# TUESDAY, AUGUST 11, 2015
## ONE-DAY MEETING AGENDA

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

**AI**—Action Item  
**DI**—Discussion Item  
**RI**—Receive Item, for possible action at a future date  
**IO**—Information Only

### 10:00 a.m.
1. Call to Order  
2. Roll Call  
3. Mission Statement, Moment of Silence and Pledge of Allegiance
   (AI)  
4. Approval of Agenda
   (AI)  
5. Approval of July Minutes

### 10:05 a.m.
   (IO) 6. Commissioner’s Report

### 10:20 a.m.
   (AI) 7. Act on new appointment to the Professional Standards Board

### 10:30 a.m.
   (IO) 8. Citizens’ Open Forum

### 11:00 a.m.
   (RI) 9. Receive cut score recommendations for English Language Arts, Mathematics and Dynamic Learning Map (DLM) Assessments

**Lunch** *(Board Policy Committee will meet in Conference Room 600 North)*

### 1:30 p.m.
   (RI) 10. Receive the following Licensure Program Standards:  Mathematics 5-8, Mathematics 6-12, Library Media PreK-12

### 2:00 p.m.
   (AI) 11. Act to submit amended Emergency Safety Intervention Regulations to the Department of Administration and Office of the Attorney General for review

### 2:20 p.m.
   (AI) 12. Act on a Licensure Policy for PreKindergarten and Kindergarten Assignments

### 2:40 p.m.
   (AI) 13. Act on recommendations of the Professional Practices Commission

### 2:55 p.m.
   Break

### 3:05 p.m.
   (RI) 14. Receive Board Policy Guidelines for review

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KSBE  |  Landon State Office Building  |  900 SW Jackson St., Suite 600  |  Topeka, KS 66612  |  (785) 296-3203  |  www.ksde.org
August 11, 2015

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3:20 p.m.  
(AI) 15. Act on 2016 NASBE Membership Dues  page 259

3:30 p.m.  
16. Consent Agenda  
**Routine Items**

(RI) a. Receive monthly personnel report  page 261

(AI) b. Act on appointments to unclassified special project positions page 263

(RI) c. Receive 4th quarter written reports from Kansas State School for the Deaf and Kansas State School for the Blind  page 265

(AI) d. Act on recommendations for Visiting Scholar licenses  page 285

(AI) e. Act to approve local in-service education plans  page 287

(AI) f. Act on accreditation recommendations of the Evaluation Review Committee  page 289

(AI) g. Act on program approval recommendations of the Evaluation Review Committee  page 299

(AI) h. Act on renewal of contract with USD 500 to use Kansas State School for the Blind facilities for Head Start classrooms  page 311

(AI) i. Act on request from USD 251, North Lyon County, to hold a bond election  page 313

**Continuation Grants from Federal Formula Grant Funds**

(AI) j. Act on recommendations for funding the Stewart V. McKinney Homeless grants  page 315

**Competitive Grants from Federal Grant Funds**

(AI) k. Act to continue School Improvement Grants awards, 1003(g)  page 317

**Continuation Contract from Federal Funds**

(AI) l. Act to continue a contract with Smoky Hill Education Service Center for professional learning services  page 319

**Contract from Competitive Federal Grant Funds**

(AI) m. Act on contract with MetaMetrics to Link Quantile and Lexile Scores to Kansas Mathematics and Reading State Assessments  page 321

**New Contract from Federal Set-Aside Funds**

(AI) n. Act on contract with University of Kansas Center for Research, Inc. for English Learners Improvement Initiative  page 323

3:40 p.m.  
(IO) 17. Board Reports & Requests for Future Agenda Items  page 325

— Discuss NASBE nominating committee selections

4:15 p.m.  
(AI) 18. Act on Board Travel  page 333

4:30 p.m.  

ADJOURN

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**Wednesday, August 12 — Vision Planning/Board Retreat**

9 a.m. to 4 p.m. Kansas State High School Activities Association Bldg.

601 SW Commerce Place, Topeka

(There will be a break at noon for lunch on your own.)
KANSAS STATE BOARD OF EDUCATION  
Meeting Minutes  
July 14, 2015

CALL TO ORDER  
Chairman Jim McNiece called the monthly meeting of the State Board of Education to order at 10 a.m. Tuesday, July 14, 2015, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He welcomed new Commissioner of Education Dr. Randy Watson to his place at the Board table representing the Kansas State Department of Education. A welcome reception was held for Dr. Watson and his family immediately preceding the meeting.

ROLL CALL  
The following Board members were present:  
John Bacon  
Kathy Busch  
Carolyn Wims-Campbell  
Sally Cauble  
Deena Horst  
Jim McNiece  
Steve Roberts  
Janet Waugh  
Ken Willard  
Carolyn Wims-Campbell moved to approve the amended agenda. Mrs. Horst seconded. Motion carried 9-0 with Mr. Porter absent.

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

COMMISSIONER’S REPORT  
Dr. Randy Watson, who officially began his duties as Commissioner on July 1, expressed gratitude to Brad Neuenswander for serving as Interim Commissioner and to KSDE staff for their assistance during the transition. In his report to Board members, Dr. Watson mentioned the volume of public responses received through the online invitation to “Join the Conversation” about the pending revision of math and English language arts curriculum standards. This opportunity to provide feedback continues until October. He also noted that data compiled from the community visioning tour is being organized and will be shared with Board members at the August retreat. He ended with comments about attending EdCamp in Kansas City.

CITIZENS’ OPEN FORUM  
Chairman McNiece declared the Citizens’ Forum open at 10:17 a.m. Speakers and their topics were:  
John Morton, Emporia — introducing G.A. Buie, new Executive Director of United School Administrators of Kansas, and Chris Modelmogg, new Director of Smoky Hill Education Service Center; Ginger...
Riddle of Leavenworth, Dom DeRosa of Bonner Springs, Bradley Weaver of Kansas City, Ruth Goff of Spring Hill, Mike Wilson of Hutchinson, Mary Williams of Meriden, Glennie Buckley of Topeka, Chris Huntsman of Topeka, Cheron Tiffany of Olathe, James Neff of Manhattan — all in opposition to the Coalition of Innovative School Districts’ (CISD) proposal to waive teacher licensure requirements; Tammy Bartels, Tonganoxie — introducing new Kansas PTA President Denise Sultz; Denise Sultz, representing Kansas PTA — support of current licensure structure; John Richard Schrock, Emporia — China’s teacher shortage and opposition to CISD proposal; Laurie Curtis, Manhattan — concerns with CISD certification; Marie Carter, Topeka — recruitment obstacles and teacher retention.

Chairman McNiece declared the Citizens’ Forum closed at 11:05 a.m.

RECOGNITION OF NATIONAL TEACHERS HALL OF FAME INDUCTEE FROM KANSAS
Susan Rippe, a science teacher at Olathe Northwest High School, is the 2015 Kansas inductee into the National Teachers Hall of Fame. Ms. Rippe was introduced to the Board and talked about opportunities and initiatives taking place within her classroom. These include development of a robotics team, promoting STEM education, and adapting practices to help students benefit from new resources. She also emphasized the importance of a mentoring program for teachers. Ms. Rippe is the 10th Kansas teacher inducted into the National Teachers Hall of Fame since it was founded in 1989. The program each year honors five of the nation’s most outstanding educators.

The Board took a break until 11:30 a.m. for a photo and certificate presentation.

RECEIVE ANNUAL LICENSED PERSONNEL REPORT
Teacher Licensure and Accreditation staff member Lori Adams summarized the 2014-15 school year information compiled in the annual Licensed Personnel Report. Each year, state accredited schools across Kansas report professional and demographic characteristics of licensed personnel. The information is categorized by such areas as age, years of experience, ethnicity, educator type, teaching assignments and salary. Additional categories convey entrance/exit and retention data. The information is utilized to meet KSDE, state and federal reporting requirements.

Assistant Director of TLA Susan Helbert reviewed types and totals of licenses issued as reported in the LPR. She also presented a proposal to address a licensure need concerning who should be allowed to teach kindergarten and prekindergarten (4-year-olds). A proposal based on recommendations from the Professional Standards Board (PSB) requests the State Board to implement a permanent policy that elementary licensed teachers are allowed to teach prekindergarten and early childhood general education teachers are allowed to teach kindergarten. This proposal was presented as a receive item with the action item to be submitted for the August meeting. Additional options proposed by the PSB will be presented in the future as regulation changes, and include changing the level for elementary education to PreK – 6 and creating an add-on endorsement for Prekindergarten that could be added to an elementary license.

LUNCH
At 12:23 p.m. , Chairman McNiece recessed the meeting for lunch until 1:30 p.m.

RECEIVE EMERGENCY SAFETY INTERVENTION DRAFT REGULATIONS TO COMPLY WITH NEW LEGISLATION
Senate Substitute for Substitute for House Bill 2170, the Freedom from Unsafe Restraint and Seclusion Act, became law on June 4, 2015. To comply with the new law, changes are required to the Kansas State Board of Education’s Emergency Safety Intervention regulations, K.A.R. 91-42-1 to –2. KSDE staff members Laura Jurgensen and Julie Ehler presented a draft version of regulations to the Board for consideration, explaining that changes were made for clarity or to conform with the new statute. Mrs. Jurgensen outlined the next steps in the process, including required Board action in August to
submit the amended ESI regulations to the Department of Administration and the Office of the Attorney General. Ms. Ehler highlighted areas that address parent notification and student protection. The new regulations must be in place by March 1.

**ACTION ON APPOINTMENT OF ESI TASK FORCE MEMBERS**

Mrs. Waugh moved to appoint Jim Porter and Laura Jurgensen to serve on the new Emergency Safety Intervention Task Force, which was created as a requirement of the Freedom from Unsafe Restraint and Seclusion Act. Mrs. Busch seconded. Motion carried 10-0. Mr. Porter will represent the Kansas State Board of Education and Mrs. Jurgensen will represent legal counsel from the Kansas State Department of Education on the 17-member task force to meet criteria outlined in the Act.

**ACTION ON KANSAS CURRICULAR STANDARDS FOR VISUAL ARTS**

Recommendations for revisions to the state’s visual arts standards were presented to the Kansas State Board of Education for review in June. These standards were updated to align with the national visual arts standards and to address what students in Kansas should know and understand to prepare for college and careers beyond high school. Mrs. Horst moved to approve the 2015 Kansas Curricular Standards for Visual Arts. Mr. Willard seconded. Motion carried 10-0.

**ACTION ON INNOVATIVE DISTRICTS’ SPECIALIZED CERTIFICATE RECOMMENDATION**

Dr. Cindy Lane, representing the Coalition of Innovative School Districts, reiterated the purpose of the specialized teaching certificate for use by approved Innovative Districts seeking a waiver from Kansas teacher licensure. The current six approved Innovative School Districts are: USD 418 McPherson, USD 333 Concordia, USD 500 Kansas City Kansas, USD 229 Blue Valley, USD 201 Hugoton and USD 364 Marysville. Dr. Lane and Concordia Superintendent Beverly Mortimer highlighted specifics in the specialized certificate position statement and outlined hiring procedures. Discussion followed, including opportunities for Board members to ask questions, express comments and seek clarification. Mr. Willard moved that the Kansas State Board of Education approve the Coalition of Innovative Districts’ Specialized Teaching Certificate application and process for use by approved Innovative Districts to hire non-licensed professional employees or licensed professional employees in areas outside of their area(s) of licensure. Mr. Roberts seconded.

Additional discussion followed. Mr. Willard proposed modifications to his original motion that would impose limitations and further define the process. He moved that the Kansas State Board of Education approve the Coalition of Innovative Districts’ Specialized Teaching Certificate application and process for use by the current six approved Innovative Districts for one year to hire non-licensed professional employees or licensed professional employees in areas outside of their area(s) of licensure with the following amendments to the process: allow the Kansas State Board of Education to give final approval and change professional degree in the position statement to college degree or equivalent professional degree. Mr. Roberts seconded the modifications. Motion carried 6-4, with Mr. Porter, Mrs. Waugh, Ms. Wims-Campbell and Mrs. Cauble in opposition.

The Board took a 10-minute break until 3:30 p.m.

**IMPLEMENTATION OF KCCR SCIENCE STANDARDS QUARTERLY UPDATE**

The 2015 Kansas Excellence in Math and Science Teaching Conference held in June was the focus of Matt Krehbiel’s quarterly update on implementation of the Kansas College and Career Ready Science Standards. Approximately 180 participants were at the event in Hutchinson. He described the building- and district-level movement that is occurring through implementation of the new standards by focusing beyond the single classroom. The conference, which featured a variety of presenters, addressed ways to advance instruction and stressed more professional learning.
LEGISLATIVE MATTERS: ACTION ON FY 2017 BUDGET OPTIONS

Deputy Commissioner Dale Dennis provided summaries of enrolled bills passed into law during the 2015 legislative session. He reported on budget workshops that have been scheduled around the state and the need to update budget software for school districts to use. Mr. Dennis provided Board members with budget options to consider for FY 2017. Even though the state now implements a two-year budget format, Board members have an opportunity to make recommendations toward preparation of the KSDE budget. He reviewed the history of educational funding as well as figures for meeting statutory amounts in the various categories.

Action on the Board’s budgetary recommendations occurred as follows:
- Mrs. Busch moved to increase Block Grant funding by 3 percent for 2016-17. Ms. Wims-Campbell seconded. Motion carried 8-2 with Mr. McNiece and Mrs. Cauble in opposition.
- Mr. Willard moved to support Maintenance of Effort for Special Education for no additional cost. Mrs. Cauble seconded. Motion failed 4-6, with Mrs. Horst, Mr. Porter, Mrs. Waugh, Ms. Wims-Campbell, Mr. McNiece and Mrs. Busch in opposition.
- Mrs. Busch moved to fund the current law for Special Education, which is 92 percent of excess cost. Mrs. Horst seconded. Motion carried 7-3 with Mr. Roberts, Mr. Bacon and Mr. Willard in opposition.
- Mr. Willard moved to phase in all-day kindergarten over a five-year implementation period at an estimated cost of $19 million per year. Mr. Porter seconded. Motion carried 9-1 with Mr. Bacon in opposition.
- Ms. Wims-Campbell moved to increase Parents as Teachers funding by 1,000 children for an additional cost of $460,000. Mr. Roberts seconded. Motion carried 7-3 with Mr. Bacon, Mrs. Horst and Mr. Willard in opposition.
- Mrs. Busch moved to fund the Mentor Teacher Program at $3 million. Mr. McNiece seconded. Motion carried 7-3 with Mr. Roberts, Mr. Bacon and Mr. Willard in opposition.
- Ms. Wims-Campbell moved to fund Professional Development at 100 percent of the law. Mrs. Cauble seconded. On a vote of 5-5, there were not the required six votes for passage. Those in opposition were Mr. Roberts, Mrs. Horst, Mr. Bacon, Mr. Willard and Mrs. Busch.
- Mrs. Busch moved to fund Professional Development at 50 percent of the law at an additional cost of $5 million. Mrs. Horst seconded. Motion carried 7-3 with Mr. Willard, Mr. Bacon and Mr. Roberts in opposition.
- Mrs. Busch moved to support Maintenance of Effort for funding school lunch at no additional cost. Mr. Willard seconded. Motion carried 7-2-1 with Mrs. Waugh and Ms. Wims-Campbell in opposition, and Mrs. Cauble abstaining.
- Mr. McNiece moved to fund Agriculture in the Classroom at $50,000. Mr. Roberts seconded. Motion carried 7-3 with Mr. Bacon, Mrs. Cauble and Ms. Wims-Campbell in opposition.
- Mrs. Busch moved to fund Communities in Schools at $50,000. Ms. Wims-Campbell seconded. Motion carried 8-2 with Mr. Bacon and Mr. Willard in opposition.
- Mrs. Waugh moved to fund Kansas Association of Conservation and Environmental Education at $50,000. Mrs. Busch seconded. Motion carried 7-3 with Mr. Bacon, Mr. Willard and Mrs. Horst in opposition.
- Mr. Willard moved to fund the Pre-K Pilot program at the 2015-16 level at no additional cost. Mrs. Horst seconded. Motion carried 8-2 with Mrs. Cauble and Mrs. Waugh in opposition.
- Mr. Willard moved to increase technical education transportation funding to $1,350,000 at an additional cost of $700,000. Mr. Porter seconded. Motion carried 9-1 with Mr. Bacon in opposition.
- Mr. Willard moved to maintain discretionary grant funding at the 2015-16 level. Mrs. Horst seconded. Motion carried 9-1 with Mrs. Waugh in opposition.
CONSENT AGENDA
Mrs. Cauble moved to approve the Consent Agenda. Mrs. Horst seconded. Motion carried 9-1 with Mr. Roberts in opposition. In the Consent Agenda, the Board:

- received the monthly Personnel Report for June.
- confirmed these unclassified special project personnel appointments to the Information Technology team — Claude Collins as Applications Developer III effective May 26, 2015 at an annual salary of $50,918.40; Tracy Gallaway as Senior Trainer effective June 8, 2015 at an annual salary of $50,918.40; and Sarah Vanderpool as Public Service Executive II (Data Compliance Officer) effective June 8, 2015 at an annual salary of $53,414.40; as well as the appointment of Julie Ewing as Education Program Consultant on the Early Childhood, Special Education, and Title Services team effective July 5, 2015 at an annual salary of $56,118.40.
- approved the local in-service education plans for USD 204 Bonner Springs, USD 300 Comanche, USD 316 Golden Plains, USD 466 Scott County and USD 480 Liberal.
- approved renewal of Visiting Scholar licenses for Janet Graham, Robin Bacon and Marjorie Holloway, all for USD 229 Blue Valley’s Center for Advanced Professional Studies (CAPS) program, valid for the 2015-16 school year.
- accepted recommendations of the Licensure Review Committee as follows:  
  Approved Cases — 3015 Precious Clark (Pre-K-12 high incidence special education), 3030 Joseph Janner (6-12 English language arts and 5-8 English language arts), 3031 Mahmoud Al-Hini, 3038 Connie Redic, 3045 Richard Geraci, 3046 Bonnie Ray, 3047 Scott Palich.  
  Denied Cases — 3029 Emily McCall, 3033 Megan Burleson, 3034 Megan Burleson, 3035 Tamara Williams, and 3039 Debra White.
- accepted the following recommendations of the Evaluation Review Committee for program approval:  
  Kansas State University — Elementary (I, K-6), Biology (I, 6-12), Chemistry (I, 6-12), Earth and Space Science (I, 6-12), Physics (I, 6-12), Business (I, 6-12), English (I, 6-12), Family and Consumer Science (I, 6-12), Journalism (I, 6-12), History, Government and Social Studies (I, 6-12), Speech/Theatre (I, 6-12), Art (I, PreK-12), Music (I, PreK-12), High Incidence Special Ed (A, K-6, 6-12), Low Incidence Special Ed (A, K-6, 6-12), Building Leadership (A, PreK-12), District Leadership (A, PreK-12), School Counselor (A, PreK-12), Reading Specialist (A, PreK-12), all continuing programs approved through Dec. 31, 2022;  
  McPherson College — Psychology (I, 6-12) continuing program approved through June 30, 2022;  
  Ottawa University — ECU (I, B-Gr3) and Gifted (A, PreK-12), both new programs approved with stipulation through June 30, 2017;  
  Southwestern College — High Incidence Special Education (A, K-6, 6-12) and Restricted (I, 5-8, 6-12, PreK-12), both continuing programs approved through June 30, 2022;  
  University of Saint Mary — Gifted (A, K-6, 5-8, 6-12) new program approved with stipulation through June 30, 2017.
- approved the Interlocal Agreements to create the South Central Kansas Education Service Center with participating school districts (USDs 263, 264, 357, 358, 359, 385 and 396).
- approved recommendations for funding Migrant Family Literacy Grants for the following districts in the amounts listed: USD 102 Cimarron $78,000; USD 214 Ulysses $70,000; USD 215 Lakin $70,000; USD 216 Deerfield $72,000; USD 218 Elkhart $65,117; USD 233 Olathe/Johnson County Community College $130,000; USD 445 Coffeyville $20,000; USD 457 Garden City $100,000; USD 500 Kansas City $73,405.
- approved funding a Kansas 21st Century Community Learning Center Supplemental Award to USD 379 Clay Center (Wakefield) in the amount of $25,286.
- authorized the Commissioner of Education to negotiate and
- enter into a contract with the Kansas Association of Independent and Religious Schools for the
reimbursement of funds for professional development of non-public school teachers and leaders in an amount not to exceed $29,000;

- authorize the Superintendent of the Kansas State School for the Deaf to enter into a contact for out-of-state tuition with the Center School District in Missouri for the 2015-16 regular school year plus extended day programs for a total cost of $37,200 for two students, plus additional services as listed on the IEPs at a cost not to exceed $2,880 for the year;

- authorize the Superintendent of the Kansas State School for the Blind to enter into contracts for out-of-state tuition for the 2015-16 regular school year with the following school districts in Missouri: Liberty — not to exceed $20,000 for one day student, Hardin — not to exceed $56,068 for two day students, Lawson — not to exceed $40,000 for one day student, Center — not to exceed $20,000 for one day student half time;

- authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Accessible Arts, Inc. for arts-related services for students attending KSSB in exchange for KSSB facility use and statewide outreach services in the Arts for Kansas individuals with disabilities in an amount not to exceed $134,000;

- authorize the Superintendent of the Kansas State School for the Deaf to renew a contract with the Helen Keller Regional Office for Deaf-Blind Adults for rental of office space at KSSD for three years at a monthly charge of $993.75 totaling $11,925 annually;

- authorize the Superintendent of the Kansas State School for the Deaf to renew a contract with the Kansas Department of Health and Environment to continue a hearing aid loan bank with the contract amount to be received by KSSD not to exceed $45,000.

