
<td>Each school provides equipment, instruction, and supervision for active indoor recess.</td>
<td>Students that participate in indoor recess are provided moderate to vigorous physical activity opportunities.</td>
<td></td>
</tr>
<tr>
<td>Structured physical activity opportunities, in addition to recess and physical education, are encouraged for all students.</td>
<td>Structured physical activity opportunities, in addition to recess and physical education, are offered to all students at least 1 time daily. School staff are encouraged to participate.</td>
<td>Structured physical activity opportunities, in addition to recess and physical education, are offered to all students at least 2 times daily. School staff are encouraged to participate.</td>
<td></td>
</tr>
<tr>
<td>Professional development on integrating physical activity into core/non-core subjects is provided to licensed physical education teachers, school nurses, and building administrators.</td>
<td>Professional development on integrating physical activity into core/non-core subjects is provided to most staff.</td>
<td>Professional development on integrating physical activity into core/non-core subjects is provided to all staff.</td>
<td></td>
</tr>
<tr>
<td>Structured physical activities are planned by a licensed physical education teacher and integrated into health education and at least one core subject, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.</td>
<td>Structured physical activities are planned by a licensed physical education teacher and integrated into at least two core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.</td>
<td>Structured physical activities are planned by a licensed physical education teacher and integrated into three or more core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.</td>
<td></td>
</tr>
<tr>
<td>Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered.</td>
<td>Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered with input from students, and meet the needs, interest and abilities of a diverse student body.</td>
<td>Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered through partnerships with community organizations and resources.</td>
<td></td>
</tr>
<tr>
<td>An assessment on walking and/or biking to school has been completed to determine safety and feasibility.</td>
<td>The school has developed a walk and/or bike to school plan and encourages students to walk and/or bike to school based on a safety and feasibility assessment.</td>
<td>The school has implemented a walk and/or bike to school plan or implemented an alternative plan based on a safety and feasibility assessment and has communicated it to the community.</td>
<td></td>
</tr>
<tr>
<td>Community members are provided access to the district’s outdoor physical activity facilities.</td>
<td>Community members are provided access to the district’s indoor and outdoor physical activity facilities at specified hours.</td>
<td>Community members are encouraged to access the district’s indoor and outdoor physical activity facilities at specified hours.</td>
<td></td>
</tr>
<tr>
<td>Offer information via multiple channels at least once per semester to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families.</td>
<td>Offer information via multiple channels and provide opportunities for physical activity at least once per quarter to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families.</td>
<td>Offer information via multiple channels and provide opportunities for physical activity at least once per month to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families.</td>
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</tbody>
</table>
## Kansas School Wellness Policy Guidelines – Integrated School Based Wellness

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Annual staff wellness activities and/or professional development opportunities related to nutrition, physical activity and abstaining from tobacco are provided to encourage district staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the Whole School, Whole Community, Whole Child Model.</strong></td>
<td>Each semester provide staff wellness activities and/or professional development opportunities related to nutrition, physical activity and abstaining from tobacco are provided to encourage district staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the Whole School, Whole Community, Whole Child Model.</td>
<td>Each quarter provide staff wellness activities and/or professional development opportunities related to nutrition, physical activity and abstaining from tobacco are provided to encourage school staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the Whole School, Whole Community, Whole Child Model.</td>
<td></td>
</tr>
<tr>
<td><strong>District staff are aware of Team Nutrition and the HealthierUS School Challenge Award opportunity.</strong></td>
<td>District staff collaborate to achieve Bronze or Silver HealthierUS School Challenge Award in some schools. All schools are enrolled as a Team Nutrition school.</td>
<td>District staff collaborate to achieve Gold or Gold with Distinction HealthierUS School Challenge Award in some schools.</td>
<td></td>
</tr>
<tr>
<td><strong>Completes the CDC School Health Index, biannually.</strong></td>
<td>Results of the CDC School Health Index are shared with the district administration and local school board.</td>
<td>Results of the School Health Index are shared with the public.</td>
<td></td>
</tr>
<tr>
<td><strong>Annually, offer district-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model.</strong></td>
<td>Each semester, offer district-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model.</td>
<td>Quarterly, offer district-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model.</td>
<td></td>
</tr>
<tr>
<td><strong>Annually partner with local health agencies and community organizations.</strong></td>
<td>Each semester, partner with local health agencies and community organizations.</td>
<td>Quarterly, partner with local health agencies and community organizations.</td>
<td></td>
</tr>
<tr>
<td><strong>District Wellness Committee will discuss the development of a farm to school program.</strong></td>
<td>Facilitate the integration of a farm to school program and curricular activities including hands-on activities as appropriate to facilitate the nutritional and educational goals in 50% of the schools.</td>
<td>Facilitate the integration of a farm to school program and curricular activities including hands-on activities as appropriate to facilitate the nutritional and educational goals in 100% of the schools.</td>
<td></td>
</tr>
<tr>
<td><strong>Farm to school activities conducted annually in some schools.</strong></td>
<td>Farm to school activities conducted each semester in some schools.</td>
<td>Farm to school activities are integrated into some core subjects.</td>
<td></td>
</tr>
<tr>
<td><strong>Each semester, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops.</strong></td>
<td>Quarterly, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops.</td>
<td>Monthly, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops.</td>
<td></td>
</tr>
<tr>
<td><strong>The local district wellness policy committee meets at least twice per year.</strong></td>
<td>The local district wellness policy committee or subcommittee(s) meets at least once per quarter.</td>
<td>The local district wellness policy committee or subcommittee(s) meets at least once per month during the school year.</td>
<td></td>
</tr>
<tr>
<td><strong>The school wellness committee makes appropriate updates or modification to wellness policy based on assessment and an update on the progress toward meeting the State Model Wellness Policy is made available to the public, including parents, students and the community.</strong></td>
<td>The wellness policy assessment and progress toward meeting the State Model Wellness Policy are presented to school and district staff.</td>
<td>The wellness policy assessment and progress toward meeting the State Model Wellness Policy are presented to and approved by the local school board.</td>
<td></td>
</tr>
</tbody>
</table>
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act on request from USD 380, Vermillion, Marshall County, to hold a bond election