**EXECUTIVE SESSION**

Ms. Wims-Campbell moved to enter into executive session for the purpose of consultation with an attorney which would be deemed privileged in the Attorney-Client relationship, in order to protect the privilege and the Board’s communications with its attorney on legal matters. Randy Watson, Dale Dennis, Mark Ferguson, Scott Gordon and Brad Neuenswander were invited to join the session, which would start at 5:25 p.m. for 20 minutes. At the conclusion, the Board would immediately enter into an executive session for 10 minutes for personnel matters of non-elected personnel, in order to protect the privacy interests of the individual(s) to be discussed, excusing all other invitees except Dr. Watson. Mr. Porter seconded. Motion carried 9-0 with Mrs. Cauble absent for the vote.

**RECESS**

The Board reconvened at 5:55 p.m. at which time Chairman McNiece recessed Tuesday’s Board meeting until 9 a.m. Wednesday.

Jim McNiece, Chairman

Peggy Hill, Secretary
CALL TO ORDER
Chairman Jim McNiece called the Wednesday, July 15, 2015 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
All members were present:
John Bacon  Jim McNiece
Kathy Busch  Jim Porter
Carolyn Wims-Campbell  Steve Roberts
Sally Cauble  Janet Waugh
Deena Horst  Ken Willard

APPROVAL OF AGENDA
Mrs. Busch moved to approve the agenda as presented. Mrs. Horst seconded. Motion carried 9-0 with Mrs. Cauble absent for the vote.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION
Case 15-PPC-06 Gabriel Moyer was presented again to the Kansas State Board of Education because in June the Board did not adopt the Professional Practices Commission’s findings or recommendations and therefore this application for licensure remained pending. Mrs. Busch moved to accept the PPC’s recommendation to issue Mr. Moyer an initial teaching license. Mrs. Waugh seconded. Discussion followed, with PPC member Jessica Snider and KSDE legal counsel Kelli Broers answering questions. Motion carried 6-4 with Mr. Roberts, Mrs. Horst, Mr. Bacon and Mr. Willard in opposition.

Ms. Snider then presented the recommendations of the PPC following hearings conducted June 15, 2015 on these licensure cases: 15-PPC-03 Lance Howard, 15-PPC-14 Nosaze Enoma, 15-PPC-15 Patrick Amaro, 15-PPC-18 Heather Steiner, 15-PPC-22 Marshal Miller. Mrs. Cauble moved to adopt the findings of the Professional Practices Commission on these cases. Mrs. Busch seconded. Discussion followed. Motion carried 7-3 with Mr. Roberts, Mrs. Horst and Mr. Willard in opposition. It was noted that recommendations for both approval and denial of licensure applications were presented together for consideration and “no” votes should not be viewed in favor of the denied recommendations.

REPORT ON SURVEY CONCERNING RECESS IN ELEMENTARY SCHOOLS
As a follow-up request from the June Board meeting, results were shared from a survey of physical education teachers on recess practices, policies and viewpoints at Kansas elementary schools. Presenters were Dr. Mark Thompson of KSDE’s Healthy Kansas Schools and Rick Pappas of Wichita State University. They gave an overview of the survey questions and responses as well as provided recommendations. Discussion followed on the benefits of scheduling recess before lunch and distribution of the survey information.

The Board took a break from 10 to 10:05 a.m.
DISCUSSION OF PROCESS FOR ESTABLISHING CUT SCORES FOR KANSAS ASSESSMENTS

Dr. Marianne Perie from the Center for Educational Testing and Evaluation (CETE) described the methodology for setting cut scores on Kansas Assessment Programs. She explained that cut scores are set based on Performance Level Descriptors, which are written to be fully aligned to Kansas standards and are specific to each grade and subject. The descriptors articulate how much students should know and be able to do at each performance level. She talked about the work of educator panelists who evaluate the difficulty of subject matter in math and English language arts. On July 30, a policy committee will convene to review panelist recommendations on cut scores. CETE and KSDE will then present the results of the standard setting to State Board members at their August meeting. Impact data will be based on data from the Spring 2015 state assessments.

COMMITTEE & BOARD ATTORNEY REPORTS

Policy — Mrs. Waugh announced that the Policy Committee would meet that afternoon and continue reviewing the policy guidelines.

Communication — Mr. McNiece discussed evaluating the communications committee’s strategic agenda, including past successes and new ideas. He asked Board members to share names of potential education partners in their areas who should be informed of vision tour results. He also called attention to a list of upcoming events for consideration.

Other — Mrs. Busch talked about ongoing activities associated with the NASBE leadership stipend. She invited Board members to join new principals in workshops July 31 sponsored by affiliate groups of United School Administrators of Kansas.

ATTORNEY’S REPORT

Board Attorney Mark Ferguson reminded Board members that they may ask for a separate vote on cases from the Professional Practices Commission when they are grouped for action collectively. Mr. Willard suggested in the future separating recommendations for denial and those for approval. Mr. Ferguson provided insight into the entry of appearance filed regarding the school finance case and offered to receive questions on his monthly summary.

ACTION ON APPOINTMENT OF DELEGATE TO NASBE ANNUAL CONFERENCE

The annual conference of the National Association of State Boards of Education (NASBE) is scheduled Oct. 22-24, 2015 in Baltimore, Maryland. Kansas is a member of NASBE. Mr. McNiece moved to appoint Carolyn Wims-Campbell as Kansas’ voting delegate at the conference. Mr. Porter seconded. Motion carried 10-0. Mrs. Cauble moved to appoint Mrs. Horst as an alternate delegate. Mr. Roberts seconded. Motion carried 10-0.

ACTION ON COMPENSATION ADJUSTMENT

Mr. McNiece reminded Board members that compensation to Deputy Commissioner Brad Neuenswander was increased during the 14 months he served as Interim Commissioner. He recommended splitting the difference between Mr. Neuenswander’s current salary and his interim salary. Mrs. Horst moved to adjust Brad Neuenswander’s compensation to $146,000 retroactive to July 1. Ms. Wims-Campbell seconded. Motion carried 9-1 with Mr. Bacon in opposition.

ACTION ON LETTER OF SUPPORT

Staff from KSDE Child Nutrition and Wellness proposed that the State Board provide a letter of support to Congressmen for the reauthorization of the Child Nutrition Programs and the role of USDA in setting nutrition standards and maintaining flexibility. Consultant Kelly Chanay explained the importance of the letter and that previous flexibility allowed by USDA aids with local control. Discussion followed with two recommendations noted: change the date of the proposed letter and specify the purpose as two part. Ms. Wims-Campbell moved to approve sending the letter with the adjustments.
Mrs. Waugh seconded. Motion carried 8-1-1 with Mr. Roberts in opposition and Mrs. Cauble abstaining.

**BOARD REPORTS & FUTURE AGENDA ITEMS**

Chairman McNiece reported that he will help facilitate NASBE’s New Member Institute this month. He then asked Dr. Watson to update the Board on the vision planning retreat scheduled to begin in August. Mr. McNiece left the meeting at noon and Vice Chair Wims-Campbell assumed leadership.

During individual Board reports, Mr. Roberts met with former Commissioner of Education Dr. Diane DeBacker; Mrs. Horst attended the New Superintendent Workshop at KSDE; Mr. Porter reported on the Professional Standards Board meeting, plus his attendance at the Impact Institute and New Superintendent Workshop; Mrs. Waugh participated in the visioning session with Lawrence’s Chamber of Commerce and attended the retirement reception for Dr. Andy Tompkins; Mrs. Cauble joined Dr. Ed Berger and Tracey Tomme from the Kansas Cosmosphere to visit with western Kansas curriculum directors. Mrs. Cauble also attended the New Superintendent Workshop and reported on the Education Commission of the States’ 50th anniversary convention in Denver. She serves as a member of the ECS Steering Committee and provided Board members with a summary of the convention presentations. Ms. Wims-Campbell attended the visioning session in Lawrence, the KASB Advocacy Meeting, the New Superintendent Workshop and the NASBE Nominating Committee meeting.

**Requests for Future Agenda Items:** Mrs. Busch would like more information on best practices within wellness policies and recommendations from physical education teachers that the Board could support. Mr. Willard requested that Dr. Ed Berger be invited a second time to present on the educational initiatives taking place at the Kansas Cosmosphere. Ms. Wims-Campbell asked that the Board discuss the upcoming NASBE officer elections and provide guidance to her as the voting delegate.

**BOARD MEMBER TRAVEL**

Additions to the travel requests were: Mr. Bacon July 21 Kansas Agriculture in the Classroom, Mrs. Horst July 31 Beginning Principals Workshop, Ms. Wims-Campbell and Mr. Willard Aug. 13 Kansas Volunteer Commission. Mrs. Cauble moved to approve the travel list and additions. Mrs. Horst seconded. Motion carried 9-0 with Mr. McNiece absent.

**ADJOURNMENT**

Vice Chair Wims-Campbell adjourned the meeting at 12:45 p.m.
CALL TO ORDER
Chairman Jim McNiece called the monthly meeting of the State Board of Education to order at 10 a.m. Tuesday, June 9, 2015, 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           Carolyn Wims-Campbell     Sally Cauble
Deena Horst           Jim McNiece               Jim Porter
Steve Roberts         Ken Willard

Board members John Bacon and Janet Waugh were absent.

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE
Chairman McNiece read the Board’s Mission Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA
Mrs. Cauble moved to approve the agenda acknowledging notification that Item 12 “Professional Practices Commission Recommendations” would require action on nine cases and not 10 as presented. Mrs. Horst seconded. Motion carried 8-0.

APPROVAL OF THE MAY MEETING MINUTES
Mrs. Cauble moved to approve the minutes of the May Board meeting. Mrs. Horst seconded. Motion carried 8-0.

COMMISSIONER’S REPORT
Interim Commissioner Brad Neuenswander reported on his experience last month with the U.S.-China State/Provincial Education Delegation that traveled to Shanghai. He joined other selected Council of Chief State School Officers to meet with educational leaders there and learn about China’s school system. Mr. Neuenswander commented on similarities and differences as related to professional development, assessments, classroom technology, teacher evaluations and reform efforts.

CITIZENS’ OPEN FORUM
Chairman McNiece declared the Citizens’ Forum open at 10:25 a.m. Speakers and their topics were:
Rick Pappas representing Kansas Association for Health, Physical Education, Recreation and Dance — Kansas recess survey results; Tom Brungardt, Milford — licensing of teachers; Daniel Klaassen representing KNEA — opposition to removing teacher licensure requirements; Christy Levings representing National Board of Professional Teaching Standards — licensing of teachers; Erica Huggard representing KNEA — teaching license waiver; Meagan Meneley representing Kansas World Language Association — world language education in Kansas; Nora Kelting, Newton — recommending at least one year of world language study for students; Stephanie French representing Kansas Association of Teachers of Spanish and Portuguese — advocating for seal of biliteracy for graduating seniors based on proficiency; Jane Bodecker Johnson, USD 440 — incorporating world languages in the career and technical education pathways. Chairman McNiece declared the Citizens’ Forum closed at 11:05 a.m.
The Board took a break until 11:12 a.m.

ASSESSMENT UPDATE

Dr. Marianne Perie with the Center for Educational Testing and Evaluation (CETE) gave a recap of the assessment year in Kansas. In her summary, she noted that there were no successful cyberattacks in 2015; minimal problems were resolved quickly; tests took less time than expected; and the data analysis is under way. Dr. Perie also reported on the field testing of performance tasks, the need for more volunteers to score the performance tasks, and the timetable for setting cut scores. She shared sample formats of scoring reports that would be used to inform schools and parents about test results. KSDE staff Beth Fultz and Dr. Scott Smith revealed assessment survey feedback concerning technology, test administration, content and accommodations.

LUNCH

At noon, Chairman McNiece recessed the meeting for lunch until 1:30 p.m. Board member John Bacon was in attendance for the afternoon session.

UPDATE ON COALITION OF INNOVATIVE DISTRICTS’ CERTIFICATE PROPOSAL

Superintendents Dr. Randy Watson and Dr. Cynthia Lane reported on the latest developments in the Coalition of Innovative School Districts’ request for a waiver from teacher licensure in special circumstances. The proposal would allow the six designated Innovative School Districts to issue a specialized certificate in instances when it was difficult to identify appropriate candidates prepared through existing licensure options or when the district was developing an innovative program outside the scope of current licensure options. Coalition members have met with deans from schools of education in both the regents system and private institutions to gain their input. Coalition sub-committee members Dr. Howard Smith from Pittsburg State University and Dr. Amy Hogan from Ottawa University addressed the Board. Dr. Lane reviewed updates to the Coalition’s Position Statement on the certificate and reiterated qualifications required for eligibility. Several members of the Coalition presented specific examples of how the proposal could be utilized in their school districts.

INTRODUCTION OF CAREER PATHWAY COORDINATOR AND INITIATIVES

Kathleen Cochran was introduced as the first Career Pathway Coordinator, which is a new liaison position created to serve both the Kansas State Department of Education and the Kansas Board of Regents. She will work closely with the KSDE/KBOR College and Career Ready Task Force to align secondary and postsecondary expectations within career pathway options for students. Connie Beene from KBOR was present to help answer questions. Ms. Cochran begins in her new position July 1.

PRESENTATION ON TEACHER LICENSURE: ROUTES TO THE CLASSROOM

Dr. Scott Myers, Director of Teacher Licensure and Accreditation, along with Assistant Director Susan Helbert reviewed a timeline of changes and increased flexibility in teacher licensure since the 1970s. Mrs. Helbert then outlined multiple ways an individual may be credentialed to teach in Kansas, from the traditional teacher preparation programs through options that are based on occupational skill and experience without requiring additional pedagogy. A diagram of all the routes to the classroom was provided to the Board, and she explained the specifics of each. She answered questions about the STEM license for those who possess a degree in one of the approved subject areas of science, technology, engineering and math, as well as questions about the other alternate routes and endorsement additions. Mrs. Cauble recommended that the chart of available licensure routes be distributed to principals, superintendents, service centers and other educational organizations.

BREAK

The Board took a break from 3:27 to 3:40 p.m.
ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Calin Kendall, Chairman of the Professional Practices Commission, presented the recommendations of the PPC on nine licensure cases following hearings March 30, 2015. Chairman McNiece informed Board members that Case 15-PPC-05 Sarah Coursen, which was originally on the agenda, would not be considered this month. Ms. Wims-Campbell moved to vote separately on the following cases: 15-PPC-07 Kelly Lillis, 15-PPC-09 Diego Garcia, 15-PPC-06 Gabriel Moyer, 15-PPC-10 Michael Offerman and 15-PPC-13 Austin Russell. Mr. Roberts seconded. Motion carried 9-0. Mr. Roberts moved to collectively approve the recommendations of the Professional Practices Commission on cases 15-PPC-04 Allan Hammond, 15-PPC-08 Bradley Deal, 15-PPC-11 Kraig Hilmes and 15-PPC-12 Nathan Roth. Ms. Wims-Campbell seconded. Motion carried 9-0.

Mrs. Busch moved to approve the recommendations of the PPC on case 15-PPC-07 Kelly Lillis. Mr. Porter seconded. Motion carried 9-0. Mr. Porter moved to adopt the findings of the PPC on case 15-PPC-09 Diego Garcia. Mr. Willard seconded. Motion carried 8-1 with Ms. Wims-Campbell in opposition. Mrs. Cauble moved to approve the recommendations of the PPC on case 15-PPC-06 Gabriel Moyer. Mr. Robert seconded. Motion failed on a vote of 4-4-1 with Mr. Willard, Mr. Bacon, Ms. Wims-Campbell and Mrs. Horst opposing and Mr. Porter abstaining. Mrs. Busch moved to approve the recommendations of the PPC on case 15-PPC-10 Michael Offerman. Mr. Willard seconded. Motion carried 9-0. Ms. Wims-Campbell moved to approve the recommendations of the PPC on case 15-PPC-13 Austin Russell. Mrs. Horst seconded. Motion carried 9-0.

In separate action, Mrs. Busch moved to remand case 14-PPC-35 Karen Hannah back to the Professional Practices Commission for findings pursuant to K.A.R. 91-22-5a (c). Mrs. Cauble seconded. Motion carried 9-0. Mr. Kendall then offered closing remarks about the important work of the PPC as he ends his term as Chairman.

REPORT ON GENERAL COUNSEL'S REVIEW OF LICENSURE/RENEWAL APPLICATIONS

In July 2014, the Kansas State Board of Education gave the KSDE Office of the General Counsel discretion to clear applicants for teacher licensure using framework suggested by that office. General Counsel Scott Gordon reviewed the criminal history background check process and reiterated the specific guidelines approved by the Board last year. He reported that since then his office has cleared 77 applications, including new and renewal licenses, using these guidelines without involvement of the Professional Practices Commission or the State Board. This process has helped reduce the backlog of licensure cases awaiting approval.

LEGISLATIVE MATTERS

Deputy Commissioner Dale Dennis updated Board members on amendments to the Block Grant Program and effects of proposed reductions under consideration by the legislature, which was still in session. In preparation for next month’s discussion on budget recommendations for Fiscal Year 2017, Mr. Dennis provided the Board with a history of funding for education aid programs and projected costs of options. The opportunity to make recommendations is allowed even though state agency budgets are now on a two-year cycle. He shared other legislative information and a summary of KSDE’s projected operating budget shortfall.

CONSENT AGENDA

Mrs. Horst moved to approve the Consent Agenda. Ms. Wims-Campbell seconded. Motion carried 9-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for May.
- confirmed the appointment of Shivani Shrivastava as Database Administrator on the Fiscal Services and Operations team effective June 8, 2015 at an annual salary of $61,984.
• approved the Education Flexibility Partnership (Ed-Flex) waiver request for USD 383 Manhattan.

• accepted the following recommendations for licensure waivers valid for one school year:
  Adaptive Special Education — William Duncan, USD 259; Abraham Rosales-Camacho, D0613.

• approved the local in-service education plans for USD 207 Fort Leavenworth, USD 348 Baldwin City, USD 399 Paradise, USD 453 Leavenworth, and USD 471 Dexter.

• authorized USD 284, Chase County (Chase County), to hold an election on the question of issuing bonds in excess of the district’s general bond debt limitation.

• approved funding for the 2015-16 Kansas Preschool Program Grant awards as follows: Sedgwick County $686,366; Dodge City $176,599; Shawnee County $447,978; Douglas County $354,837; Reno County $503,174; Crawford County $212,787; Manhattan $439,140; Geary County $431,001; South Central Kansas $389,291; Shawnee Mission $238,556; The Opportunity Project (Wichita) $331,832; and Kansas City Kansas $588,251.

• approved continued and expansion funding of the 2015-16 Parents as Teachers grants as follows:
  USD 204 Bonner Springs $16,336; USD 210 Hugoton $25,851; USD 214 Ulysses $35,150; USD 227 Jetmore $17,700; USD 229 Blue Valley $402,315; USD 231 Gardner/Edgerton $65,191; USD 232 DeSoto $113,922; USD 233 Olathe (Kansas City Area Consortium) $1,112,197; USD 239 North Ottawa $25,252; USD 240 Twin Valley $23,898; USD 259 Wichita $317,000; USD 260 Derby $128,268; USD 261 Haysville $127,000; USD 263 Mulvane $16,328; USD 265 Goddard $65,716; USD 266 Maize $119,066; USD 273 Beloit Consortium $95,000; USD 305 Salina $79,283; USD 306 Southeast of Saline $36,667; USD 308 Hutchinson Public Schools $139,438; USD 320 Wamego $26,635; USD 321 Kaw Valley Schools $26,557; USD 323 Rock Creek $34,654; USD 333 Learning Cooperative of North Central Kansas $49,923; USD 337 Royal Valley $41,000; USD 348 Baldwin City $84,483; USD 349 Stafford/St. John $17,971; USD 359 Argonia Consortium $64,615; USD 368 Paola Consortium $140,480; USD 373 Harvey County Parent Education Consortium $60,120; USD 379 Clay Center $63,157; USD 380 Vermillion $24,236; USD 382 Pratt Consortium $14,997; USD 383 Manhattan/Ogden $209,000; USD 393 Solomon $20,903; USD 394 Rose Hill $33,563; USD 405 Lyons Special Services Cooperative $60,424; USD 410 Marion County Parents As Teachers $75,345; USD 428 Great Bend Consortium $27,075; USD 435 Abilene $64,652; USD 437 Auburn-Washburn/Shawnee Heights $98,592; USD 443 Dodge City $39,705; USD 445 Coffeyville $90,185; USD 457 Garden City $190,304; USD 458 Basehor-Linwood $43,930; USD 465 Winfield $64,788; USD 469 Lansing $37,853; USD 473 Chapman $27,184; USD 475 Geary County $133,620; USD 479 Crest $16,969; USD 482 Dighton $20,000; USD 487 Herington Consortium $35,916; USD 489 Hays $184,478; USD 495 Fort Larned $24,047; USD 497 Lawrence $138,000; USD 498 Valley Heights/Marysville $63,000; USD 501 Topeka $49,946; USD 506 Labette County $19,352; USD 507 Satanta $12,984; USD 512 Shawnee Mission $367,936; DO 602 Northwest Kansas Education Service Center $35,062; DO 608 Keystone Learning Services/Northeast Kansas Education Service Center $392,000; DO 609 Southeast Kansas Education Service Center $501,569; DO 629 Smoky Hill Education Service Center $26,154; and IL 636 North Central Kansas Special Education Cooperative $73,693.

authorized the Commissioner of Education to negotiate and

• enter into a contract with a vendor to work with KSDE to conduct a content analysis and develop a website to house a Physical Education curriculum resource outlined in a grant provided by the Kansas Health Foundation in an amount not to exceed $55,500;

• amend the contract with the Kansas Department of Agriculture for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program meal preparation and service sites at the rate of $150 per inspection in an amount not to exceed $34,500;
• continue a contract with the Kansas Educational Leadership Institute to assist the Kansas State Department of Education in the development of a principal mentoring program in an amount not to exceed $27,000;

• enter into a contract with Eighty Four Productions, Inc. for the purpose of a keynote presentation at the 2015 KSDE Annual Conference in an amount not to exceed $12,000.

RECESS
At 4:55 p.m., Chairman McNiece recessed Tuesday’s Board meeting until 9 a.m. Wednesday.

____________________________________  ______________________________________
Jim McNiece, Chairman                  Peggy Hill, Secretary
CALL TO ORDER
Chairman Jim McNiece called the Wednesday, June 10, 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:
John Bacon  Kathy Busch  Carolyn Wims-Campbell
Sally Cauble  Deena Horst  Jim McNiece
Jim Porter  Steve Roberts  Ken Willard

Board member Janet Waugh was absent.

APPROVAL OF AGENDA
Mrs. Horst moved to approve the agenda. Mrs. Busch seconded. Motion carried 8-0 with Mr. Willard absent for the vote.

INFORMATION ON SCHOOL DISTRICT BULLYING POLICIES AND PROCEDURES
As an introduction to school district bullying policies and procedures, KSDE General Counsel Scott Gordon presented a history of the State Board’s efforts on the topic, including an official statement on bullying in February 2011 and a declaration for anti-bullying awareness week each October. He reviewed Kansas statues in place that address bullying in schools as well as common definitions of bullying. Education Program Consultant Kent Reed explained initiatives of safe and supportive schools. He shared a sample school district policy, discussed ways the state statute’s requirements are monitored, and described options that students and parents have to report bullying issues.

RECEIVE KANSAS CURRICULAR STANDARDS FOR VISUAL ARTS
Education Program Consultant Joyce Huser introduced members of the revision committee who explained the process writers and reviewers went through to update the standards. The focus of the revised standards is to help students become more visually literate with greater cognitive and problem-solving skills. The updated standards incorporate both college and career readiness and the Rose Capacities, plus align with national standards of fine arts disciplines. A time for questions followed. The State Board will vote on the Kansas Curricular Standards for Visual Arts in July.

ACTION ON NEGOTIATED AGREEMENT WITH KANSAS STATE SCHOOL FOR THE DEAF NEA
On behalf of the negotiations bargaining team, Board Attorney Mark Ferguson presented the Professional Agreement between the Kansas State School for the Deaf NEA and the Kansas State Board of Education. He reported that the NEA has already ratified the agreement so he asked that the State Board consider taking action at this meeting. KSSD could then proceed with issuing contracts. Ms. Wims-Campbell moved to depart from Board policy and allow this “receive” agenda item to be an “action” item. Mrs. Busch seconded. Motion carried 9-0. Mrs. Horst then moved to approve the Professional Agreement between the KSSD NEA and the Kansas State Board of Education for the term Aug. 1, 2015 to July 31, 2016. Ms. Wims-Campbell seconded. Motion carried 8-1 with Mr. Roberts in opposition.

The Board took a break until 10:40 a.m.
**ACTIONS ON NEW APPOINTMENTS**

Licensure Review Committee, presented by Dr. Scott Myers — The LRC reviews qualifications of applicants desire to be licensed in Kansas, but don’t fully meet Kansas regulations for licensure. Mr. Willard moved to appoint Bruce Major to fill an opening on the committee for a secondary level classroom teacher. Mr. Roberts seconded. Motion carried 8-0 with Ms. Wims-Campbell absent for the vote. Mr. Roberts moved to appoint Dale Jean Probst to fill an opening for special education classroom teacher. Mr. Willard seconded. Motion carried 8-0 with Ms. Wims-Campbell absent for the vote. Both terms are effective July 1, 2015 through June 30, 2018.

Professional Standards Board, presented by Dr. Scott Myers — The PSB develops and recommends rules and regulations for professional standards governing educator preparation and certification. Mrs. Busch moved to approve the four recommendations to fill vacancies as presented: Bill Biermann, Kyle Stadalman, Maria Worthington and Patrick Reilly to the Professional Standards Board with their terms effective July 1, 2015 through June 30, 2018. Mr. Willard seconded. Motion carried 8-0 with Ms. Wims-Campbell not present for the vote.

Professional Practices Commission, presented by Scott Gordon — The PPC hears cases arising under rules and regulations adopted by the State Board involving the issuance, suspension, revocation or the reinstatement of teacher and school administrator licenses. Three positions are open. Mrs. Catile moved to appoint Justin Henry to the PPC representing K-12 level administrators and Ginger Riddle representing secondary level teachers. Mrs. Busch seconded. Motion carried 9-0. Mr. Bacon moved to appoint John McKinney to represent secondary level administrators. Mr. Roberts seconded. Motion carried 8-1 with Ms. Wims-Campbell in opposition. All three terms are effective July 1, 2015 through June 30, 2018.

Special Education Advisory Council, presented by Colleen Reilly — The SEAC works collaboratively to provide leadership for continuous improvement of educational systems to ensure equity and enhance learning for all students in Kansas, and serves as a liaison between the statewide populace and the Kansas State Board of Education. Four vacancies are up for consideration. Mrs. Horst moved to appoint Rebekah Helget representing administrator of exceptional programs to complete a vacated term. Mrs. Busch seconded. Motion carried 9-0. Ms. Wims-Campbell moved to appoint Tina Gibson through June 30, 2018 representing general education teachers. Mrs. Busch seconded. Motion carried 9-0. Mr. Willard moved to appoint Amy Dejmals, representing a state agency involved in financing or delivery of services to exceptional children, to complete a vacated term. Mrs. Busch seconded. Motion carried 9-0. Mrs. Horst moved to appoint Deb Young through June 30, 2018 representing a parent of a child or person with a disability. Ms. Wims-Campbell seconded. Motion carried 9-0. A vacancy for a public charter schools representative remains open.

**COMMITTEE/BOARD REPORTS & FUTURE AGENDA ITEMS**

Legislative — Mr. Willard reported on conditions at the Statehouse through the extended session.

Policy — Mrs. Busch announced that the committee will discuss the redline version of updates in July and August with plans to bring recommendations to the Board as early as September.

Communication — Mr. McNiece announced that there will be a welcome reception for new Commissioner Dr. Randy Watson at 9:30 a.m. on Tuesday, July 14, just before the regular Board meeting.

Other — Mrs. Busch updated members on activities associated with the NASBE leadership stipend, including attendance at the United School Administrators of Kansas convention, the June 23 new superintendents meeting at KSDE, and the mentor/mentee session with KELI Sept. 10 in Manhattan.
Board Attorney Mark Ferguson shared updates on legal issues and cases during his monthly report, including work on a residential structure lease arrangement at the Kansas State School for the Deaf.

During individual Board member reports, Mrs. Horst attended advocacy meetings of the Kansas Association of School Boards; Mrs. Busch attended the USA-Kansas annual convention and the Chamber of Commerce visioning session in Wichita; Mr. Roberts participated in the NASBE regional meeting in St. Louis; Mr. Porter reported on the USA-Kansas convention; Ms. Wims-Campbell attended a promotion ceremony at Williams Science and Fine Arts Magnet School; Mrs. Cauble participated in the dedication of a one-room school house in Dodge City; Mr. McNiece attended the KASB advocacy meeting, the USA-Kansas convention, the Chamber of Commerce visioning session, and will be attending the NASBE Board of Directors’ meeting June 18-19.

During his Chairman’s Report, Mr. McNiece reviewed the upcoming Board schedule, which will include a one-day business meeting on Aug. 11 followed by a strategic planning retreat on Aug. 12 and potential half day on Aug. 13. Strategic planning will continue on Sept. 9, following a one-day business meeting on the 8th.

Requests for Future Agenda Items: Mr. Roberts asked for a discussion on math classes that are offered/required for all students vs. students interested in the STEM fields; Mr. Porter asked to continue discussions about placing competent, well qualified people in the classroom and reducing barrier issues; Ms. Wims-Campbell would like to discuss results of the Kansas Recess Survey, addressing schools that offer limited recess time to elementary students; both Ms. Wims-Campbell and Mrs. Cauble suggested the topic of issuing a seal of biliteracy for high school seniors who have shown proficiency in a foreign language.

BOARD MEMBER TRAVEL
Additions to the travel requests were: Ms. Wims-Campbell June 10 (afternoon) and June 11 KSHSAA Executive Board meeting; Mrs. Busch June 23 KSSA new superintendent workshop. Mrs. Cauble moved to approve the travel requests and additions. Mr. Willard seconded. Motion carried 9-0.

RECOGNITION OF INTERIM COMMISSIONER
Chairman McNiece concluded the meeting by expressing appreciation to Mr. Neuenswander for assuming the interim role of Commissioner of Education the past 14 months. He recognized the extra work necessary to lead the agency and organize the state visioning tour, then provided a letter acknowledging the special efforts of holding dual positions.

ADJOURNMENT
Chairman McNiece adjourned the meeting at 11:55 a.m.

Jim McNiece, Chairman

Peggy Hill, Secretary
Commissioner Watson will brief Board members on next steps in planning a vision for the state’s education system, including the release of results from the community conversation tours. He will outline activities scheduled to take place around this work during the next three months.
Item Title:
Act on new appointment to the Professional Standards Board

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education appoint Jamie Finkeldei to his first full three-year term on the Professional Standards Board to run from July 1, 2015 through June 30, 2018.

Explanation of Situation Requiring Action:
It is requested that the Board appoint members of the Professional Standards Board 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 document includes the person that was nominated to fill a vacancy as a representative of nonpublic school administrators on the Professional Standards Board.

Staff will be available to answer questions regarding this appointment.
### Professional Standards Board
Membership Set by Regulation

**21 Members, 1 KSBE liaison**
(effective July 1, 2015)

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<td>Valley Center USD 262</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1432 S Meridian</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Valley Center, KS 67147</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Stadalman, Kyle</td>
<td>Teacher, Public Middle School</td>
<td>1,673</td>
<td>June 30, 2018 (2nd)</td>
<td></td>
</tr>
<tr>
<td>Eudora Elementary</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Eudora USD 491</td>
<td></td>
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</tr>
<tr>
<td>801 E 10th Street</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eudora, KS 66025</td>
<td></td>
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</tr>
<tr>
<td>Stewart, Rod</td>
<td>Local Public Schools</td>
<td>378</td>
<td>June 30, 2016 (Partial)</td>
<td></td>
</tr>
<tr>
<td>Local Board of Education</td>
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<tr>
<td>Washington County Schools</td>
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<tr>
<td>USD 108 Washington</td>
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<tr>
<td>Stewart</td>
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<tr>
<td>Washington, KS 66968</td>
<td></td>
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</tr>
<tr>
<td>Wagoner, Kathy</td>
<td>Teacher, Public Secondary School</td>
<td>3,013</td>
<td>June 30, 2017 (2nd)</td>
<td></td>
</tr>
<tr>
<td>Hays High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hays USD 489</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2300 East 13th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hays, KS 67601</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilson, Mike</td>
<td>Teacher, Public Middle School</td>
<td>5,191</td>
<td>June 30, 2017 (1st)</td>
<td></td>
</tr>
<tr>
<td>Reno Valley Middle School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hutchinson USD 308</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1616 N Wilshire Drive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hutchinson, KS 67501</td>
<td></td>
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<tr>
<td>Worthington, Maria</td>
<td>Teacher, Public Secondary School</td>
<td>22,206</td>
<td>June 30, 2018 (1st)</td>
<td></td>
</tr>
<tr>
<td>Blue Valley North High</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue Valley USD 229</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12200 Lamar Avenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overland Park, KS 66209</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacancy</td>
<td>Teacher, CTE educator</td>
<td>June 2016 (1st) Resigned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
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<td>--------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacancy</td>
<td>Teacher, Accredited Non-Public school</td>
<td>June 2015 (1st) Resigned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacancy</td>
<td>Administrator, Accredited Non-Public School</td>
<td>June 2015 Completed 2 terms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacancy</td>
<td>Administrator, Middle level</td>
<td>June 2016 (1st) Resigned</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOMINEES RECEIVED**

<table>
<thead>
<tr>
<th>Position</th>
<th>NAME</th>
<th>SIZE OF DISTRICT</th>
<th>Nominating Organization</th>
<th>Board District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator, Nonpublic school</td>
<td>Jamie Finkeldei Associate Superintendent Catholic Diocese of Wichita</td>
<td>Over 5,000</td>
<td>Kansas Association of Independent and Religious Schools (Kairs)</td>
<td>NA</td>
</tr>
</tbody>
</table>
**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

Nominated by (organization)  | KAIRS  | Date  | 7/2/2015

<table>
<thead>
<tr>
<th>Nominee's Name</th>
<th>Jackie Finklea</th>
<th>Occupational Title</th>
<th>Associate Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of employment (Facility)</td>
<td>Catholic Diocese of Wichita</td>
<td>Address</td>
<td>424 N, Broadway</td>
</tr>
<tr>
<td>City</td>
<td>Wichita</td>
<td>State</td>
<td>KS</td>
</tr>
<tr>
<td>Home address</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>Home e-mail</td>
<td></td>
<td>Work e-mail</td>
<td><a href="mailto:finklea@catholicdioceseofwichita.org">finklea@catholicdioceseofwichita.org</a></td>
</tr>
<tr>
<td>Work Phone</td>
<td>(316) 269-3660</td>
<td>Home Phone</td>
<td></td>
</tr>
<tr>
<td>Fax Number</td>
<td>(316) 269-2486</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Board District (that you work in)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

Associate Superintendent for the Catholic Diocese of Wichita

Vice President of KAIRS (Kansas Association of Independent and Religiously Sponsored Schools)

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

- Doctoral Student at Wichita State University
- Masters in Administration from WSU
- Masters in Curriculum and Instruction from WSU

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

- □ 0-400
- □ 400-1200
- □ 1200-2500
- □ 2500-5000
- □ 5000 and over

*(To be completed by KSDE personnel)*

- Nominees will be provided representation of differing size school districts or post-secondary institutions by the committee.
- □ Yes □ No

- Nominees are encouraged to serve in 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. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE, General Counsel, Office of General Counsel, 390 SW Jackson, Suite 102, Topeka, Kansas 66612-1212, (785) 296-2301

Nominee Form  
Revised 04-2015
To: Kansas State Board of Education

From: Peggy Hill

Subject: Citizens’ Open Forum

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

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

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

If written material is submitted, 13 copies should be provided.
To: Kansas State Board of Education
From: Scott Smith, Brad Neuenswander
Subject: Receive cut score recommendations for English Language Arts, Mathematics and Dynamic Learning Map (DLM) Assessments
Date: 07/23/2015

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

At their August meeting, the Kansas State Board of Education will receive cut score recommendations for the new Kansas State Assessments in English Language Arts, Mathematics and Dynamic Learning Map (DLM). The cut scores were developed during a week-long standards-setting meeting occurring July 21-24, which brought together 160 teachers from across the state. The results of that week-long process then went to an educational policy group comprised of a broad range of educational stakeholders for further review.
To: Commissioner Randy Watson  
From: Catherine Chmidling, Scott Myers, Brad Neuenswander  
Subject: Receive the following licensure program standards: Mathematics 5-8, Mathematics 6-12, Library Media PreK-12  
Date: 07/21/2015  
Board Goals: Provide an effective educator in every classroom

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

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

Attached are the following completed sets of revised standards for review: Mathematics 5-8, Mathematics 6-12, and Library Media Specialist. A crosswalk document for each set of standards provides a comparison summary between the previous standards and the new standards. The set of previous standards are also included for comparison review. Staff and representatives from the respective standards revision committees will explain the process, present the standards and answer questions. Approval of the standards would occur at the September Board meeting.
Crosswalk: Previous versus New Mathematics 5-8 Standards

General Information about this Revision:

» The structure has changed to include Professional Skills indicators rather than the previous Performance indicators.
» The previous standards only had indicators listed in each standard while the new standards are broken down by Functions and then have the two types of indicators within each Function.

The new Mathematics standards are significantly different enough from the previous standards that a standard-by-standard crosswalk is not helpful. In the chart below, the previous standards are presented in the first column for reference purposes. The new standards are presented in the middle column with notations to the right.

## Standard [1] Mathematical Connections to the Learner and Learning

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| The teacher of mathematics has conceptual and procedural understanding of mathematics. | Effective teachers of secondary mathematics exhibit in-depth knowledge of adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. | Additions to:

Content Knowledge indicators:
- Understanding of adolescents and learning
- Creating developmentally appropriate sequence of materials for learning
- Know the insights and limitations of mathematical tools
- Use current and emerging technologies in support of student learning

Professional Skills indicators:
- Connecting new learning to prior knowledge
- High expectations for all learners |
## Standard [2] Impact on Student Learning

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. | | Additions to:  
Content Knowledge indicators:  
- Verify students demonstrate conceptual understanding and procedural fluency.  
- Determine the extent that student learning has improved as a result of instruction  
Professional Skills indicators:  
- Meaningful use of data to inform practice  
- Modifying instruction to meet individual and group needs |

## Standard [3] Content Knowledge

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard 1: The teacher of mathematics has conceptual and procedural understanding of mathematics.  
Standard 2: The teacher of mathematics can demonstrate conceptual and procedural understanding of number and number systems and is able to identify and apply these understandings within a real world context.  
Standard 3: The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of patterns, functions, and algebra from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of appropriate technology. | Effective teachers of secondary mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among mathematical content domains. | Additions to:  
Content Knowledge indicators:  
- The functions correspond to the previous standards. Function 1: Number and Quantity (Previous Standards 1 and 2), Function 2: Algebra (Previous Standard 3), Function 3: Geometry and Trigonometry (Previous Standard 4), Function 4: Statistics and Probability (Previous Standard 5), Function 5: Calculus (Previous Standard 6), Function 6: Discrete Math (Previous Standard 7)  
- Previous Standard 8 (History of Math) is now embedded as an indicator in each of the content Functions.  
- The content standards are essentially the same with some organizational and wording changes  
Professional Skills indicators:  
- None added |
Standard 4: The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of geometry, measurement, and spatial visualization from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of technology.

Standard 5: The teacher of mathematics can demonstrate conceptual and procedural understanding of concepts of data, statistics and probability and is able to identify and apply these relationships within a real world context including the use of appropriate technology.

Standard 6: The teacher of mathematics can demonstrate conceptual and procedural understanding of concepts of calculus and is able to identify and apply these relationships within a real world context, including the use of appropriate technology.

Standard 7: The teacher of mathematics can demonstrate conceptual and procedural understanding of discrete processes and is able to identify and apply these understandings within a real world context including the use of appropriate technology.

Standard 8: The teacher of mathematics can demonstrate knowledge of the history of mathematics.


<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as</td>
<td>Additions to: Content Knowledge indicators:  - These were listed as performance indicators for each or the previous standards  Professional Skills indicators:  - Understand and utilize research-based strategies to increase student learning</td>
<td></td>
</tr>
</tbody>
</table>
essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.


<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard 9: The teacher of mathematics has a foundational knowledge of students as learners and of pedagogical strategies. | Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics—talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. | Additions to:  
Content Knowledge indicators:  
- Monitor students’ progress using a variety of assessment tools that gauge advancement toward learning goals.  
- Provide instruction that incorporates high quality tasks and a range of questioning strategies.  
Professional Skills indicators:  
- Demonstrate how learning progressions impact teaching of mathematics at different levels.  
- Guide productive mathematical discourse.  
- Use assessment results to in planning instruction. |

## Standard [6] Profession Knowledge and Skills

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard 9: The teacher of mathematics has a foundational knowledge of students as learners and of pedagogical strategies. | Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform | Additions to:  
Content Knowledge indicators:  
- Use research-based resources.  
Professional Skills indicators:  
- Engage in continuous and collaborative learning to enhance student learning.  
- Continue their development as a reflective practitioner. |
practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

### Standard [7] Secondary Mathematics Field Experiences and Clinical Practice

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base. | | Additions to: Content Knowledge indicators:  
- Demonstrate their mathematical knowledge and skills at middle level.  
Professional Skills indicators:  
- This has always been a requirement for teachers but the first time it is included in the mathematics content standards.  
- Supervision by university faculty with secondary mathematic teaching experience or equivalent knowledge. |

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>PREVIOUS STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher of mathematics can demonstrate knowledge of the history of mathematics.</td>
<td></td>
<td>The teacher of mathematics can demonstrate knowledge of the history of mathematics.</td>
</tr>
</tbody>
</table>
Kansas Licensure Standards for Mathematics 5-8 Educators

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

**Standard 1: Mathematical Connections to the Learner and Learning**
Effective teachers of middle level mathematics exhibit in-depth knowledge of pre-adolescent and adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. (NCTM Standard 4)

**Function 1:** Preservice teacher candidates exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Know how students construct knowledge, acquire skills, and develop disciplined thinking processes including understanding learning progressions at grade level and K-5.</td>
<td>1.1.2 Exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior.</td>
</tr>
<tr>
<td>1.1.3 Demonstrate a positive disposition toward mathematical processes and learning.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 2:** Preservice teacher candidates plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1 Create a sequence of developmentally appropriate and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge.</td>
<td>1.2.4 Plan and create sequential learning opportunities in which students connect new learning to prior knowledge and experiences.</td>
</tr>
<tr>
<td>1.2.2 Create a developmentally appropriate and challenging sequence of instruction for all students that shows a progression of learning over time toward proficiency and understanding. The sequence should build on K-5 understanding and include the appropriate pacing of instruction transitioning from the concrete use of manipulatives to an abstract understanding and use of appropriate algorithms.</td>
<td></td>
</tr>
<tr>
<td>1.2.3 Building on K5 understanding, the sequence includes appropriate pacing of instruction beginning with the concrete use of manipulatives to learn the concept which leads to an abstract understanding and an appropriate algorithm.</td>
<td></td>
</tr>
</tbody>
</table>
**Function 3:** Preservice teacher candidates incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.3.1 Incorporates knowledge of individual differences and the cultural and language diversity that exists within classrooms to motivate and engage students.</td>
</tr>
<tr>
<td></td>
<td>1.3.2 Include culturally relevant perspectives as a means to motivate and engage students.</td>
</tr>
<tr>
<td></td>
<td>1.3.3 Access information about and incorporate resources related to cultural, ethnic, linguistic, gender, and learning differences in their teaching.</td>
</tr>
</tbody>
</table>

**Function 4:** Preservice teacher candidates demonstrate equitable and ethical treatment of and high expectations for all students.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.4.1 Demonstrate equitable and ethical treatment of all students.</td>
</tr>
<tr>
<td></td>
<td>1.4.2 Have high expectations for all students and persist in helping each student reach his/her full potential.</td>
</tr>
<tr>
<td></td>
<td>1.4.3 Demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the classroom.</td>
</tr>
</tbody>
</table>

**Function 5:** Preservice teacher candidates apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. Allow students to use multiple representations appropriate to the concept to show understanding.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.1 Apply mathematical content and pedagogical knowledge from the state adopted standards, learning progressions, and relevant research on how students learn mathematics in order to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies. Some examples may include but not limited to: tape diagrams, number lines, double number lines, ratio tables, and tables of values.</td>
<td></td>
</tr>
<tr>
<td>1.5.2 Make sound decisions about when instructional tools enhance teaching and learning and recognize both the insights to be gained and possible limitations of such tools.</td>
<td></td>
</tr>
<tr>
<td>1.5.3 Participate in learning opportunities that address current and emerging technologies in support of mathematics learning and teaching.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 2: Impact on Student Learning**
Effective teachers of middle level mathematics provide evidence demonstrating that as a result of their instruction, middle level students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. *(NCTM Standard 5)*

**Function 1:** Preservice teacher candidates will verify that middle level students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Verify that middle level students demonstrate conceptual understanding and procedural fluency.</td>
<td>2.1.5 Verify that middle level students demonstrate a productive disposition toward mathematics.</td>
</tr>
<tr>
<td>2.1.2 Verify that middle level students demonstrate the ability to formulate, represent, and solve problems. Verify that students demonstrate understanding of concepts through multiple representations.</td>
<td>2.1.6 Demonstrate sustained and meaningful use of data to inform practice.</td>
</tr>
<tr>
<td>2.1.3 Verify that middle level student’s reason logically and reflect on their reasoning.</td>
<td></td>
</tr>
<tr>
<td>2.1.4 Verify that middle level students apply the mathematics they learn in a variety of contexts within major mathematical domains.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 2:** Preservice teacher candidates will engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 Engage students in developmentally appropriate mathematical activities and investigations that include mathematics-specific technology in building new knowledge.</td>
<td>2.2.2 Engage students in developmentally appropriate mathematical activities and investigations that require active engagement in building new knowledge.</td>
</tr>
<tr>
<td></td>
<td>2.2.3 Facilitate students’ ability to develop future inquiries based on current analyses.</td>
</tr>
</tbody>
</table>

**Function 3:** Preservice teacher candidates will collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students’ mathematical proficiencies have increased as a result of their instruction.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1 Determine the extent to which students’ mathematical proficiencies have increased as a result of their instruction.</td>
<td>2.3.2 Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment data.</td>
</tr>
<tr>
<td></td>
<td>2.3.3 Use assessment results as a basis for designing and modifying their instruction as a means to meet group and individual needs and increase student performance.</td>
</tr>
</tbody>
</table>
### Standard 3: Content Knowledge

Effective teachers of middle level mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among mathematical content domains.