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education issue an Order authorizing USD 380, Vermillion, Marshall County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:
Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 380, Vermillion, Marshall County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 380 plans to use the bond proceeds to pay the costs to: (1) construct, furnish and equip improvements to the Centralia campus including enhanced safety and security, classroom and building remodel, weight room expansion, new gymnasium and commons area, and parking lot improvements; and (2) construct, furnish and equip improvements to the Frankfort campus including enhanced safety and security, and classroom additions.

Based upon the following criteria, staff recommends that this bond application be approved.
1. The district is experiencing a growth in enrollment.
2. The community was involved in the process of the building proposal.
3. All required forms were properly filed with us, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appears to justify a bond election.
7. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
# Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

<table>
<thead>
<tr>
<th>Unified School District 380-Vermillion</th>
<th>County: Marshall</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current equalized assessed tangible valuation *</td>
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</tr>
<tr>
<td>2. Percentage of bond debt limit</td>
<td>14%</td>
</tr>
<tr>
<td>3. Amount of bond debt limit</td>
<td>$6,244,458</td>
</tr>
<tr>
<td>4. State Aid Percentage</td>
<td>7%</td>
</tr>
<tr>
<td>* Includes assessed valuation of motor vehicle</td>
<td></td>
</tr>
<tr>
<td>5. Amount of bond indebtedness at present time</td>
<td>$0 0.0</td>
</tr>
<tr>
<td>6. Amount of bond indebtedness requested</td>
<td>$8,258,515 18.5</td>
</tr>
<tr>
<td>7. Total amount of bond indebtedness if request approved (Lines 5 + 6)</td>
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<td>8. Estimated amount of bond indebtedness authorized without approval</td>
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## Percent of Equalized Assessed Valuation - Current Year

<p>| | |</p>
<table>
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## Forms Requested

- (X) 5-210-118 General Information
- (X) 5-210-106 Resolution
- (X) 5-210-108 Publication Notice
- (X) 5-210-110 Application
- (X) 5-210-114 Equalized Assessed Valuation
- (X) Schematic floor plan of the proposed facilities
- (X) Map of the school district showing present facilities
- (X) Small map of the school district showing the adjoining school districts
- (X) Map of the school district showing proposed facilities

April 18, 2017  Craig Neuenswander  
Director, School Finance

April 18, 2017  Dale M. Dennis  
Deputy Commissioner
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act on request from USD 380, Vermillion, Marshall County, to receive Capital Improvement (Bond & Interest) State Aid

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education issue an Order authorizing USD 380, Vermillion, Marshall County, to receive capital improvement (bond & interest) state aid as authorized by law.

Explanation of Situation Requiring Action:
Under 2016 Senate Bill 323, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond & interest) state aid. USD 380, Vermillion, Marshall County, has made such a request. If approved, the district would receive capital improvement (bond & interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. USD 380 plans to use the bond proceeds to pay the costs to: (1) construct, furnish and equip improvements to the Centralia campus including enhanced safety and security, classroom and building remodel, weight room expansion, new gymnasium and commons area, and parking lot improvements; and (2) construct, furnish and equip improvements to the Frankfort campus including enhanced safety and security, and classroom additions.