(NCTM Standard 1)

### Function 1: Number and Quantity

To be prepared to develop student mathematical proficiency, all middle level mathematics teachers should know the following topics related to number and quantity with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 Fundamental ideas of number theory; composition and decomposition of numbers which leads to divisors, factors and factorization, primes, composite numbers, common factors (including GCF), common multiples (including LCM), and modular arithmetic.</td>
<td>3.1.6 Understand and extend the learning of concepts from K-5 and how to appropriately utilize those multiple strategies (i.e. number lines, concrete manipulatives, algebra tiles, Cuisenaire rods, fraction strips, area model, and pictorial representations) to support student learning of secondary concepts.</td>
</tr>
<tr>
<td>3.1.2 Understand how number theory is related to: structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and the real number system (whole, integer, rational, and irrational) using multiple strategies including number lines, concrete manipulatives (i.e. algebra tiles, Cuisenaire rods, fraction strips), area model, and pictorial representations.</td>
<td></td>
</tr>
<tr>
<td>3.1.3 Understand how fractions are built from unit fractions and represented on a number line; know the relationships between fractions and their operations through manipulatives and visual models, understand and explain the link between concepts and standard algorithms.</td>
<td></td>
</tr>
<tr>
<td>3.1.4 Understand quantitative reasoning and relationships that include ratio, rate, and proportion and the use of units in problem situations, understand the unit rate is the slope of the graph of the proportional relationship and the constant of proportionality, identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. These may be modeled using unit rate reasoning, ratio tables, double number lines, and tape diagrams.</td>
<td></td>
</tr>
<tr>
<td>3.1.5 Historical development and perspectives of number, number systems, and quantity including contributions of significant figures and diverse cultures.</td>
<td></td>
</tr>
</tbody>
</table>

### Function 2: ALGEBRA

To be prepared to develop student mathematical proficiency, all middle level mathematics teachers should know the following topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, justifying relationships and operations, understanding and explaining the link between concepts and standard algorithms, and explaining the relationships between quantities in the context of the situation. Solving equations using multiple strategies, including explaining each step as following from the equality of numbers asserted at the previous step, using</td>
<td>3.2.7 Understand the two schemas for organizing algebra and functions concepts (equations-based approach to algebra or functions-based approach to algebra) and it’s relation to middle level curriculum. Understand the research in the field supporting each and the impact on organization of student learning.</td>
</tr>
</tbody>
</table>
tables of values, and solving one variable equations by graphing.

3.2.2 Interpret the structure of an expression in terms of its context; choose and produce equivalent forms to reveal and explain properties and key features using algebraic reasoning, factoring, completing the square, and exponent properties; understand the key features and appropriate use of the various forms of a function within a function family and transforming from one form to another to reveal new properties, including but not limited to linear-standard, slope-intercept, point-slope; quadratic-standard, factored, and vertex form.

3.2.3 Function families including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.

3.2.4 Functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.

3.2.5 Patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and simple rational relationships and types of real-world relationships these functions can model.

3.2.6 Historical development and perspectives of algebra including contributions of significant figures and diverse cultures.

### Function 3: GEOMETRY AND TRIGONOMETRY

To be prepared to develop student mathematical proficiency, all middle level mathematics teachers should know the following topics related to geometry and trigonometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Core concepts and principles of Euclidean geometry in two and three dimensions.</td>
<td></td>
</tr>
<tr>
<td>3.3.2 Transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.</td>
<td></td>
</tr>
<tr>
<td>3.3.3 Congruence, similarity and scaling, and their development and expression in terms of transformations.</td>
<td></td>
</tr>
<tr>
<td>3.3.4 Right triangles and trigonometry.</td>
<td></td>
</tr>
<tr>
<td>3.3.5 Application of periodic phenomena and trigonometric identities.</td>
<td></td>
</tr>
<tr>
<td>3.3.6 Identification, classification into categories, visualization, representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres), two dimensional objects that result from the cross section of three dimensional objects, and three dimensional objects that result from rotating a two dimensional object about an axis.</td>
<td></td>
</tr>
</tbody>
</table>
### Function 4: STATISTICS AND PROBABILITY

To be prepared to develop student mathematical proficiency, all middle level mathematics teachers should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

<table>
<thead>
<tr>
<th><strong>Content Knowledge</strong></th>
<th><strong>Professional Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1 Statistical variability and its sources and the role of randomness in statistical inference.</td>
<td></td>
</tr>
<tr>
<td>3.4.2 Creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.</td>
<td></td>
</tr>
<tr>
<td>3.4.3 Univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots, two-way categorical frequency tables), summary measures, and comparisons of distributions.</td>
<td></td>
</tr>
<tr>
<td>3.4.4 Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.</td>
<td></td>
</tr>
<tr>
<td>3.4.5 Random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.</td>
<td></td>
</tr>
<tr>
<td>3.4.6 Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures.</td>
<td></td>
</tr>
</tbody>
</table>

### Function 5: CALCULUS

To be prepared to develop student mathematical proficiency, all middle level mathematics teachers should know the following topics related to calculus with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

<table>
<thead>
<tr>
<th><strong>Content Knowledge</strong></th>
<th><strong>Professional Skill</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5.1 Limits, continuity, rates of change, and the meanings of differentiation and integration.</td>
<td></td>
</tr>
<tr>
<td>3.5.6 Historical development and perspectives of calculus including contributions of significant figures and diverse cultures.</td>
<td></td>
</tr>
</tbody>
</table>
**Function 6: Discrete Mathematics**

To be prepared to develop student mathematical proficiency, all secondary middle level mathematics teachers should know the following topics related to discrete mathematics with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6.1 Discrete structures including sets, relations, functions, tables, and graphs, trees, and networks.</td>
<td></td>
</tr>
<tr>
<td>3.6.2 Enumeration including permutations, combinations, iteration, recursion, and finite differences.</td>
<td></td>
</tr>
<tr>
<td>3.6.3 Propositional and predicate logic.</td>
<td></td>
</tr>
<tr>
<td>3.6.4 Applications of discrete structures such as modeling and solving linear programming problems and designing data structures.</td>
<td></td>
</tr>
<tr>
<td>3.6.5 Historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 4: Mathematical Practices**
Effective teachers of middle level mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. (NCTM Standard 2)

**Function 1:** Preservice teacher candidates will use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1 Use problem solving to develop conceptual understanding and to formulate and test generalizations.</td>
<td></td>
</tr>
<tr>
<td>4.1.2 Make sense of a wide variety or problems and persevere in solving them.</td>
<td></td>
</tr>
<tr>
<td>4.1.3 Apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts.</td>
<td></td>
</tr>
<tr>
<td>4.1.4 Formulate and test conjectures in order to frame generalizations.</td>
<td></td>
</tr>
<tr>
<td>4.1.5 Monitor and reflect on the process of mathematical problem solving.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 2:** Preservice teacher candidates will reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others.</td>
<td>4.2.6 Understand and utilize research-based techniques and strategies to engage students and colleagues in effective math conversations that increase student learning about concepts.</td>
</tr>
<tr>
<td>4.2.2 Represent and model generalizations using mathematics.</td>
<td>4.2.7 Actively seek problems with multiple entry points and encourage students to use, discuss, and justify solution methods with multiple representations and strategies that are mathematically appropriate to the concept.</td>
</tr>
<tr>
<td>4.2.3 Recognize structure and express regularity in patterns of mathematical reasoning.</td>
<td></td>
</tr>
<tr>
<td>4.2.4 Use appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.</td>
<td></td>
</tr>
<tr>
<td>4.2.5 Demonstrate an appreciation for mathematical rigor and inquiry.</td>
<td></td>
</tr>
</tbody>
</table>
Function 3: Preservice teacher candidates will formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.1 Formulate, represent, analyze, interpret, and validate mathematical models derived from real-world contexts or mathematical problems.</td>
<td></td>
</tr>
<tr>
<td>4.3.2 Demonstrate flexibility in mathematical modeling when confronted with different purposes or contexts.</td>
<td></td>
</tr>
</tbody>
</table>

Function 4: Preservice teacher candidates will organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.1 Organize mathematical thinking.</td>
<td></td>
</tr>
<tr>
<td>4.4.2 Use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences including peers, teachers, students, school professionals, and/or other stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

Function 5: Preservice teacher candidates will demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.1 Demonstrate the interconnectedness of mathematical ideas and how they build on one another.</td>
<td></td>
</tr>
<tr>
<td>4.5.2 Recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.</td>
<td></td>
</tr>
<tr>
<td>4.5.3 Seek opportunities to promote linkages of mathematical ideas in their teaching.</td>
<td></td>
</tr>
</tbody>
</table>

Function 6: Preservice teacher candidates will model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6.1 Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, and representing.</td>
<td></td>
</tr>
<tr>
<td>4.6.2 Reflect on how the mathematical practices of problem solving, reasoning, communicating, connecting, and representing impact mathematical understanding.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 5: Content Pedagogy**
Effective teachers of middle level mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. (NCTM Standard 3)

**Function 1:** Apply knowledge of curriculum standards for middle level mathematics and their relationship to student learning within and across mathematical domains.

<table>
<thead>
<tr>
<th><strong>Content Knowledge</strong></th>
<th><strong>Professional Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.1 Apply knowledge of mathematics curriculum standards for middle level in their teaching within and across mathematical domains.</td>
<td>5.1.3 Demonstrate how mathematics curriculum standards and learning progressions impact the teaching of middle level students at different developmental levels.</td>
</tr>
<tr>
<td>5.1.2 Relate mathematical curriculum standards to student learning.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 2:** Analyze and consider research in planning for and leading students in rich mathematical learning experiences.

<table>
<thead>
<tr>
<th><strong>Content Knowledge</strong></th>
<th><strong>Professional Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1 Incorporate research-based methods when leading students in rich mathematical learning experiences.</td>
<td>5.2.2 Analyze and consider research in planning for mathematics instruction.</td>
</tr>
<tr>
<td></td>
<td>5.2.3 Extend their repertoire of research-based instructional methods that address students’ diverse learning needs through participation in leadership opportunities such as conferences, just of journals and online resources, and engagement with professional organizations.</td>
</tr>
</tbody>
</table>

**Function 3:** Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students’ conceptual understanding and procedural proficiency.

<table>
<thead>
<tr>
<th><strong>Content Knowledge</strong></th>
<th><strong>Professional Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3.1 Include mathematics-specific and instructional technologies in planned lessons and units.</td>
<td>5.3.3 Plan lessons and units that incorporate a variety of strategies.</td>
</tr>
<tr>
<td>5.3.2 Include in planned lessons and units multiple opportunities and solution avenues for students to demonstrate conceptual understanding and procedural proficiency.</td>
<td>5.3.4 Plan lessons and units addressing student differences and diverse populations and how these differences influence student learning of mathematics.</td>
</tr>
<tr>
<td></td>
<td>5.3.5 Build all students’ conceptual understanding and procedural proficiency in planned lesson and units.</td>
</tr>
</tbody>
</table>
### Function 4: Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4.1 Design and implement activities and investigations that require communication about mathematics.</td>
<td>5.4.3 Encourage students to employ a variety of forms of communication that target varied audiences and purposes across content areas.</td>
</tr>
<tr>
<td>5.4.2 Design and implement activities and investigations that foster students making mathematical connections with other content areas, everyday life events, and the workplace.</td>
<td></td>
</tr>
</tbody>
</table>

### Function 5: Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5.1 Implement techniques for actively engaging students in learning and doing mathematics.</td>
<td>5.5.4 Guide productive mathematical discussion in classrooms centered on key mathematical ideas.</td>
</tr>
<tr>
<td>5.5.2 Provide instruction that incorporates high quality tasks and a range of questioning strategies.</td>
<td>5.5.5 Select and apply instructional techniques that assist in identifying and addressing student misconceptions as opportunities for learning.</td>
</tr>
<tr>
<td>5.5.3 Engage students in communicating about mathematics.</td>
<td></td>
</tr>
</tbody>
</table>

### Function 6: Plan, select, implement, interpret, and use formative and summative assessments to monitor student progress and inform instruction by reflecting on mathematical proficiencies essential for all students.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.6.1 Interpret and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.</td>
<td>5.6.3 Plan, select, and implement formative and summative assessments.</td>
</tr>
<tr>
<td>5.6.2 Monitor students’ progress using a variety of assessment tools that gauge advancement toward stated learning goals.</td>
<td>5.6.4 Use assessment results for subsequent instructional planning.</td>
</tr>
</tbody>
</table>
Standard 6: Professional Knowledge and Skills
Effective teachers of middle level mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations. (NCTM Standard 6)

Function 1: Take an active role in their professional growth by utilizing resources from professional mathematics education organizations and participating in professional development experiences that directly relate to the learning and teaching of mathematics.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1 Use resources from professional mathematics education organizations such as print, digital, and virtual resources and collections.</td>
<td>6.1.3 Participate in professional development experiences that directly relate to the learning and teaching of mathematics.</td>
</tr>
<tr>
<td>6.1.2 Use research-based resources from professional mathematics education organizations that target positively impacting student learning.</td>
<td>6.1.4 Incorporate into their teaching new learning acquired from professional development experiences related to mathematical pedagogy.</td>
</tr>
</tbody>
</table>

Function 2: Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students’ mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.1 Enhance all students’ knowledge of mathematics.</td>
<td>6.2.2 Engage in continuous and collaborative learning as a means of enhancing students’ learning opportunities in mathematics.</td>
</tr>
<tr>
<td></td>
<td>6.2.3 Involve colleagues, other school professionals, families, and various stakeholders in the educational process.</td>
</tr>
<tr>
<td></td>
<td>6.2.4 Continue their development as a reflective practitioner.</td>
</tr>
</tbody>
</table>
**Standard 7: Middle level Mathematics Field Experiences and Clinical Practice**

Effective teachers of middle level mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors in middle school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in middle level mathematics directed by university or college faculty with middle level mathematics teaching experience or equivalent knowledge base. *(NCTM Standard 7)*

**Function 1:** Engage in a sequence of planned field experiences and clinical practice prior to a full-time student teaching/internship experience that include observing and participating in both middle school mathematics classrooms and working with a diverse range of students individually, in small groups, and in large class settings under the supervision of experienced and highly qualified mathematics teachers in varied settings that reflect cultural, ethnic, linguistic, gender, and learning differences.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.1 Demonstrate mathematics knowledge and skills at both middle and high school settings.</td>
<td>7.1.2 Engage in a planned sequence of pre-student teaching/internship field experiences in middle level mathematics that involve placements at middle school level.</td>
</tr>
<tr>
<td>7.1.3 Are supervised during pre-student teaching/internship field experiences by experienced and highly qualified mathematics teachers.</td>
<td>7.1.4 Participate in field experiences that occur in varied settings and reflect cultural, ethnic, linguistic, gender, and learning differences.</td>
</tr>
<tr>
<td>7.1.5 Gain an in-depth understanding of the mathematical developmental of students across the middle grades spectrum.</td>
<td>7.1.6 Work with a diverse range of students individually, in small groups, and in large class settings.</td>
</tr>
</tbody>
</table>

**Function 2:** Experience full-time student teaching/internship in middle level mathematics that is supervised by a highly qualified mathematics teacher and a university or college supervisor with middle level mathematics teaching experience or equivalent knowledge base.

<table>
<thead>
<tr>
<th>Professional Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2.1 Experience full-time student teaching/internship with an experienced and highly qualified mathematics teacher in middle level mathematics.</td>
<td>7.2.2 Are supervised during the full-time student teaching/internship in middle level mathematics by a university or college supervisor with middle level mathematics teaching experience or equivalent knowledge base.</td>
</tr>
<tr>
<td>7.2.3 Demonstrate professional behaviors in middle and school settings.</td>
<td>7.2.4 Use student performance data to inform instructional planning and delivery over time.</td>
</tr>
</tbody>
</table>
Standard #1 The teacher of mathematics has conceptual and procedural understanding of mathematics.

Knowledge
1. The teacher has knowledge of number and computation including number sense, number systems and their properties, estimation, and computation using a variety of methods.
2. The teacher has knowledge of algebra including patterns, variables, equations, inequalities, functions, and models.
3. The teacher has knowledge of geometry including figures and their properties and measurement from multiple perspectives.
4. The teacher has knowledge of data analysis including probability and statistics.

Performance
1. The teacher uses knowledge of mathematics to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of mathematics to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of school mathematics to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge to demonstrate the integration of the concepts and procedures throughout mathematics and makes connections among other disciplines.
5. The teacher uses knowledge to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of mathematics to select and use appropriate technological tools, such as but not limited to e-mail, spreadsheets, the internet, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data collection devices, presentation software and concrete materials, etc., to explore and model mathematical thinking and solve problems.

Standard #2 The teacher of mathematics can demonstrate conceptual and procedural understanding of number and number systems and is able to identify and apply these understandings within a real world context.

Knowledge
1. The teacher has knowledge of properties of numbers and the extension of these concepts throughout mathematics.
2. The teacher has knowledge of the use of numbers and operations to quantify, to represent and solve problem situations within and outside of mathematics.
3. The teacher has knowledge of the structure and properties of number systems.

Performance
1. The teacher uses knowledge of numbers and number systems to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of numbers and number systems to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of numbers and number systems to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of numbers and number systems to demonstrate the integration of the concepts and procedures throughout mathematics and makes connections among other disciplines.
5. The teacher uses knowledge of numbers and number systems to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of numbers and number systems to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #3 The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of patterns, functions and algebra from both concrete and abstract perspectives, and is able to identify and apply these relationships in the real world context, including the use of appropriate technology.

Knowledge
1. The teacher understands patterns and has an ability to recognize, describe, analyze, extend, generalize, and create a wide variety of patterns.
2. The teacher understands how to investigate algebraic structures using concrete examples such as clock arithmetic, modular systems, and basic matrices.
3. The teacher understands the use of basic matrices and matrix operations to record information and to solve systems of equations.
4. The teacher understands how to investigate algebraic structures such as order relations, groups, and fields.
5. The teacher understands properties of algebraic expressions and the extension of these concepts throughout mathematics.
6. The teacher understands representations of situations and solutions of problems that involve variable quantities with expressions, equations, and inequalities, including algebraic, geometric, and combinatorial relationships.
7. The teacher understands multiple representations of relations by tables, graphs, words, and symbols, the strengths and limitations of each representation, and conversion from one representation to another, using appropriate graphing technology.
8. The teacher understands operations on expressions and ways to find solutions to equations, systems of equations and inequalities using concrete, informal, and formal methods.
9. The teacher understands modeling as a way to solve problems, to understand and describe the behavior of a system or event, and to predict its behavior based on past experiences.
10. The teacher understands transformations of algebraic expressions including the effects of the transformation.

Performance
1. The teacher uses knowledge of concepts of patterns, functions, and algebra to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of concepts of patterns, functions, and algebra to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of concepts of patterns, functions, and algebra to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of concepts of patterns, functions, and algebra to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of concepts of patterns, functions, and algebra to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of concepts of patterns, functions, and algebra to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #4 The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of geometry, measurement, and spatial visualization from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.

Knowledge
1. The teacher has the knowledge to make conjectures, model and solve geometric problems.
2. The teacher understands properties and relationships of and between two-dimensional shapes and three-dimensional objects.
3. The teacher understands spatial visualization skills and knows the ways in which shapes and objects can be visualized, combined, subdivided, and changed to illustrate concepts, properties, and relationships.
4. The teacher understands spatial reasoning and geometric models to represent, model, and solve real-world and mathematical problems.
5. The teacher understands geometric transformations, including rotations, reflection, translation and dilation, to two-and three-dimensional figures.
6. The teacher understands indirect measurement, including developing formulas and procedures for determining measures to solve problems.
7. The teacher understands how to choose from coordinate, synthetic, and transformational geometries to solve problems.
8. The teacher understands axiomatic development of geometric systems, and formal and informal proofs in Euclidean geometry.
9. The teacher understands trigonometric and circular functions, their graphs and applications, establishment and applications of trigonometric identities.

Performance
Mathematics 5-8, pre-2014 standards

1. The teacher uses knowledge of geometry, measurement, and spatial visualization to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of geometry, measurement, and spatial visualization to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of geometry, measurement, and spatial visualization to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of geometry, measurement, and spatial visualization to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of geometry, measurement, and spatial visualization to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of geometry, measurement, and spatial visualization to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #5  The teacher of mathematics can demonstrate conceptual and procedural understanding of concepts of data, statistics and probability and is able to identify and apply these relationships within a real world context including the use of appropriate technology.

Knowledge
1. The teacher understands how to investigate problems using data, including formulating a problem, devising a plan to collect data, and systematically collecting, recording and organizing data.
2. The teacher understands descriptive statistics to analyze data, make predictions and decisions.
3. The teacher understands inferential statistics to make predictions and draw conclusions.
4. The teacher understands the role of randomness and sampling in statistical claims about populations.
5. The teacher understands probability as a way to describe chance or risk in simple and compound events, such as in a description of a fair game, odds, and coincidence.
6. The teacher understands how to use experiments and simulations to make predictions and decisions.
7. The teacher understands prediction of outcomes based on theoretical probabilities, and comparison of mathematical expectations with experimental results.
8. The teacher can recognize potential misuses of statistics and common misconceptions about probability.
9. The teacher understands regression with emphasis on line of best fit.

Performance
1. The teacher uses knowledge of data, probability and statistics to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of data, probability and statistics to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of data, probability and statistics to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of data, probability and statistics to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of data, probability and statistics to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of data, probability and statistics to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #6  The teacher of mathematics can demonstrate conceptual and procedural understanding of concepts of calculus and is able to identify and apply these relationships within a real world context including the use of appropriate technology.

Knowledge
1. The teacher understands how to construct and interpret graphs of single-variable functions.
2. The teacher understands functions, continuous and discrete, and how to use them to describe relations and to model a variety of real world situations.
3. The teacher knows the attributes of elementary functions.
4. The teacher has conceptual understanding of limit, continuity, derivative and integral of single variable functions.
5. The teacher understands representations of limit, continuity, derivative and integral in graphical, symbolic and numerical form.
Performance
1. The teacher uses knowledge of concepts of calculus to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of concepts of calculus to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of concepts of calculus to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of concepts of calculus to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of concepts of calculus to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of concepts of calculus to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #7 The teacher of mathematics can demonstrate conceptual and procedural understanding of discrete processes and is able to identify and apply these understandings within a real world context including the use of appropriate technology.
Knowledge
1. The teacher has knowledge of elementary counting techniques (including combinations and permutations).
2. The teacher has knowledge of sequences, elementary graph concepts, sets, and networks.
3. The teacher has knowledge of iteration and recursion as processes to generate patterns.
4. The teacher has knowledge of matrices as tools to record information.

Performance
1. The teacher uses knowledge of discrete processes and computer science to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of discrete processes and computer science to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of discrete processes and computer science to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of discrete processes and computer science to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of discrete processes and computer science to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of discrete processes and computer science to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #8 The teacher of mathematics can demonstrate knowledge of the history of mathematics.
Knowledge
1. The teacher has knowledge of key moments, individual contributions, and contributions of different cultures to the historical development of mathematics.
2. The teacher has knowledge of the role of mathematics in culture and society.
3. The teacher has knowledge of the historical development of Euclidean and non-Euclidean geometries.

Performance
1. The teacher uses knowledge of history of mathematics to integrate relevant historical information into mathematical lessons.
2. The teacher uses knowledge of history of mathematics to enhance student learning and incorporate the contributions of individuals in the development of mathematics.

Standard #9 The teacher of mathematics has a foundational knowledge of students as learners and of pedagogical strategies.
Knowledge
1. The teacher has knowledge of different types of instructional strategies.
2. The teacher selects and uses appropriate technological tools and concrete materials to explore and model mathematical thinking and to solve problems.
3. The teacher is able to identify appropriate manipulatives and other instructional tools and their use in the learning of mathematical concepts and processes.
Mathematics 5-8, pre-2014 standards

4. The teacher has knowledge of effective ways to use physical space and materials to facilitate student learning of mathematics.
5. The teacher has knowledge and use of different ways to assess students’ understanding.
6. The teacher has a beginning knowledge of 5-8 curriculum and mathematical standards.
7. The teacher is able to identify professional mathematics organizations and describe their contributions to the teaching of mathematics.
8. The teacher is able to identify current and emerging research trends in mathematics education.

Performance
1. The teacher uses knowledge of diverse needs of students and of pedagogical strategies to promote effective learning of mathematics.
2. The teacher uses knowledge of students as learners and of pedagogical strategies to select and demonstrate effective mathematics instructional strategies.
3. The teacher uses knowledge of students as learners and of pedagogical strategies to use appropriate technology, manipulatives and other instructional tools to enhance the learning of mathematics concepts and processes.
4. The teacher uses knowledge of students as learners and of pedagogical strategies to apply current and emerging research trends in mathematics education.
## General Information about this Revision:

- The structure has changed to include Professional Skills indicators rather than the previous Performance indicators.
- The previous standards only had indicators listed in each standard while the new standards are broken down by Functions and then have the two types of indicators within each Function.

## The new Mathematics standards are significantly different enough from the previous standards that a standard by standard crosswalk is not helpful. In the chart below, the previous standards are presented in the first column for reference purposes. The new standards are presented in the middle column with notations to the right.

### Standard [1] Mathematical Connections to the Learner and Learning

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| The teacher of mathematics has conceptual and procedural understanding of mathematics. | Effective teachers of secondary mathematics exhibit in-depth knowledge of adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. | **Additions to:**  
**Content Knowledge indicators:**  
- Understanding of adolescents and learning  
- Creating developmentally appropriate sequence of materials for learning  
- Know the insights and limitations of mathematical tools  
- Use current and emerging technologies in support of student learning  
**Professional Skills indicators:**  
- Connecting new learning to prior knowledge  
- High expectations for all learners |
## Standard [2] Impact on Student Learning

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. | | **Additions to:**  
Content Knowledge indicators:  
- Verify students demonstrate conceptual understanding and procedural fluency.  
- Determine the extent that student learning has improved as a result of instruction  
Professional Skills indicators:  
- Meaningful use of data to inform practice  
- Modifying instruction to meet individual and group needs |

## Standard [3] Content Knowledge

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard 1: The teacher of mathematics has conceptual and procedural understanding of mathematics.  
Standard 2: The teacher of mathematics can demonstrate conceptual and procedural understanding of number and number systems and is able to identify and apply these understandings within a real world context.  
Standard 3: The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of patterns, functions, and algebra from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of appropriate technology. | Effective teachers of secondary mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among mathematical content domains. | **Additions to:**  
Content Knowledge indicators:  
- The functions correspond to the previous standards. Function 1: Number and Quantity (Previous Standards 1 and 2), Function 2: Algebra and Functions (Previous Standard 3), Function 3: Geometry and Trigonometry (Previous Standard 4), Function 4: Statistics and Probability (Previous Standard 5), Function 5: Calculus (Previous Standard 6), Function 6: Discrete Math (Previous Standard 7)  
- Previous Standard 8 (History of Math) is now embedded as an indicator in each of the content Functions.  
- The content standards are essentially the same with some organizational and wording changes  
Professional Skills indicators:  
- None added |
Standard 4: The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of geometry, measurement, and spatial visualization from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of technology.

Standard 5: The teacher of mathematics can demonstrate conceptual and procedural understanding of concepts of data, statistics and probability and is able to identify and apply these relationships within a real world context including the use of appropriate technology.

Standard 6: The teacher of mathematics can demonstrate conceptual and procedural understanding of concepts of calculus and is able to identify and apply these relationships within a real world context, including the use of appropriate technology.

Standard 7: The teacher of mathematics can demonstrate conceptual and procedural understanding of discrete processes and is able to identify and apply these understandings within a real world context including the use of appropriate technology.

Standard 8: The teacher of mathematics can demonstrate knowledge of the history of mathematics.


<table>
<thead>
<tr>
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<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as | Additions to:  
Content Knowledge indicators:  
- These were listed as performance indicators for each or the previous standards  
Professional Skills indicators:  
- Understand and utilize research-based strategies to increase student learning |  

Crosswalk: Previous versus New Secondary Mathematics Standards
essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

### Standard [5] Content Pedagogy

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard 9: The teacher of mathematics has a foundational knowledge of students as learners and of pedagogical strategies. | Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics—talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. | **Additions to:**  
**Content Knowledge indicators:**  
- Monitor students’ progress using a variety of assessment tools that gauge advancement toward learning goals.  
- Provide instruction that incorporates high quality tasks and a range of questioning strategies.  
**Professional Skills indicators:**  
- Demonstrate how learning progressions impact teaching of mathematics at different levels.  
- Guide productive mathematical discourse.  
- Use assessment results to in planning instruction. |

### Standard [6] Profession Knowledge and Skills

<table>
<thead>
<tr>
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<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard 9: The teacher of mathematics has a foundational knowledge of students as learners and of pedagogical strategies. | Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform | **Additions to:**  
**Content Knowledge indicators:**  
- Use research-based resources.  
**Professional Skills indicators:**  
- Engage in continuous and collaborative learning to enhance student learning.  
- Continue their development as a reflective practitioner. |
Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

**Additions to:**

- Content Knowledge indicators:
  - Demonstrate their mathematical knowledge and skills at both middle and secondary level.
- Professional Skills indicators:
  - This has always been a requirement for teachers but the first time it is included in the mathematics content standards.
  - Supervision by university faculty with secondary mathematic teaching experience or equivalent knowledge.

The teacher of mathematics can demonstrate knowledge of the history of mathematics.

- The teacher of mathematics can demonstrate knowledge of the history of mathematics.
**“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: Mathematical Connections to the Learner and Learning**

Effective teachers of secondary mathematics exhibit in-depth knowledge of adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. *(NCTM Standard 4)*

**Function 1:** Preservice teacher candidates exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Know how students construct knowledge, acquire skills, and develop disciplined thinking processes including understanding learning progressions at grade level and K-8.</td>
<td>1.1.2 Exhibit knowledge of adolescent learning, development, and behavior.</td>
</tr>
<tr>
<td>1.1.3 Demonstrate a positive disposition toward mathematical processes and learning.</td>
<td>1.1.3 Demonstrate a positive disposition toward mathematical processes and learning.</td>
</tr>
</tbody>
</table>

**Function 2:** Preservice teacher candidates plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1 Create a sequence of developmentally appropriate and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge.</td>
<td>1.2.3 Plan and create sequential learning opportunities in which students connect new learning to prior knowledge and experiences.</td>
</tr>
<tr>
<td>1.2.2 Create a developmentally appropriate and challenging sequence of instruction for all students that shows a progression of learning over time toward proficiency and understanding. The sequence should build on K-8 understanding and include the appropriate pacing of instruction transitioning from the concrete use of manipulatives to an abstract understanding and use of appropriate algorithms.</td>
<td>1.2.3 Plan and create sequential learning opportunities in which students connect new learning to prior knowledge and experiences.</td>
</tr>
</tbody>
</table>

**Function 3:** Preservice teacher candidates incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.1 Incorporates knowledge of individual differences and the cultural and language diversity that exists within classrooms to motivate and engage students.</td>
<td>1.3.2 Include culturally relevant perspectives as a means to motivate and engage students.</td>
</tr>
<tr>
<td>1.3.3 Access information about and incorporate resources related to cultural, ethnic, linguistic, gender, and learning differences in their teaching.</td>
<td>1.3.3 Access information about and incorporate resources related to cultural, ethnic, linguistic, gender, and learning differences in their teaching.</td>
</tr>
</tbody>
</table>
### Function 4: Preservice teacher candidates demonstrate equitable and ethical treatment of and high expectations for all students.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
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</thead>
<tbody>
<tr>
<td>1.4.1 Demonstrate equitable and ethical treatment of all students.</td>
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<tr>
<td>1.4.2 Have high expectations for all students and persist in helping each student reach his/her full potential.</td>
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</tr>
<tr>
<td>1.4.3 Demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the classroom.</td>
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</tbody>
</table>

### Function 5: Preservice teacher candidates apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. Allow students to use multiple representations appropriate to the concept to show understanding.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.1 Apply mathematical content and pedagogical knowledge from the state adopted standards, learning progressions, and relevant research on how students learn mathematics in order to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies.</td>
<td></td>
</tr>
<tr>
<td>1.5.2 Make sound decisions about when instructional tools enhance teaching and learning and recognize both the insights to be gained and possible limitations of such tools.</td>
<td></td>
</tr>
<tr>
<td>1.5.3 Participate in learning opportunities that address current and emerging technologies in support of mathematics learning and teaching.</td>
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</tr>
</tbody>
</table>
Standard 2: Impact on Student Learning
Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. (NCTM Standard 5)

Function 1: Preservice teacher candidates will verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics; and the application of mathematics in a variety of contexts within major mathematical domains.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
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</thead>
<tbody>
<tr>
<td>2.1.1 Verify that secondary students demonstrate conceptual understanding and procedural fluency.</td>
<td>2.1.5 Verify that secondary students demonstrate a productive disposition toward mathematics.</td>
</tr>
<tr>
<td>2.1.2 Verify that secondary students demonstrate the ability to formulate, represent, and solve problems. Verify that students demonstrate understanding of concepts through multiple representations.</td>
<td>2.1.6 Demonstrate sustained and meaningful use of data to inform practice.</td>
</tr>
<tr>
<td>2.1.3 Verify that secondary students reason logically and reflect on their reasoning.</td>
<td></td>
</tr>
<tr>
<td>2.1.4 Verify that secondary students apply the mathematics they learn in a variety of contexts within major mathematical domains.</td>
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</tbody>
</table>

Function 2: Preservice teacher candidates will engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 Engage students in developmentally appropriate mathematical activities and investigations that include mathematics-specific technology in building new knowledge.</td>
<td>2.2.2 Engage students in developmentally appropriate mathematical activities and investigations that require active engagement in building new knowledge.</td>
</tr>
<tr>
<td>2.2.3 Facilitate students’ ability to develop future inquiries based on current analyses.</td>
<td></td>
</tr>
</tbody>
</table>

Function 3: Preservice teacher candidates will collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students’ mathematical proficiencies have increased as a result of their instruction.

<table>
<thead>
<tr>
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<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1 Determine the extent to which students’ mathematical proficiencies have increased as a result of their instruction.</td>
<td>2.3.2 Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment data.</td>
</tr>
<tr>
<td>2.3.3 Use assessment results as a basis for designing and modifying their instruction as a means to meet group and individual needs and increase student performance.</td>
<td></td>
</tr>
</tbody>
</table>
Standard 3: Content Knowledge
Effective teachers of secondary mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among mathematical content domains.
(Adapted from NCTM Standard 1)

Function 1: Number and Quantity
To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to number and quantity with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 Fundamental ideas of number theory; composition and decomposition of numbers which leads to divisors, factors and factorization, primes, composite numbers, common factors (including GCF), common multiples (including LCM), and modular arithmetic.</td>
<td>3.1.6 Understand and extend the learning of concepts from K-8 and how to appropriately utilize those multiple strategies (i.e. number lines, concrete manipulatives, algebra tiles, Cuisenaire rods, fraction strips, area models, and pictorial representations) to support student learning of secondary concepts.</td>
</tr>
<tr>
<td>3.1.2 Understand how number theory is related to structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and number systems including integer, rational, irrational, real, and complex numbers using multiple strategies including number lines, concrete manipulatives (i.e. algebra tiles, Cuisenaire rods, fraction strips), area models, and pictorial representations.</td>
<td></td>
</tr>
<tr>
<td>3.1.3 Quantitative reasoning and relationships that include ratio, rate, and proportion and the use of units in problem situations, including unit rate reasoning, ratio tables, double number lines, and tape diagrams, understand the unit rate is the slope of the graph of the proportional relationship and the constant of proportionality, identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</td>
<td></td>
</tr>
<tr>
<td>3.1.4 Vector and matrix operations, modeling, and applications.</td>
<td></td>
</tr>
<tr>
<td>3.1.5 Historical development and perspectives of number, number systems, and quantity including contributions of significant individuals and diverse cultures.</td>
<td></td>
</tr>
</tbody>
</table>

Function 2: ALGEBRA and FUNCTIONS
To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to algebra with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships and operations understanding and explaining the link between concepts and standard algorithms, and explaining the relationships between quantities in the context of the situation. Solving equations using multiple strategies, including explaining each step as following from the equality of numbers asserted at the previous step, using tables of values, and solving one variable equations by graphing.</td>
<td>3.2.9 Understand the two schemas for organizing algebra and functions concepts (equations-based approach to algebra or functions-based approach to algebra) and its relation to K-8 curriculum. Understand the research in the field supporting each and the impact on organization of student learning.</td>
</tr>
</tbody>
</table>
3.2.2 Interpret the structure of an expression in terms of its context; choose and produce equivalent forms to reveal and explain properties and key features using algebraic reasoning, factoring, completing the square, and exponent properties; understand the key features and appropriate use of the various forms of a function within a function family and transforming from one form to another to reveal new properties, including but not limited to linear-standard, slope-intercept, point-slope; quadratic-standard, factored, and vertex form.

3.2.3 Function families including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations.

3.2.4 Functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions.

3.2.5 Patterns of change in linear, quadratic, polynomial, and exponential functions and in proportional and simple rational relationships and types of real-world relationships these functions can model.

3.2.6 Linear algebra including vectors, matrices, and transformations.

3.2.7 Abstract algebra, including groups, rings, and fields, and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations.

3.2.8 Historical development and perspectives of algebra including contributions of significant individuals and diverse cultures.

Function 3: GEOMETRY AND TRIGONOMETRY
To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to geometry and trigonometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete manipulatives

3.3.1 Core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries.

3.3.2 Transformations including dilations, translations, rotations, reflections, glide reflections; compositions of transformations; and the expression of symmetry in terms of transformations.

3.3.3 Congruence, similarity and scaling, and their development and expression in terms of transformations.

3.3.4 Right triangles and trigonometry.

3.3.5 Application of periodic phenomena and trigonometric identities.

3.3.6 Identification, classification into categories, visualization, representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres), two dimensional objects that result from the cross section of three dimensional objects, and three dimensional objects that result from rotating a two dimensional
object about an axis.

3.3.7 Formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements.

3.3.8 Geometric constructions, inductive and deductive reasoning, axiomatic reasoning, and proof.

3.3.9 Analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations.

3.3.10 Historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures.

**Function 4: STATISTICS AND PROBABILITY**
To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1 Statistical variability and its sources and the role of randomness in statistical inference.</td>
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</tr>
<tr>
<td>3.4.2 Creation and implementation of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing), justification of conclusions, and generalization of results.</td>
<td></td>
</tr>
<tr>
<td>3.4.3 Univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots, two-way categorical frequency tables), summary measures, and comparisons of distributions.</td>
<td></td>
</tr>
<tr>
<td>3.4.4 Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events.</td>
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<tr>
<td>3.4.5 Random (chance) phenomena, simulations, and probability distributions and their application as models of real phenomena and to decision making.</td>
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</tr>
<tr>
<td>3.4.6 Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures.</td>
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</tr>
</tbody>
</table>

**Function 5: CALCULUS**
To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to calculus with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5.1 Limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration.</td>
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<tr>
<td>3.5.2 Parametric, polar, and vector functions.</td>
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<tr>
<td>3.5.3 Sequences and series.</td>
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<tr>
<td>3.5.4 Multivariate functions.</td>
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</tr>
</tbody>
</table>
3.5.5 Applications of function, geometry, and trigonometry concepts to solve problems involving calculus.

3.5.6 Historical development and perspectives of calculus including contributions of significant figures and diverse cultures.