The application contains the following non-instructional-related items: (1) Centralia--safety and security, commons area, and parking; and (2) Frankfort--safety and security.

Based upon the following criteria, staff recommends that this application for capital improvement (bond & interest) state aid be approved.

1. The district is experiencing a growth in enrollment.
2. The community was involved in the process of the building proposal.
3. All required forms were properly filed with us, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appears to justify a bond election.
7. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
# Summary of Appeal to State Board of Education for State Aid

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<th>Craig Neuenswander</th>
<th>Deputy Commissioner</th>
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<td>Date</td>
<td>Director, School Finance</td>
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<td>Deputy Commissioner</td>
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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act on request to enter into a contract for the Kansas College and Career Competencies Framework

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

Recommended Motion:
It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with a vendor, to be selected through a competitive bid process, to implement a statewide system of professional development for the tiered social/emotional supports framework of College and Career Competencies for the period of July 1, 2017 through June 2021 in an amount not to exceed $800,000 to be paid out of the federal Title II - Part A funds.

Explanation of Situation Requiring Action:
The Kansas State Department of Education will select a vendor to be selected through a competitive bid process to implement a statewide framework of tiered social/emotional supports represented by the College and Career Competencies (KCCC).

The selected vendor will employ professional development and coaching activities that will increase expertise in the breadth and depth of interpersonal, intrapersonal and cognitive competencies. In addition, the selected vendor will:

- collaborate with KSDE to disseminate information and integrate the Kansas College and Career Competency Framework into KSDE priorities and processes
- continue KCCC training and expand the cadre of KCCC trainers
- with KCCC trainers, provide face-to-face professional development and coaching to Kansas school districts
- provide online professional development and resources to promote college and career competencies in Kansas
- in partnership with KSDE, evaluate and report on the effectiveness of the on-line and face-to-face trainings
**Item Title:**

Executive Session

**Board Goals:**

Governmental Responsibility

**Recommended Motion:**

It is moved that the Kansas State Board of Education recess into Executive Session for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed.
**WEDNESDAY, MAY 10, 2017**

**MEETING AGENDA**

<table>
<thead>
<tr>
<th>9:00 a.m.</th>
<th>1. Call to Order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Roll Call</td>
</tr>
<tr>
<td></td>
<td>(AI) 3. Approval of Agenda</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9:05 a.m.</th>
<th>(AI) 4. Receive staff response and act on K.A.R. 91-42-1, 91-42-2, 91-42-4 and 91-42-7 Emergency Safety Interventions (Roll call vote)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:25 a.m.</td>
<td>(AI) 6. Receive staff response and act on K.A.R. 91-1-70a, 91-1-208, 91-1-221 and 91-1-235 Accreditation of higher education teacher preparation programs (Roll call vote)</td>
</tr>
</tbody>
</table>

| 9:35 a.m. | (IO) 7. Presentation by 2017 Kansas Senate Youth delegates |
| 10:00 a.m.| (IO) 8. *Kansans Can* Highlight: Ness City High School Tiny House and project-based learning |

| 10:20 a.m. | Break |
| 10:40 a.m. | (IO) 9. Board Reports and Requests for Future Agenda Items |
| 11:20 a.m. | (AI) 10. Act on Board Travel |
| 11:25 a.m. | (AI) 11. Tentative Action on Appointment of Superintendent for Kansas State School for the Deaf/Kansas State School for the Blind |
| 11:35 a.m. | 12. Executive Session for the purpose of discussing personnel matters of non-elected personnel and for consultation with attorney |
| 11:55 a.m. | **ADJOURN** |

Next Meeting: June 13 and 14 in Topeka
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Scott Gordon  Director: Scott Gordon  Commissioner: Randy Watson

Meeting Date: 5/10/2017

Item Title:
Receive staff response and act on Emergency Safety Intervention regulations

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education adopt proposed amendments to its Emergency Safety Intervention regulations K.A.R. 91-42-1, 91-42-2, 91-42-4, and 91-42-7. (Roll call vote required)

Explanation of Situation Requiring Action:
A public hearing was held on Tuesday, May 9, 2017. Laura Jurgensen and Julie Ehler will provide the staff response to public hearing testimony.

If modifications are required as a result of comments received at the public hearing, staff will make the appropriate modifications. The modifications will be resubmitted to the Department of Administration and the Attorney General for approval before the final regulations can be adopted by the State Board of Education.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 5
Meeting Date: 5/10/2017

Staff Initiating: Scott Gordon
Director: Scott Gordon
Commissioner: Randy Watson

Item Title:
Receive staff response and act on School Bus Safety regulations

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education adopt proposed amendments to its School Bus Safety regulations (K.A.R. 91-38-1, 91-38-2, 91-38-3, 91-38-4, 91-38-5, 91-38-6, 91-38-7, and 91-38-8). (Roll call vote required)

Explanation of Situation Requiring Action:
A public hearing was held on Tuesday, May 9, 2017. Kelli Broers and Keith Dreiling will provide the staff response to public hearing testimony.