**Function 6: Discrete Mathematics**

To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to discrete mathematics with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6.1 Discrete structures including sets, relations, functions, graphs, tables of values, trees, and networks.</td>
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</tr>
<tr>
<td>3.6.2 Enumeration including permutations, combinations, iteration, recursion, and finite differences.</td>
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<tr>
<td>3.6.3 Propositional and predicate logic.</td>
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</tr>
<tr>
<td>3.6.4 Applications of discrete structures such as modeling and solving linear programming problems and designing data structures.</td>
<td></td>
</tr>
<tr>
<td>3.6.5 Historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 4: Mathematical Practices**

Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. *(NCTM Standard 2)*

**Function 1:** Preservice teacher candidates will use problem solving to develop conceptual understanding, make sense of a wide variety of problems and persevere in solving them, apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts, and formulate and test conjectures in order to frame generalizations.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1 Use problem solving to develop conceptual understanding and to formulate and test generalizations.</td>
<td></td>
</tr>
<tr>
<td>4.1.2 Make sense of a wide variety or problems and persevere in solving them.</td>
<td></td>
</tr>
<tr>
<td>4.1.3 Apply and adapt a variety of strategies in solving problems confronted within the field of mathematics and other contexts.</td>
<td></td>
</tr>
<tr>
<td>4.1.4 Formulate and test conjectures in order to frame generalizations.</td>
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</tr>
<tr>
<td>4.1.5 Monitor and reflect on the process of mathematical problem solving.</td>
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</tr>
</tbody>
</table>

**Function 2:** Preservice teacher candidates will reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others; represent and model generalizations using mathematics; recognize structure and express regularity in patterns of mathematical reasoning; use multiple representations to model and describe mathematics; and utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 Reason abstractly, reflectively, and quantitatively with attention to units, constructing viable arguments and proofs, and critiquing the reasoning of others.</td>
<td>4.2.6 Understand and utilize research-based techniques and strategies to engage students and colleagues in effective math conversations that increase student learning about concepts.</td>
</tr>
<tr>
<td>4.2.2 Represent and model generalizations using mathematics.</td>
<td>4.2.7 Actively seek problems with multiple entry points and encourage students to use, discuss, and justify solution methods with multiple representations and strategies that are mathematically appropriate to the concept.</td>
</tr>
<tr>
<td>4.2.3 Recognize structure and express regularity in patterns of mathematical reasoning.</td>
<td></td>
</tr>
<tr>
<td>4.2.4 Use appropriate mathematical vocabulary and symbols to communicate mathematical ideas to others.</td>
<td></td>
</tr>
<tr>
<td>4.2.5 Demonstrate an appreciation for mathematical rigor and inquiry.</td>
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</tr>
</tbody>
</table>

**Function 3:** Preservice teacher candidates will formulate, represent, analyze, and interpret mathematical models derived from real-world contexts or mathematical problems.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.1 Formulate, represent, analyze, interpret, and validate mathematical models derived from real-world contexts or mathematical problems.</td>
<td></td>
</tr>
<tr>
<td>4.3.2 Demonstrate flexibility in mathematical modeling when confronted with different purposes or contexts.</td>
<td></td>
</tr>
</tbody>
</table>
**Function 4:** Preservice teacher candidates will organize mathematical thinking and use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.1 Organize mathematical thinking.</td>
<td></td>
</tr>
<tr>
<td>4.4.2 Use the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences including peers, teachers, students, school professionals, and/or other stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 5:** Preservice teacher candidates will demonstrate the interconnectedness of mathematical ideas and how they build on one another and recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.1 Demonstrate the interconnectedness of mathematical ideas and how they build on one another.</td>
<td></td>
</tr>
<tr>
<td>4.5.2 Recognize and apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.</td>
<td></td>
</tr>
<tr>
<td>4.5.3 Seek opportunities to promote linkages of mathematical ideas in their teaching.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 6:** Preservice teacher candidates will model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6.1 Model how the development of mathematical understanding within and among mathematical domains intersects with the mathematical practices of problem solving, reasoning, communicating, and representing.</td>
<td></td>
</tr>
<tr>
<td>4.6.2 Reflect on how the mathematical practices of problem solving, reasoning, communicating, connecting, and representing impact mathematical understanding.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 5: Content Pedagogy**

Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. *(NCTM Standard 3)*

**Function 1:** Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.1 Apply knowledge of mathematics curriculum standards for secondary in their teaching within and across mathematical domains.</td>
<td>5.1.3 Demonstrate how mathematics curriculum standards and learning progressions impact the teaching of secondary students at different developmental levels.</td>
</tr>
<tr>
<td>5.1.2 Relate mathematical curriculum standards to student learning.</td>
<td>5.1.4 Examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics; and observe and analyze a range of approaches to mathematics teaching and learning, focusing on tasks, discourse, environment, and assessment.</td>
</tr>
</tbody>
</table>

**Function 2:** Analyze and consider research in planning for and leading students in rich mathematical learning experiences.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1 Incorporate research-based methods when leading students in rich mathematical learning experiences.</td>
<td>5.2.2 Analyze and consider research in planning for mathematics instruction.</td>
</tr>
<tr>
<td>5.2.3 Extend their repertoire of research-based instructional methods that address students’ diverse learning needs through participation in leadership opportunities such as conferences, just of journals and online resources, and engagement with professional organizations.</td>
<td>5.2.3 Extend their repertoire of research-based instructional methods that address students’ diverse learning needs through participation in leadership opportunities such as conferences, just of journals and online resources, and engagement with professional organizations.</td>
</tr>
</tbody>
</table>

**Function 3:** Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students’ conceptual understanding and procedural proficiency.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3.1 Include mathematics-specific and instructional technologies in planned lessons and units.</td>
<td>5.3.3 Plan lessons and units that incorporate a variety of strategies.</td>
</tr>
<tr>
<td>5.3.2 Include in planned lessons and units multiple opportunities and solution avenues for students to demonstrate conceptual understanding and procedural proficiency.</td>
<td>5.3.4 Plan lessons and units addressing student differences and diverse populations and how these differences influence student learning of mathematics.</td>
</tr>
<tr>
<td>5.3.5 Build all students’ conceptual understanding and procedural proficiency in planned lesson and units.</td>
<td>5.3.5 Build all students’ conceptual understanding and procedural proficiency in planned lesson and units.</td>
</tr>
</tbody>
</table>

**Function 4:** Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4.1 Design and implement activities and investigations that require communication about mathematics.</td>
<td>5.4.3 Encourage students to employ a variety of forms of communication that target varied audiences and purposes across content areas.</td>
</tr>
<tr>
<td>5.4.2 Design and implement activities and investigations that foster students making mathematical connections</td>
<td>5.4.2 Design and implement activities and investigations that foster students making mathematical connections</td>
</tr>
</tbody>
</table>
with other content areas, everyday life events, and the workplace.

**Function 5:** Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5.1 Implement techniques for actively engaging students in learning and doing mathematics.</td>
<td>5.5.4 Guide productive mathematical discussion in classrooms centered on key mathematical ideas</td>
</tr>
<tr>
<td>5.5.2 Provide instruction that incorporates high quality tasks and a range of questioning strategies.</td>
<td>5.5.5 Select and apply instructional techniques that assist in identifying and addressing student misconceptions as opportunities for learning</td>
</tr>
<tr>
<td>5.5.3 Engage students in communicating about mathematics.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 6:** Plan, select, implement, interpret, and use formative and summative assessments to monitor student progress and inform instruction by reflecting on mathematical proficiencies essential for all students.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.6.1 Interpret and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.</td>
<td>5.6.3 Plan, select, and implement formative and summative assessments.</td>
</tr>
<tr>
<td>5.6.2 Monitor students’ progress using a variety of assessment tools that gauge advancement toward stated learning goals.</td>
<td>5.6.4 Use assessment results for subsequent instructional planning.</td>
</tr>
</tbody>
</table>
Standard 6: Professional Knowledge and Skills

Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations. (NCTM Standard 6)

Function 1: Take an active role in their professional growth by utilizing resources from professional mathematics education organizations and participating in professional development experiences that directly relate to the learning and teaching of mathematics.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1 Use resources from professional mathematics education organizations such as print, digital, and virtual resources and collections.</td>
<td>6.1.3 Participate in professional development experiences that directly relate to the learning and teaching of mathematics.</td>
</tr>
<tr>
<td>6.1.2 Use research-based resources from professional mathematics education organizations that target positively impacting student learning.</td>
<td>6.1.4 Incorporate into their teaching new learning acquired from professional development experiences related to mathematical pedagogy.</td>
</tr>
</tbody>
</table>

Function 2: Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students’ mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.

<table>
<thead>
<tr>
<th>6.2.1 Enhance all students’ knowledge of mathematics.</th>
<th>6.2.2 Engage in continuous and collaborative learning as a means of enhancing students’ learning opportunities in mathematics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.3 Involve colleagues, other school professionals, families, and various stakeholders in the educational process.</td>
<td>6.2.4 Continue their development as a reflective practitioner.</td>
</tr>
</tbody>
</table>
Standard 7: Secondary Mathematics Field Experiences and Clinical Practice

Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base. (NCTM Standard 7)

Function 1: Engage in a sequence of planned field experiences and clinical practice prior to a full-time student teaching/internship experience that include observing and participating in both middle and high school mathematics classrooms and working with a diverse range of students individually, in small groups, and in large class settings under the supervision of experienced and highly qualified mathematics teachers in varied settings that reflect cultural, ethnic, linguistic, gender, and learning differences.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.1 Demonstrate mathematics knowledge and skills at both middle and high school settings.</td>
<td>7.1.2 Engage in a planned sequence of pre-student teaching/internship field experiences in secondary mathematics that involve placements at both middle school and high school levels.</td>
</tr>
<tr>
<td>7.1.3 Are supervised during pre-student teaching/internship field experiences by experienced and highly qualified mathematics teachers.</td>
<td>7.1.4 Participate in field experiences that occur in varied settings and reflect cultural, ethnic, linguistic, gender, and learning differences.</td>
</tr>
<tr>
<td>7.1.5 Gain an in-depth understanding of the mathematical developmental of students across the middle grades and high school spectrum.</td>
<td>7.1.6 Work with a diverse range of students individually, in small groups, and in large class settings.</td>
</tr>
</tbody>
</table>

Function 2: Experience full-time student teaching/internship in secondary mathematics that is supervised by a highly qualified mathematics teacher and a university or college supervisor with secondary mathematics teaching experience or equivalent knowledge base.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2.1 Experience full-time student teaching/internship with an experienced and highly qualified mathematics teacher in secondary mathematics.</td>
<td>7.2.2 Are supervised during the full-time student teaching/internship in secondary mathematics by a university or college supervisor with secondary mathematics teaching experience or equivalent knowledge base.</td>
</tr>
<tr>
<td>7.2.3 Demonstrate professional behaviors at both middle and high school settings.</td>
<td>7.2.4 Use student performance data to inform instructional planning and delivery over time.</td>
</tr>
</tbody>
</table>
MATHEMATICS
Early Adolescence through Late Adolescence
Grades 6-12

Standard #1 The teacher of mathematics has conceptual and procedural understanding of mathematics.

Knowledge
1. The teacher has knowledge of number and computation including number sense, number systems and their properties estimation, and computation using a variety of methods.
2. The teacher has knowledge of algebra including patterns, variables, equations, inequalities, functions, and models.
3. The teacher has knowledge of geometry including figures and their properties, measurement, and from multiple perspectives.
4. The teacher has knowledge of data analysis including probability and statistics.

Performance
1. The teacher uses knowledge of mathematics to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of mathematics to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of mathematics to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of mathematics to demonstrate the integration of the concepts and procedures throughout mathematics and makes connections among other disciplines.
5. The teacher uses knowledge of mathematics to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of mathematics to select and use appropriate technological tools, such as but not limited to e-mail, spreadsheets, the internet, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data collection devices, presentation software and concrete materials, such as, but not limited to geoboards, tangrams, attribute and pattern blocks, algebraic manipulation materials, etc., to explore and model mathematical thinking and solve problems.

Standard #2 The teacher of mathematics can demonstrate conceptual and procedural understanding of number and number systems and is able to identify and apply these understandings within a real world context.

Knowledge
1. The teacher has knowledge of properties of numbers and the extension of these concepts throughout mathematics.
2. The teacher has knowledge of the use of numbers and operations to quantify, to represent and solve problem situations within and outside of mathematics.
3. The teacher has knowledge of the structure and properties of number systems.
4. The teacher has knowledge of geometric and polar representations of complex numbers.
5. The teacher has knowledge of the differences between algebraic and transcendental numbers.

Performance
1. The teacher uses knowledge of numbers and number systems to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of numbers and number systems to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of numbers and number systems to organize and express mathematical thinking orally, in writing and visually using mathematical notation and language.
4. The teacher uses knowledge of numbers and number systems to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of numbers and number systems to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of numbers and number systems to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.
Standard #3  The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of patterns, functions, and algebra from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.

Knowledge

1. The teacher understands patterns, including an ability to recognize, describe, analyze, extend, generalize, and create a wide variety of patterns.
2. The teacher understands how to investigate algebraic structures using concrete examples such as clock arithmetic, modular systems, and matrices.
3. The teacher understands the use of matrices and matrix operations to record information and to solve systems of equations.
4. The teacher understands aspects of algebraic structures such as order relations, groups, and fields.
5. The teacher understands properties of algebraic expressions and the extension of these concepts throughout mathematics.
6. The teacher understands representations of situations and solutions of problems that involve variable quantities with expressions, equations, and inequalities, including algebraic, geometric, and combinatorial relationships.
7. The teacher understands multiple representations of relations by tables, graphs, words, and symbols, the strengths and limitations of each representation, and conversion from one representation to another, using appropriate graphing technology.
8. The teacher understands operations on expressions and ways to find solutions to equations, systems of equations and inequalities using concrete, informal, and formal methods.
9. The teacher understands numerical approximation techniques as a basis for numerical integration and numerical based proofs.
10. The teacher understands modeling to solve problems, to understand and describe the behavior of a system or event, and to predict its behavior based on past experiences.
11. The teacher understands transformations of algebraic expressions and knows the effects of the transformation.

Performance

1. The teacher uses knowledge of concepts of patterns, functions, and algebra to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of concepts of patterns, functions, and algebra to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of concepts of patterns, functions, and algebra to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of concepts of patterns, functions, and algebra to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of concepts of patterns, functions, and algebra to create, use, and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of concepts of patterns, functions, and algebra to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #4  The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of geometry, measurement, and spatial visualization from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of technology.

Knowledge

1. The teacher has the knowledge to make conjectures, model and solve geometry problems.
2. The teacher understands properties and relationships of and between two-dimensional shapes and three-dimensional objects.
3. The teacher has spatial visualization skills and knows the ways in which shapes and objects can be visualized, combined, subdivided, and changed to illustrate concepts, properties, and relationships.
4. The teacher understands spatial reasoning and the use of geometric models to represent, model, and solve real-world and mathematical problems.
5. The teacher understands geometric transformations, including rotations, reflection, translation and dilation to two-and three-dimensional figures.
6. The teacher understands indirect measurement and its uses, including developing formulas and procedures for determining measures to solve problems.
7. The teacher understands how to choose from coordinate, synthetic, and transformational geometries to solve problems.
Mathematics 6-12, pre-2014 standards

8. The teacher understands axiomatic development of geometric systems and formal and informal proofs in both Euclidean and non-Euclidean geometries.
9. The teacher understands trigonometric and circular functions, their graphs and applications, establishment and applications of trigonometric identities.
10. The teacher understands use of vectors in real world and mathematical problem solving.

**Performance**
1. The teacher uses knowledge of geometry, measurement, and spatial visualization to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of geometry, measurement, and spatial visualization to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of geometry, measurement, and spatial visualization to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of geometry, measurement, and spatial visualization to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of geometry, measurement, and spatial visualization to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of geometry, measurement, and spatial visualization to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

**Standard #5** The teacher of mathematics can demonstrate conceptual and procedural understanding of concepts of data, statistics and probability and is able to identify and apply these relationships within a real world context including the use of appropriate technology.

**Knowledge**
1. The teacher understands how to investigate problems using data, including formulating a problem, devising a plan to collect data, and systematically collecting, recording and organizing data.
2. The teacher understands descriptive statistics to analyze data, make predictions and decisions.
3. The teacher understands inferential statistics to make predictions and draw conclusions.
4. The teacher understands the role of randomness and sampling in statistical claims about populations.
5. The teacher understands the probability as a way to describe chance or risk in simple and compound events such as in a description of a fair game, odds, and coincidence.
6. The teacher understands the use of experiments and simulations to make predictions and decisions.
7. The teacher understands prediction of outcomes based on theoretical probabilities and comparison of mathematical expectations with experimental results.
8. The teacher recognizes the potential misuses of statistics and common misconceptions about probability.
9. The teacher understands regression with emphasis on line of best fit.
10. The teacher understands random variables and their applications to generate and interpret probability distributions including normal and binomial probability distributions.
11. The teacher has experience with probability topics including expected value, elementary counting techniques, conditional probability, and the use of an area model to represent probability geometrically.

**Performance**
1. The teacher uses knowledge of data, probability and statistics to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of data, probability and statistics to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of data, probability and statistics to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of data, probability and statistics to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of data, probability and statistics to create, use and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of data, probability and statistics to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

**Standard #6** The teacher of mathematics can demonstrate conceptual and procedural understanding of concepts of calculus and is able to identify and apply these relationships within a real world context, including the use of appropriate technology.
Knowledge
1. The teacher understands how to construct and interpret graphs of single- and multi-variable functions using rectangular and non-rectangular coordinate systems.
2. The teacher understands functions, continuous and discrete, and their use to describe relations and to model a variety of real world situations.
3. The teacher knows the attributes of elementary functions.
4. The teacher understands conceptual understanding of limit, continuity, derivative and integral of single variable functions.
5. The teacher understands representations of limit, continuity, derivative and integral in graphical, symbolic, and numerical form.
6. The teacher understands limit, continuity, derivative, and integral of multivariate variable functions.
7. The teacher has knowledge of series and sequences.
8. The teacher has knowledge of parameterize curves.

Performance
1. The teacher uses knowledge of concepts of calculus to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of concepts of calculus to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of concepts of calculus to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of concepts of calculus to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of concepts of calculus to create, use, and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of concepts of calculus to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #7 The teacher of mathematics can demonstrate conceptual and procedural understanding of discrete processes and is able to identify and apply these understandings within a real world context including the use of appropriate technology.

Knowledge
1. The teacher understands elementary counting techniques, including combinations and permutations.
2. The teacher has knowledge of sequences, elementary graph concepts, sets, and networks.
3. The teacher understands iteration and recursion as processes to generate patterns.
4. The teacher understands matrices as tools to record information.
5. The teacher has knowledge of modular systems and mathematical induction.
6. The teacher knows how to create and analyze elementary computer programs.
7. The teacher knows how to trace and explain algorithms.

Performance
1. The teacher uses knowledge of discrete processes and computer science to formulate and solve problems using different strategies to verify and interpret results.
2. The teacher uses knowledge of discrete processes and computer science to explore mathematical questions and conjectures, formulate counterexamples, generalize solutions, select and use various types of reasoning and methods of proof.
3. The teacher uses knowledge of discrete processes and computer science to organize and express mathematical thinking orally, in writing, and visually using mathematical notation and language.
4. The teacher uses knowledge of discrete processes and computer science to demonstrate the integration of the concepts and procedures throughout mathematics and make connections with other disciplines.
5. The teacher uses knowledge of discrete processes and computer science to create, use, and translate among representations to organize, model, record, and interpret mathematical thinking.
6. The teacher uses knowledge of discrete processes and computer science to select and use appropriate technological tools and concrete materials to explore and model mathematical thinking and solve problems.

Standard #8 The teacher of mathematics can demonstrate knowledge of the history of mathematics.

Knowledge
1. The teacher has knowledge of key moments, individual contributions, and contributions of different cultures to the historical development of mathematics.
2. The teacher has knowledge of the role of mathematics in culture and society.
3. The teacher has knowledge of the historical development of Euclidean and non-Euclidean geometries.

**Performance**
1. The teacher uses knowledge of history of mathematics to integrate relevant historical information into mathematical lessons.
2. The teacher uses knowledge of history of mathematics to enhance student learning and incorporate the contributions of individuals in the development of mathematics.

**Standard #9 The teacher of mathematics has a foundational knowledge of students as learners and of pedagogical strategies.**

**Knowledge**
1. The teacher has knowledge of different types of instructional strategies.
2. The teacher selects and uses appropriate technological tools and concrete materials to explore and model mathematical thinking and to solve problems.
3. The teacher is able to identify appropriate manipulatives and other instructional tools and their use in the learning of mathematical concepts and processes.
4. The teacher knows effective ways to use physical space and materials to facilitate student learning of mathematics.
5. The teacher has knowledge of different ways to assess students’ understanding.
6. The teacher has knowledge of 6-12 curricula and mathematical standards.
7. The teacher is aware of professional mathematics organizations and is able to describe their contributions to the teaching of mathematics.
8. The teacher is able to identify current and emerging research based trends in mathematics education.

**Performance**
1. The teacher uses knowledge of students as learners and of pedagogical strategies to promote effective learning of all students.
2. The teacher uses knowledge of students as learners and of pedagogical strategies to select and demonstrate effective mathematics instructional strategies.
3. The teacher uses knowledge of students as learners and of pedagogical strategies to use appropriate technology, manipulatives and other instructional tools to enhance the learning of mathematics concepts and processes.
4. The teacher uses knowledge of students as learners and of pedagogical strategies to apply current and emerging research trends in mathematics education.
Crosswalk: Previous versus New Library Media Specialist Standards

General Information about this Revision:
- New standards uses the term "librarian and information teacher" to identify the school librarian.
- New standards are outlined using the seven roles in Empowering Learners (AASL, 2009).
- In addition to school library management, instructional partnerships between librarians and content area teachers are emphasized.
- Librarians’ leadership role in student learning and achievement is included.
- Relevant and rigorous language is incorporated about information literacy knowledge and skills.
- Information and technology literacy is emphasized as an integral component of the school’s curriculum and instruction.
- Ethical use of information is stressed.
- Effective reading strategies to build P-12 student comprehension are emphasized.
- Skills for teaching effective reading strategies are included.
- New standards emphasize design and delivery of inquiry-based instruction.
- New standards emphasize the school librarians’ roles in school-wide curriculum planning.
- New standards incorporates 6 new standards that replace the previous 8 standards.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library media specialist applies the principles of library and information studies to create effective, integrated library media programs.</td>
<td>Leader: The librarian and information teacher models leadership and best practices throughout the school community to develop an effective school library program and serve as an advocate for student learning in support of career and technical education.</td>
<td>Additions to: Content Knowledge indicators: • Increased emphasis on librarians’ leadership role in student learning and achievement • Increased emphasis on librarians’ leadership, direct involvement, and responsibilities for educational initiatives and curriculum Professional Skills indicators: • Emphasis on evidence-based practice to inform and lead school improvement and professional development initiatives</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2</th>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library media specialist integrates</td>
<td>Instructional Partner: The librarian and</td>
<td>Additions to:</td>
<td></td>
</tr>
</tbody>
</table>
### Standard 3

**PREVIOUS STANDARDS**
The library media specialist applies knowledge of learning styles and of human growth and development.

**NEW STANDARDS**
Information Specialist: The librarian and information teacher models the use of information and technology literacy skills, and promotes their importance in the curriculum as foundational learning tools.