If modifications are required as a result of comments received at the public hearing, staff will make the appropriate modifications. The modifications will be resubmitted to the Department of Administration and the Attorney General for approval before the final regulations can be adopted by the State Board of Education.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating:     Director:     Commissioner:     Meeting Date:  5/10/2017
Scott Gordon        Scott Gordon     Randy Watson

Item Title:

Receive staff response and act on Higher Education Accreditation regulations

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education adopt proposed amendments to its Higher Education Accreditation Regulations (K.A.R. 91-1-70a, 91-1-208, 91-1-221, 91-1-235). (Roll call vote required)

Explanation of Situation Requiring Action:

A public hearing was held on Tuesday, May 9, 2017. Kelli Broers and Susan Helbert will provide the staff response to public hearing testimony.

If modifications are required as a result of comments received at the public hearing, staff will make the appropriate modifications. The modifications will be resubmitted to the Department of Administration and the Attorney General for approval before the final regulations can be adopted by the State Board of Education.
To: Commissioner Randy Watson
From: Denise Kahler
Subject: Presentation by 2017 Kansas Senate Youth delegates
Board Goals: Ensure effective, visionary leaders in ever school

The Kansas State Board of Education will have the opportunity to hear from the two 2017 US Senate Youth program Kansas delegates.

2017 Kansas Delegates
- Tel Wittmer, Holton High School, USD 336 Holton
- Jack Campbell, Mill Valley High School, USD 232 DeSoto

The US Senate Youth program for high school juniors and seniors was established in 1962 by a United States Senate Resolution. The Program, and its accompanying scholarships, have been made possible through annual grants from the William Randolph Hearst Foundation.

Two student delegates and two alternates are selected to represent each state. The program looks for students who are truly interested in government, history and politics. The qualified student needs to demonstrate a desire to serve others in a leadership role and have high academic achievements, high aspirations for college and career and be self-motivated.

In March, each delegate participated in a weeklong government and leadership education program in Washington, D.C. They each will receive a $10,000 scholarship.
To: Kansas State Board of Education  
Subject: *Kansans Can* Highlight: Ness City High School tiny house and project-based learning  

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

Students from Ness City High School, USD 303, will be present to describe the process of constructing a mobile “tiny house” living space from the bottom up and how this industrial education project relates to today’s math, language arts and business standards. The year-long project has enabled students to learn various soft skills – one of the focus areas associated with the *Kansans Can* vision for education. Students will also share with Board members the challenges of building a tiny house and the experiences it has created for them.
To: Kansas State Board of Education

Subject: Monthly Board Reports & Requests for Future Agenda Items

These updates will include:

1. Committee Reports
2. Board Attorney’s Report
3. Individual Board Member Reports and Requests for Future Agenda Items
4. Chairman’s Report
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:

<table>
<thead>
<tr>
<th>Pay Period Begins</th>
<th>Pay Period Ends</th>
<th>Deadline to Report</th>
<th>Pay Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/23/2017</td>
<td>5/06/2017</td>
<td>5/04/2017</td>
<td>5/19/2017</td>
</tr>
<tr>
<td>5/07/2017</td>
<td>5/20/2017</td>
<td>5/18/2017</td>
<td>6/02/2017</td>
</tr>
<tr>
<td>5/21/2017</td>
<td>6/03/2017</td>
<td>6/01/2017</td>
<td>6/16/2017</td>
</tr>
</tbody>
</table>
Item Title:
Tentative Action on Appointment of Superintendent for Kansas State School for the Deaf and Kansas State School for the Blind

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education vote to confirm its recommendation for the position of Superintendent to serve the Kansas State School for the Deaf and Kansas State School for the Blind, with an effective start date and salary to be negotiated.

Explanation of Situation Requiring Action:
The Kansas State Board of Education serves as the Board for the State School for the Deaf in Olathe and State School for the Blind in Kansas City. Current Superintendent for KSSD and KSSB Madeleine Burkindine will retire at the end of the 2016-17 school year. The State Board of Education conducted a search to hire a new superintendent to oversee both schools. Finalist interviews occurred in April. Time has been reserved on the May State Board agenda for possible action on the position. Chairman Jim Porter will lead the action item if a decision has been made and the Board is ready to vote.
Item Title:
Executive Session

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education recess into Executive Session for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed and to consult 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 an attorney on legal matters.