**WHAT CHANGED?**

#### Additions to:
- **Content Knowledge indicators:**
  - More knowledge of information ethics for addressing a technologically modern society
  - More knowledge of how to facilitate and promote flexible and open access to library services and information
  - More knowledge of computer technology that supports student research, learning, communication, and creativity

**Professional Skills indicators:**

- More skills using new computer technologies
- More skills for design and delivery of authentic learning experiences using information and technology skills
- More research skills to inform and enhance P-12 instruction

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### Standard 4

**PREVIOUS STANDARDS**

**NEW STANDARDS**

**WHAT CHANGED?**

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Crosswalk: Previous versus New [Content Area] Standards  
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<table>
<thead>
<tr>
<th>Standard 5</th>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| The library media specialist provides equitable access to and effective use of technologies and innovations. | Teacher (knowledge of learners and learning): The librarian and information teacher uses effectively instructional practices to teach students to become enthusiastic readers, critical thinkers, skillful researchers, and ethical users of information. | Additions to: Content Knowledge indicators:  
- More knowledge of collecting literature in multiple formats and languages to support teaching of reading  
- More emphasis on comprehensive literacy instruction  
- More knowledge of evaluation of text complexity to assist teachers in selecting materials, planning, and delivering content instruction  
Professional Skills indicators:  
- More emphasis on skills to teach evaluation of visual, quantitative, and oral information in multiple formats  
- More emphasis on instructional strategies that reinforce classroom reading  
- More emphasis on skills for teaching effective reading strategies |

<table>
<thead>
<tr>
<th>Standard 6</th>
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</thead>
</table>
| The library media specialist plans, develops, implements, manages, and evaluates the library media program. | Teacher (knowledge of pedagogy): The librarian and information teacher uses principles of effective teaching and learning to create an active, inquiry-based learning environment. | Additions to: Content Knowledge indicators:  
- More pedagogical knowledge of inquiry-based learning for diverse learning styles, interests, needs, and intellectual, and physical disabilities  
- More pedagogical knowledge for documentation and communication of the impact of collaborative instruction and student achievement.  
Professional Skills indicators:  
- More emphasis on library media curriculum integrating content, information, and technology standard.  
- More emphasis on design and delivery of inquiry-based instruction |

Crosswalk: Previous versus New [Content Area] Standards  
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### Previous Standards vs. New Standards

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library media specialist upholds professional ethics and promotes equity and diversity.</td>
<td>Administrator: The librarian and information teacher manages and administers the school library and advocates for the success of its educational program in collaboration with building and district colleagues.</td>
<td></td>
</tr>
<tr>
<td>Standard 7</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td><strong>PREVIOUS STANDARDS</strong></td>
<td><strong>NEW STANDARDS</strong></td>
<td><strong>WHAT CHANGED?</strong></td>
</tr>
<tr>
<td>The library media specialist recognizes the role of the library media program within the community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 8</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td><strong>PREVIOUS STANDARDS</strong></td>
<td><strong>NEW STANDARDS</strong></td>
<td><strong>WHAT CHANGED?</strong></td>
</tr>
<tr>
<td>The library media specialist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.</td>
<td></td>
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</tr>
</tbody>
</table>

### Reference


## Kansas Program Standards Library Media Specialist PreK-12

### Standard 1: Leader
The librarian and information teacher models leadership and best practices throughout the school community to develop an effective school library program and serve as an advocate for student learning in support of career and technical education.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The librarian and information teacher knows theories of:</td>
<td>The librarian and information teacher:</td>
</tr>
<tr>
<td>1.1 leadership that provide the basis for the school librarian’s role in student learning and achievement within the context of current educational initiatives.</td>
<td>1.5 evaluates, selects, and organizes the library collection as the essential information base for the school.</td>
</tr>
<tr>
<td>1.2 networking that enable establishment of connections with other educators for curriculum planning, implementation, and evaluation.</td>
<td>1.6 engages in professional learning by reading publications, attending conferences, and participating in professional networks that foster best practices in school libraries.</td>
</tr>
<tr>
<td>1.3 professionalism relevant to continuous professional learning through participation and membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.</td>
<td>1.7 collaborates with colleagues to maintain and promote a professional learning collection.</td>
</tr>
<tr>
<td>1.4 advocacy that provide the basis for best educational practices for identifying stakeholders within and outside the school community, and to develop a plan to advocate for school library and information programs, resources, and services.</td>
<td>1.8 uses research-based evidence to contribute to and lead school improvement and professional development initiatives.</td>
</tr>
</tbody>
</table>
**Standard 2: Instructional Partner:** The librarian and information teacher participates with members of the school community to develop district and school building level policies, practices, and curricula to guide student learning in content areas including instruction of information and technology literacy.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</tr>
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<tbody>
<tr>
<td>The librarian and information teacher knows:</td>
<td>The librarian and information teacher collaborates with:</td>
</tr>
<tr>
<td>2.1 theories of policy development and identifies exemplars of district and school building level policies, practices, and curricula in content areas, including information and technology literacy, to guide P-12 student learning.</td>
<td>2.8 teachers and school specialists to design, implement, and evaluate inquiry-based lessons and units that integrate multimedia, research, and information literacy skills into instruction.</td>
</tr>
<tr>
<td>2.2 theories of co-teaching and curriculum integration.</td>
<td>2.9 teachers and school specialists in teaching P-12 students essential content skills, effective communication skills, and information literacy as an integral component of the school’s comprehensive literacy instruction.</td>
</tr>
<tr>
<td>2.3 good communication, consultation, and problem-solving skills.</td>
<td>2.10 teachers and students by providing instruction to teachers and students in finding and using age and ability appropriate resources.</td>
</tr>
<tr>
<td>2.4 content area curriculum and effective instructional techniques to integrate information and technology literacy instruction.</td>
<td>2.11 parents, members of the community, museums, municipal services, private organizations, and commercial entities to include their expertise and utilize their assistance in integrated inquiry-based lessons and units.</td>
</tr>
<tr>
<td>2.5 information literacy standards as delineated by the American Library Association.</td>
<td>2.12 administrators to actively promote, support, and implement collaboration and content integration.</td>
</tr>
<tr>
<td>2.6 technology literacy standards as delineated by International Society for Technology and Education.</td>
<td>2.13 students by seeking input from students on the learning process including identifying critical content.</td>
</tr>
<tr>
<td>2.7 relationships between professional learning and student performance.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 3: Information Specialist:** The librarian and information teacher models the use of information and technology literacy skills, and promotes their importance in the curriculum as foundational learning tools.

<table>
<thead>
<tr>
<th><strong>Content Knowledge</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>The librarian and information teacher knows:</td>
<td>The librarian and information teacher:</td>
</tr>
<tr>
<td>3.1 theories of information-seeking behavior.</td>
<td>3.10 demonstrates expertise with computer technologies to prepare and deliver instruction.</td>
</tr>
<tr>
<td>3.2 principles of information ethics including intellectual freedom, intellectual property, privacy, and professional ethics.</td>
<td>3.11 demonstrates expertise with computer technologies for information creation, access, interpretation, storage, retrieval, organization, management, communication, and use.</td>
</tr>
<tr>
<td>3.3 ethical code of the American Library Association.</td>
<td>3.12 enables open and equitable access by collaborating with school community members to address physical, social, and intellectual barriers to library resources and services.</td>
</tr>
<tr>
<td>3.4 strategies for providing and promoting flexible, open access to library services and information.</td>
<td>3.13 models and promotes efficient and ethical information seeking behaviors through the design and delivery of authentic learning experiences for P-12 students, teachers, and administrators in professional learning communities.</td>
</tr>
<tr>
<td>3.5 research-based models for addressing physical, social, and intellectual barriers to equitable access.</td>
<td>3.14 conducts research to enhance instruction.</td>
</tr>
<tr>
<td>3.6 instructional design models for creating authentic learning experiences that engage students.</td>
<td></td>
</tr>
<tr>
<td>3.7 current and emerging technology tools to locate, analyze, evaluate, and use information resources to support research, learning, communication, and creativity.</td>
<td></td>
</tr>
<tr>
<td>3.8 current computer technology that supports research, learning, communication, and creativity.</td>
<td></td>
</tr>
<tr>
<td>3.9 research concepts and methods for the collection, interpretation, and use of data to create new practices and to enhance existing practices in school libraries.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 4: Teacher (knowledge of learners and learning):** The librarian and information teacher uses effectively instructional practices to teach students to become enthusiastic readers, critical thinkers, skillful researchers, and ethical users of information.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The librarian and information teacher knows:</td>
<td>The librarian and information teacher participates with reading specialists and other teachers:</td>
</tr>
<tr>
<td>4.1 a wide range of children’s, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.</td>
<td>4.6 in comprehensive literacy instruction: reading, writing, thinking, listening, and speaking.</td>
</tr>
<tr>
<td>4.2 strategies that promote leisure reading and models personal enjoyment of reading to promote creative expression.</td>
<td>4.7 to promote reading for children and young adults through the use of high-quality and high-interest literature that reflects the diverse developmental, cultural, social and linguistic needs of P-12 students.</td>
</tr>
<tr>
<td>4.3 models of collection development for reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students.</td>
<td>4.8 to teach the evaluation of visual, quantitative, and oral information in multiple formats.</td>
</tr>
<tr>
<td>4.4 strategies for collaboration with content teachers to reinforce comprehensive literacy instruction that ensures P-12 students are able to create meaning from text.</td>
<td>4.9 to use authentic and engaging instructional strategies that reinforce classroom reading in support of lifelong learning and to develop in children and youth an appreciation for literature in support of personal and creative pursuits.</td>
</tr>
<tr>
<td>4.5 strategies for evaluation of text complexity.</td>
<td>4.10 to promote reading through readers’ advisory services, literature selection, and other focused activities in the school and community.</td>
</tr>
<tr>
<td></td>
<td>4.11 to teach effective reading strategies to build P-12 student comprehension.</td>
</tr>
</tbody>
</table>
Standard 5: Teacher (knowledge of pedagogy): The librarian and information teacher uses principles of effective teaching and learning to create an active, inquiry-based learning environment.

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<tbody>
<tr>
<td>The librarian and information teacher knows:</td>
<td>The librarian and information teacher:</td>
</tr>
<tr>
<td>5.1 theories of learning styles, stages of human growth and development, and cultural influences on learning.</td>
<td>5.5 uses knowledge of learning styles and human development to shape instructional decisions.</td>
</tr>
<tr>
<td>5.2 formative and summative assessment strategies that can be used to design instruction based on the American Association of School Librarian’s twenty-first century skills and educational best practices that reflect student’s age-range, abilities, and interests.</td>
<td>5.6 uses reading, viewing, and listening activities to foster motivation and learning.</td>
</tr>
<tr>
<td>5.3 principles of effective teaching and learning that contribute to an active, inquiry-based learning environment for all students with regard to diverse learning styles, interests, needs, and intellectual and physical disabilities.</td>
<td>5.7 recognizes and makes appropriate accommodations including selecting appropriate materials and resources for individual differences.</td>
</tr>
<tr>
<td>5.4 strategies for documentation and communication of the impact of collaborative instruction on student achievement.</td>
<td>5.8 builds a local library media curriculum integrating content, information, and technology standards.</td>
</tr>
<tr>
<td>5.5 designs and delivers inquiry-based instruction that enhances information, media, visual, and technical literacies of P-12 students.</td>
<td>5.10 integrates use of current technologies into a variety of instructional strategies to support the diverse learning styles, interests, and abilities of all students to inquire, think critically, gain, and create knowledge.</td>
</tr>
<tr>
<td>5.6 collaborates with teachers and other stakeholders in professional development activities involving curriculum development and school improvement in support of student achievement.</td>
<td>5.11 collects and analyzes data, and reports impact of collaborative instruction on student learning and achievement.</td>
</tr>
</tbody>
</table>
**Standard 6: Administrator:** The librarian and information teacher manages and administers the school library and advocates for the success of its educational program in collaboration with building and district colleagues.

<table>
<thead>
<tr>
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<tr>
<td>The librarian and information teacher knows:</td>
<td>The librarian and information teacher:</td>
</tr>
<tr>
<td>6.1 the vision, mission statement, goals, objectives, policies, and procedures of their local professional learning community.</td>
<td>6.5 models ethical and responsible behavior in use of information.</td>
</tr>
<tr>
<td>6.2 school improvement and accreditation processes.</td>
<td>6.6 provides equitable intellectual and physical access to resources and services.</td>
</tr>
<tr>
<td>6.3 district, state, and national standards.</td>
<td>6.7 develops a balanced collection that is up-to-date, and represents multiple points-of-view.</td>
</tr>
<tr>
<td>6.4 management theories that support an effective school library program, including budget, personnel, facilities, evaluation, selection, acquisitions, cataloging, processing, deselection, inventory, client access, and circulation.</td>
<td>6.8 respects and upholds the rights of users in matters of privacy and confidentiality.</td>
</tr>
<tr>
<td>6.9 promotes the library media program within the school, the district, and the community.</td>
<td></td>
</tr>
<tr>
<td>6.10 participates in the school improvement process through support of and involvement in curriculum planning, departmental committees, and personal professional learning.</td>
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<td>6.11 establishes connections with students, staff, administrators, parents, and community members.</td>
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LIBRARY MEDIA SPECIALIST
Early Childhood through Late Adolescence/Adulthood
PreK-12

Standard #1 The library media specialist applies the principles of library and information studies to create effective, integrated library media programs.

Knowledge
1. The library media specialist understands the principles of the profession in his/her approach to staffing, collaborating, assessing, supporting, and administering the library media program.
2. The library media specialist knows basic ethical and legal tenets of intellectual freedom, confidentiality, intellectual property, fair use and copyright regulations, and knows whom to contact for additional information.
3. The library media specialist knows theories of media organization.
4. The library media specialist is familiar with a wide range of children’s, young adult, and professional literature.
5. The library media specialist knows the processes and skills related to collection development.
6. The library media specialist knows information problem solving strategies.

Performance
1. The library media specialist develops library media program mission statement, goals, policies, and procedures.
2. The library media specialist evaluates, selects, and organizes a media collection representing an essential information base for the school.
3. The library media specialist promotes the importance of reading through reader’s advisory services, literature selection, and focused activities in the school and community.
4. The library media specialist advises learners on ethical and effective strategies for identifying, retrieving, evaluating, using, and synthesizing information.

Standard #2 The library media specialist integrates information literacy through collaboration, planning, implementation, and assessment of learning.

Knowledge
1. The library media specialist understands collaboration techniques between teachers and library media specialists.
2. The library media specialist understands good communication, consultation, and problem-solving skills.
3. The library media specialist knows the curriculum and effective instructional techniques in order to cross disciplines and integrate information literacy.
4. The library media specialist knows information literacy standards as delineated by the American Library Association.
5. The library media specialist understands the relationship between staff development and student performance.

Performance
1. The library media specialist collaborates with teachers to plan and develop units that integrate multimedia, research, and information literacy skills into instruction.
2. The library media specialist collaborates in teaching essential skills, effective communication skills, information literacy, and complex thinking skills.
3. The library media specialist provides instruction to teachers and students in finding and using age and ability appropriate resources.
4. The library media specialist teaches evaluation strategies that assess both product and process.
5. The library media specialist builds a local library media curriculum integrating course content and literacy standards.
6. The library media specialist collaborates in developing staff inservice activities.

Standard #3 The library media specialist applies knowledge of learning styles and of human growth and development.

Knowledge
1. The library media specialist knows the theories of learning styles.
2. The library media specialist understands the levels of growth and development.

Performance
1. The library media specialist uses knowledge of learning styles to shape instructional decisions.
2. The library media specialist uses reading, viewing, and listening activities to foster learning and modifications.
3. The library media specialist uses knowledge to recognize and make accommodations for individual differences.
4. The library media specialist uses knowledge to select suitable resources for individual abilities and interests.

**Standard #4 The library media specialist provides equitable access to and effective use of technologies and innovations.**

**Knowledge**
1. The library media specialist has a working knowledge of available and emerging technology resources.
2. The library media specialist knows how to evaluate and select technology equipment and data resources.
3. The library media specialist understands how to use technology as an instructional tool to support content learning and student achievement.
4. The library media specialist understands the use of technology for the creation and management of information.

**Performance**
1. The library media specialist evaluates, selects, and provides access to local, regional, state, national, and international sources of information appropriate to instructional needs.
2. The library media specialist teaches students and staff how to choose and use the most appropriate resources for their needs.
3. The library media specialist uses technological resources to prepare and deliver instruction.
4. The library media specialist demonstrates expertise with the technologies for information creation, storage, retrieval, organization, communication, and use.

**Standard #5 The library media specialist plans, develops, implements, manages, and evaluates the library media program.**

**Knowledge**
1. The library media specialist understands the learning community’s mission statement, goals, objectives, policies, and procedures.
2. The library media specialist understands school improvement processes.
3. The library media specialist knows district, state, and national standards.
4. The library media specialist knows management components of an effective library media program: budget, personnel, facilities, evaluation, selection, acquisitions, cataloging, processing, deselection, inventory, client access, and circulation.
5. The library media specialist recognizes the interdependence of all educational institutions and libraries.

**Performance**
1. The library media specialist participates in curriculum, planning, and departmental committees.
2. The library media specialist implements a library media program that teaches students and staff to use ideas and information effectively.
3. The library media specialist establishes routines for acquiring, storing, accessing, and retrieving information.
4. The library media specialist uses management components to administer an effective library media program.
5. The library media specialist develops procedures and documentation for evaluating the school library media center.
6. The library media specialist develops procedures for networking such as interlibrary loan and information sharing with other institutions.

**Standard #6 The library media specialist upholds professional ethics and promotes equity and diversity.**

**Knowledge**
1. The library media specialist understands ethical issues and their importance to the learning community.
2. The library media specialist knows the importance of equity and diversity issues.

**Performance**
1. The library media specialist models ethical and responsible behavior with regard to the use of information.
2. The library media specialist provides equitable intellectual access to resources and services.
3. The library media specialist provides equitable physical access to resources and services.
4. The library media specialist develops a balanced collection that reflects freedom from stereo-types, is up-to-date and represents multiple points of view in a variety of formats.
5. The library media specialist respects and upholds the rights of users in matters of privacy and confidentiality of records.

**Standard #7 The library media specialist recognizes the role of the library media program within the community.**

**Knowledge**
1. The library media specialist understands the techniques of leadership used by library media specialists.
2. The library media specialist knows the strategies necessary to advocate for the library media program.
3. The library media specialist knows the components and connections of the community.
Library Media, pre-2014 standards

4. The library media specialist recognizes the role of the library media program in the whole school improvement process.

Performance
1. The library media specialist promotes the library media program within the school and the community.
2. The library media specialist participates in the school improvement process through support of and involvement in curriculum planning, department committees, and staff development.
3. The library media specialist establishes rapport with students, staff, administration, parents and community.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11
Meeting Date: 8/11/2015

Staff Initiating: Pat Bone
Director: Colleen Reilly
Commissioner: Randy Watson

Item Title:
Act to submit amended Emergency Safety Intervention regulations to the Department of Administration and the Office of the Attorney General for review

Board Goals:
Government Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education approve the submission of the amendment to the Emergency Safety Intervention regulations, K.A.R. 91-42-1, 91-42-2, and 91-42-4, to the Department of Administration and the Office of the Attorney General for review.

Explanation of Situation Requiring Action:
During its July meeting, the State Board received a draft of K.A.R. 91-42-1, 91-42-2, and 91-42-4 prepared by KSDE staff. K.A.R. 91-42-1 and 91-42-2 included amendments required by 2015 S Sub for Sub HB 2170. K.A.R. 91-42-4 affords parents an opportunity to seek an administrative review of local school boards' resolutions of complaints filed regarding the use of emergency safety interventions.

Staff will further explain the proposed regulation, if needed, and will answer questions posed by Board members. A draft of the regulations has been provided.

KSDE staff proposes that the regulations, as amended, be submitted per the required adoption process. The Department of Administration and the Office of the Attorney General will review the proposed amendments. After those two offices complete their review, the State Board will set a public hearing date for comments on the proposed regulations.
Definitions. As used in this regulation and in K.A.R. 91-42-2 article, each of the following terms shall have the meaning specified in this regulation:

(a) “Act” means the freedom from unsafe restraint and seclusion act, 2015 S Sub for Sub HB 2170, sec. 1, et seq. and amendments thereto.

(b) “Administrative review” means review by the state board upon request of a parent, as required by 2015 S Sub for Sub HB 2170, sec 4.

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

(d) “Commissioner” means the commissioner of the department.

(e) “Complaint” means a written document that a parent files with a local board.

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

(g) “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.

(h) “Emergency safety intervention” means the use of seclusion or physical restraint when a student presents an immediate danger to self or others. Violent action that is destructive of property may necessitate the use of an emergency safety intervention.

(i) “Local board” means the local board of education of a school district and the governing body of any accredited nonpublic school.

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

(e) (l) “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.

(f) (m) “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.

(g) (n) “School” means any physical learning environment, including any nonprofit institutional day or residential school and or any accredited nonpublic school, that receives public funding or over which the Kansas state department of education has is subject to the regulatory authority of the state board.
“Seclusion,” when used with a student, 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; and
3. the student is prevented from leaving, or the student reasonably believes that the student will be prevented from leaving, the enclosed area.

“State board” means the Kansas state board of education.

“Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being confined. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; implementing Article 6, Section 2(a) of the Kansas Constitution, and 2015 S Sub for Sub HB 2170, sec. 6; effective April 19, 2013; amended P-___________.)
91-42-2. Policy, documentation, and reporting requirements, and local dispute resolution. (a)
Each district shall develop and implement written policies to govern the use of emergency
safety interventions over all schools. At a minimum, written district policies shall conform
to the definitions and requirements of these regulations the act and article 42, including that
seclusion and physical restraint shall be used only when student conduct meets the definition
of necessitating an emergency safety intervention. Parents shall be annually provided
with notice of the written policies on the use of emergency safety interventions. In addition
to the definitions and requirements of the act and article 42, the written policies shall include
the following:

   (1) Policies and procedures for the use of emergency safety interventions:

       (A) Policies and procedures shall prohibit the following:

       (i) The use of prone, or face-down, physical restraint; supine, or face-up, physical
            restraint; physical restraint that obstructs the airway of a student; or any physical restraint
            that impacts a student's primary mode of communication;

       (ii) the use of chemical restraint, except as prescribed treatments for a student's
            medical or psychiatric condition by a person appropriately licensed to issue these
            treatments; and

       (iii) 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; and (B) written policies developed pursuant to this regulation article 42 shall be accessible on each school's web site and shall be included in each school's code of conduct, school safety plan, or student handbook, or any combination of these;

(2) school personnel training consistent with nationally recognized training programs on the use of emergency safety interventions:

   (A) Training shall address prevention techniques, de-escalation techniques, and positive behavioral intervention strategies;

   (B) training shall be designed to meet the needs of personnel as appropriate to their duties and potential need for emergency safety interventions; and

   (C) schools and programs shall maintain written or electronic documentation on training provided and lists of participants in each training;

(3) written parental notification whenever an emergency safety intervention is used. This notification shall conform to the requirements of the act be provided within two school days;

(4) documentation of any incident of emergency safety intervention, which shall include the date and time of the intervention, the type of intervention, the length of time the intervention was used, and the school personnel who participated in or supervised the intervention;

(5) procedures for the collection, maintenance, and periodic review of the use of emergency safety intervention at each school, which shall include the documentation described in paragraph(a)(4); and
(6) local dispute resolution processes. Each district shall develop policies that, at a minimum, shall include the following:

(A) A complaint investigation procedure; A procedure for a parent to file a written complaint to the local board. If a parent believes emergency safety interventions have been used with the parent’s child in violation of the act, article 42, or the district’s emergency safety intervention policy, the parent may file a written complaint to the local board. The complaint must be filed within 30 days of being informed of the use of that emergency safety intervention.

(B) A procedure for parents to present written complaints to the local board of education to initiate complaint investigation by the local board of education; and A complaint investigation procedure, including a procedure for parents, the school, and the department to receive written findings of fact and the local board’s proposed resolution. The local board’s proposed resolution shall include corrective actions required by the district if the local board deems such actions necessary. The complaint investigation must be completed and the written findings of fact and proposed resolution mailed to the parent and the department within 30 days of the local board receiving the complaint.

(C) A procedure for parents, the school, and the Kansas state department of education to receive written findings of fact and, if necessary, corrective action from the local board of education within 30 days of filing of a complaint by a parent. A statement of the parent’s
right to request administrative review by the state board as set forth in K.A.R. 91-42-4, including when such request must be received by the state board.

(b) Each district shall develop a system to collect and maintain documentation for each use of an emergency safety intervention, which shall include the information described in paragraph (a)(4).

(1) Information maintained by the school shall be compiled and submitted, at least biannually, to the district superintendent or district designee.

(2) Documentation of any school's or district's use of emergency safety intervention shall be provided to the Kansas state department of education upon written request of the Kansas state department of education.

(3) Each district shall report all incidents of emergency safety intervention to the Kansas state department of education by the date and in the form specified by the Kansas state department of education. An annual report shall be provided by the Kansas state department of education to the Kansas state board of education.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; implementing Article 6, Section 2(a) of the Kansas Constitution, and 2015 S Sub for Sub HB 2170, sec. 6; effective April 19, 2013; amended P-___________.)
91-42-4. Administrative review. (a) Any parent or eligible student who filed a written complaint with a local board of education ("local board") under K.A.R. 91-42-2(a)(6)(C) may request an administrative review by the Kansas state board of education ("state board") of the local board’s resolution of the complaint.

(b) Each request for administrative review shall allege at least one of the following:

1. The district does not limit its use of seclusion or physical restraint to those circumstances described in K.A.R. 91-42-1(d).

2. The district uses prone, or face-down, physical restraint; supine, or face-up, physical restraint; physical restraint that obstructs the airway of a student; or physical restraint that impacts a student’s primary mode of communication.

3. The district uses chemical restraint when not prescribed as treatment for a student’s medical or psychiatric condition by a person not appropriately licensed to issue the treatment.

4. The district uses mechanical restraint other than safety equipment used to secure students during transportation when not ordered to do so by a person appropriately licensed to issue the order for use of a mechanical restraint or when the use is not required by law.

5. The district does not have written policies pertaining to emergency safety interventions.

6. The district’s written policies pertaining to emergency safety interventions are not accessible from the web site of each school in the district and are not included in the code of conduct, school safety plan, or student handbook of each school in the district.

7. The district does not train school personnel as required by K.A.R. 91-42-2.
(8) Written parental notification is not provided within two school days of the emergency safety intervention.

(9) The district does not have procedures for a local dispute resolution process as required by K.A.R. 91-42-2.

(e) (b) Each eligible student or parent seeking administrative review shall provide the following information in the request:

(1) If a student is the subject of the administrative review, the name of the student and the student’s contact information;

(2) the name and contact information to the extent known for all involved parties, including teachers, aides, administrators, and district staff; and

(3) a detailed statement of the basis for seeking administrative review, with all supporting facts and documentation. The documentation shall include a copy of the complaint filed with the local board and may include any written findings of fact provided by the local board, the local board’s proposed resolution, and any corrective actions if they were required. The request shall be legibly written or typed and shall be signed by the parent or eligible student seeking administrative review. Relevant written instruments or documents in the possession of the parent shall be attached as exhibits or, if unavailable, referenced in the request for administrative review.

(d) (c)(1) Each request for administrative review shall be filed with the commissioner of education (“commissioner”):

(A) within 15 days of the parent’s or eligible student’s receipt of the written local dispute resolution determination or
(B) after 45 days have passed since the filing of the complaint with the local board, whichever occurs first if the parent has not received the local board’s written local dispute resolution determination.

(2) The state board shall designate a staff member of the Kansas state department of education to serve as the hearing review officer. The hearing review officer shall forward a copy of the request for administrative review to the clerk of the local board from whom the administrative review is sought.

(e) Upon receipt of each request for administrative review, the hearing review officer shall review the results of the local dispute resolution process and may initiate its own investigation of the complaint. Any investigation may include the following:

(1) A discussion with the parent or eligible student, during which additional information may be gathered and specific allegations identified, verified, and recorded;

(2) contact with the local board or other district staff against which the request for administrative review is filed to allow the local board to respond to the request with facts and information supporting the findings of facts and local dispute resolution determination of the local board dispute resolution; and

(3) an on-site investigation by department staff.

(f) The hearing officer shall determine whether the district is in violation of K.A.R. 91-42-2 based solely on the information provided by the party seeking administrative review and the local board during the local dispute resolution process. If the hearing review officer receives information the review officer determines was not previously made available to both parties
during the local dispute resolution process, the hearing review officer may remand the issue back to the local board.

Upon remand, the parent or eligible student, the school, and the hearing review officer shall receive new written findings of fact from the local board within 30 days of service of the hearing review officer’s findings. All rights to an administrative review shall be renewed upon service of the local board’s new written findings of fact or upon 30 days from the service of the hearing review officer’s remand, whichever occurs first.

(g)(f) Within 60 days of the commissioner’s receipt of the request for administrative review, the hearing review officer shall inform the parent or eligible student, the school administrator, the district superintendent, the local board clerk, and the state board in writing of the results of the administrative review. The results of the administrative review shall contain findings of fact, conclusions of law, and, if needed, suggested corrective actions. This time frame shall be an administrative requirement for the department and shall not be used as a basis for negating the hearing review officer’s findings if the results of the administrative review are not made known within the specified time frame.

(h)(g) The results of the administrative review shall contain findings of fact, conclusions of law, and, if needed, suggested corrective actions. The review officer shall determine whether the district is in violation of the act or article 42 based solely on the information obtained by the review officer during the course of the administrative review process. The hearing officer shall determine This determination shall include one of the following:

(1) The local board appropriately resolved the complaint pursuant to its local dispute resolution process.
(2) The local board should must reevaluate the complaint pursuant to its local dispute resolution process with suggested findings of fact.

(3) The local board should must comply with the hearing review officer’s recommended corrective action to ensure that local board policies meet the requirements of K.A.R. 91-42-2 the act and article 42.

(i) (h) (1) If an administrative review requires corrective action by a local board, that local board shall submit to the commissioner one of the following, within 30 days of receiving the hearing review officer’s written findings:

(A) Documentation of the completed corrective action or actions specified in the hearing review officer’s written findings; or

(B) a written request for an extension of time within which to complete one or more of the corrective actions specified in the written findings, together with justification for the request.

(2) If a local board files a request for an extension of time within which to complete one or more corrective actions required in the hearing review officer’s report, the hearing review officer shall review the request and the offered justification for the extension of time. A decision on the request shall be made within five business days after the date on which the request was received and shall be final.

(3) If a local board fails to initiate corrective action within the time allowed by the hearing review officer, the hearing review officer shall inform the state board of this failure during its next scheduled board meeting.

(j)(i)(1) This regulation shall create only procedural rights and shall impose only procedural duties. These procedural rights and procedural duties shall be in addition to those
created and imposed by statutes or other regulations. This regulation shall not create a private
right of action against the state board or the department.

(2) Nothing in this regulation requires exhaustion of remedies under this regulation
before using procedures or seeking remedies that are otherwise available. (Authorized by and
implementing Article 6, Section 2(a) of the Kansas Constitution; implementing Article 6,
Section 2(a) of the Kansas Constitution, and 2015 S Sub for Sub HB 2170, sec. 6; effective P-
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Meeting Date: 8/11/2015

Item Title:
Act to approve licensure policy for PreKindergarten and Kindergarten assignments

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education adopt a permanent policy allowing elementary licensed teachers (elementary K-6 or K-9) to be assigned to teach general education prekindergarten (4 year olds) and early childhood licensed teachers (EC) to be assigned to teach kindergarten.

Explanation of Situation Requiring Action:
The Professional Standards Board (PSB) along with agency staff has investigated the issue of who should be allowed to teach in kindergarten and prekindergarten (4 year old) assignments.

Currently, an elementary license only includes the Kindergarten level, and the teacher is flagged as licensed, unqualified if they are placed in a prekindergarten assignment. Likewise, an older general education early childhood license, early childhood (EC), does not include the kindergarten level and the EC teachers are flagged if placed in a kindergarten assignment. We still have many teachers with this older endorsement.

The PSB and staff recommend that the State Board adopt a permanent policy to allow elementary licensed teachers to teach prekindergarten, and EC licensed teachers to teach kindergarten. The programs completed by these teachers addressed the appropriate competencies to teach the extended grades proposed: 4 year olds for elementary teachers and kindergarten age for EC teachers.

Since 2003, our early childhood unified endorsement does include both prekindergarten and kindergarten, so the ECU unified teachers do not need to be included in this policy recommendation.

Additional future steps addressing the issue will be brought to the Board at a later date. These steps will include adjusting the level of elementary education from K-6 to PreK-6 and creating an add-on endorsement to a current elementary license for PreKindergarten.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13 (a)
Meeting Date: 8/11/2015

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

Item Title:
Act on Recommendations of the Professional Practices Commission (approval)

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 for licensure approval.

Explanation of Situation Requiring Action:
The Professional Practices Commission convened hearings on June 15, 2015, and considered the cases below. The Commission’s findings and recommendations are found in the attached orders.

1. Sarah Coursen 15-PPC-05
Ms. Coursen submitted an application for an emergency substitute license. More than five years ago, when Ms. Coursen was 18 years old, she was charged with felony theft. She received diversion, which she successfully completed, and her case was dismissed October 2010. Because of Ms. Coursen’s criminal history, her application was set for a hearing before the Professional Practices Commission. After reviewing the materials Ms. Coursen submitted, considering her age at the time of the offense, and considering the isolated nature of Ms. Coursen’s criminal conduct, the PPC voted 7-0 to recommend Ms. Coursen’s application be granted.

2. Tahra Arnold 15-PPC-19
Ms. Arnold submitted an application for an emergency substitute license, wherein she disclosed she had been convicted of theft. In September 2009, Ms. Arnold was convicted of misdemeanor theft for shoplifting goods valued at $40.17 from Wal-Mart. She was 19 years old. In 2012, she again shoplifted goods from Wal-Mart and was convicted of misdemeanor theft. She was 22 years old. Ms. Arnold received probation/parole in both cases. Because of her criminal history, Ms. Arnold’s application was set for a hearing before the Professional Practices Commission. After having the opportunity to ask Ms. Arnold questions and to consider the evidence, the PPC voted 6-1 to recommend that Ms. Arnold’s application be granted, contingent upon the requirement that she appear again before the PPC when seeking subsequent licenses.

3. Richard Mould 15-PPC-21
Mr. Mould submitted an application for an emergency substitute license wherein he disclosed his criminal history and provided all supporting documents. Specifically, as a juvenile he was charged with, and subsequently received diversion for, felony theft for his role in the theft of a statute worth approximately $16,000. Additionally, he was charged and received probation for misdemeanor possession, a conviction for which the Office of General Counsel could have cleared with permission. However, the felony theft required that Mr. Mould’s application be forwarded to the Professional Practices Commission for hearing. After hearing his testimony and reviewing the evidence the PPC voted 6-0 to recommend Mr. Mould’s application be granted contingent upon his submission of a negative urine analysis test by July 1, 2015. Mr. Mould did submit a negative urine analysis test by the required date.
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the Application for
An Emergency Substitute License
Submitted by Sarah Coursen

Case No. 15-PPC-05

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the application of Sarah Coursen for an Emergency Substitute License.

The hearing on this matter convened on June 15, 2015. Appearing for the Commission were chairperson, Calin Kendall, and members, Dorsey Burgess, Tavis Desormiers, Kimberly Groom, Bradley Nicks, Linda Sieck, and Jessica Snider.

Kelli Broers appeared as counsel for KSDE.

Ms. Coursen did not appear in person.

FINDINGS OF FACT


2. On March 24, 2010, a complaint was filed in Saline County, Kansas against Sarah Coursen for felony theft. Ms. Coursen was 18 years old at the time.

3. On April 9, 2010, Ms. Coursen was placed on a twelve (12) month diversion.

4. On October 7, 2010, the case against Ms. Coursen was dismissed with prejudice.

5. Ms. Coursen did not disclose her criminal record on her 2010 application; however, she did disclose it on her 2014 application.

6. Ms. Coursen submitted evidence demonstrating that in the last five years she has graduated with a bachelor’s degree and a master’s degree and has participated in civic activities within her community. She has not engaged in any other criminal activity.
CONCLUSIONS

1. The applicant was not licensed as an educator at the time of the offense.

2. The Commission believes the applicant has clearly demonstrated a present recognition of her wrongfulness of her conduct and has expressed remorse for her conduct.

3. The Commission finds the applicant has provided evidence of rehabilitation since the time of the offense.

THEREFORE the Professional Practices Commission recommends, by a vote of 7 - 0, subject to the State Board’s review, that Ms. Coursen’s application for an emergency substitute teaching license should be granted.

This Initial Order is made and entered this 15th day of June, 2015.

PROFESSIONAL PRACTICES COMMISSION

[Signature]
Calin Kendall, Chairman
Order signed on July 10, 2015.

NOTICE TO APPLICANT

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

You may submit to the State Board for its consideration as part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission at the address indicated above within ten days after service of the Initial Order for transmittal to the State Board.
CERTIFICATE OF SERVICE

I hereby certify that on this 13th day of July, 2015, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Sarah Coursen
728 Front Street
Salina, KS 67401

And via interoffice mail to:

Kelli M. Broers, Attorney
Kansas State Department of Education
900 S.W. Jackson Street
Topeka, KS 66612

[Signature]
Theresa Coté
Secretary, Professional Practices Commission
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application of
Tahra Arnold

15-PPC-19

INITIAL ORDER

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

The hearing on this matter convened on June 15, 2015. Appearing for the Commission were
chairperson, Calin Kendall, and members, Dorsey Burgess, Tavis Desormiers, Kimberly Groom,
Bradley Nicks, Linda Steck, and Jessica Snider.

Kelli Broers appeared as counsel for KSDE.

Tahra Arnold appeared in person.

FINDINGS OF FACT

1. Ms. Arnold applied for an emergency substitute license on January 14, 2015, wherein she
disclosed she had been convicted of a crime involving theft, drugs, or a child and that she
had entered a diversion agreement after having been charged with a felony or any crime
involving theft, drugs, or a child.

2. On September 30, 2009, Ms. Arnold shoplifted health and beauty products valued at
$40.17 from Wal-Mart in Manhattan, Kansas. She was charged and granted
probation/parole in the Municipal Court of Manhattan, Kansas. She was 19 years old.

3. On February 14, 2012, Ms. Arnold shoplifted beauty items valued at $66 from Wal-Mart in
Manhattan, Kansas. She was charged and granted parole in the Municipal Court of
Manhattan, Kansas. She was 22 years old.

4. Ms. Arnold was not licensed as an educator at the time of her offenses.

CONCLUSIONS

1. The Commission finds Ms. Arnold demonstrated a present recognition of the wrongfulness
of her conduct.

2. The Commission finds Ms. Arnold was truthful and forthcoming in disclosing her
convictions on her application.
THEREFORE the Professional Practices Commission concludes, by a vote of 6 - 1, and subject to the State Board's review, that Ms. Arnold's application for an emergency substitute teaching license should be granted; however, Ms. Arnold will come before the Commission when seeking any subsequent licenses.

This Initial Order is made and entered this June 15, 2015.

PROFESSIONAL PRACTICES COMMISSION

Calin Kendall, Chairman
Order signed on July 10, 2015.

NOTICE TO APPLICANT

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 13th day of July, 2015, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Tahra Arnold
1104 Vattier, Apt. 9
Manhattan, Kansas 66502

Theresa Coté
Secretary, Professional Practices Commission
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the Application for
An Emergency Substitute License
Submitted by Richard Mould

15-PPC-21

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the application of Richard Mould for an Emergency Substitute License.

The hearing on this matter convened on June 15, 2015. Appearing for the Commission were chairperson, Calin Kendall, and members, Tavis Desomiers, Kimberly Groom, Bradley Nicks, Linda Sieck, and Jessica Snider. Dorsey Burgess recused himself.

Kelli Broers appeared as counsel for KSDE.

Richard Mould appeared in person.

FINDINGS OF FACT

1. On March 13, 2009, Mr. Mould and friends took a statue of a small boy from the front lawn of a residence. He was 15 years old at the time. The statue had a value of approximately $16,000, and resulted in a charge for felony theft in Case No. 09JV0497, District Court of Sedgwick County, Kansas. Mr. Mould was granted diversion, which included paying restitution to the victim. Mr. Mould successfully completed diversion and received an early dismissal of his case.

2. On February 10, 2011, Mr. Mould was charged with misdemeanor possession of marijuana in Case No. 11JV75, District Court of Butler County, Kansas. He was 17 years old at the time. He received and successfully completed probation.

3. Mr. Mould is now 22 years old and is majoring in a science degree. He applied for an emergency substitute license to explore whether he'd like to also pursue an education degree. He has an interest in returning to his hometown and teaching high school science.

4. Mr. Mould testified he had used marijuana other than the instance for which he was charged. He testified the last time he used was over 18 months ago. He demonstrated an understanding that while society's opinion of marijuana use was changing, it remained illegal in Kansas and that an educator is in a trusted position and should not break the law.
5. Mr. Mould agreed to submit to urine analysis testing and to submit the results to Ms. Broers by July 1, 2015. This Commission would recommend his license be granted if the results were negative.

6. The laboratory Mr. Mould selected forwarded the results to Ms. Broers on June 30, 2015. The results were negative.

CONCLUSIONS OF LAW AND DISCUSSION

1. The State Board may deny a teacher’s license to any person for misconduct or other just cause including entering a diversion agreement for felony theft or a misdemeanor involving drug-related conduct. K.A.R. 91-22-1(a)(1),(4) & (b).

2. The Commission, in determining whether to recommend to the State Board that an individual’s application should be granted, determines 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. See K.A.R. 91-22-1a(g).

3. The Commission finds Mr. Mould has clearly demonstrated a present recognition of the wrongfulness of his conduct and expressed remorse for his conduct. The Commission believed Mr. Mould sincere and credible.

4. The Commission finds that while felony theft is a serious crime, Mr. Mould’s conduct was an isolated incident committed while he was a juvenile. There is no evidence Mr. Mould previously engaged in or has engaged in any other similar criminal activity.

5. Additionally, the Commission finds Mr. Mould sufficiently demonstrated he understood the gravity of his misdemeanor possession of marijuana conviction and how students or the community might perceive it. His willingness to submit to a urine analysis test demonstrates his commitment to this process and supports his testimony regarding past use. The Commission believes Mr. Mould is rehabilitated and is fit to teach.

THEREFORE the Professional Practices Commission recommends, by a vote of 6 - 0, subject to the State Board’s review, that Mr. Mould’s application for an emergency substitute teaching license should be granted.

This Initial Order is made and entered this July 10, 2015.

PROFESSIONAL PRACTICES COMMISSION

Calin Kendall, Chairman
Order signed on July 10, 2015.
NOTICE TO APPLICANT

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 13th day of July, 2015, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Richard Mould
1756 South Lexington Road
Wichita, Kansas 67218

And via interoffice mail to:

Kelli M. Broers, Attorney
Kansas State Department of Education
900 S.W. Jackson Street
Topeka, KS 66612

[Signature]
Theresa Coté
Secretary, Professional Practices Commission
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13 (b)
Meeting Date: 8/11/2015

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

Item Title:
Act on Recommendations of the Professional Practices Commission (Revocation/Suspension/Denial)

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 take the following actions: revoke Kimberly Dinkel’s teaching license, suspend William Maderos-Treaster’s teaching license until February 23, 2017, and deny Jerry Daskoski’s application for a professional license.

Explanation of Situation Requiring Action:
The Professional Practices Commission convened hearings on June 15, 2015, and considered the cases enumerated below. PPC findings are found in the attached materials.

1. Kimberly Dinkel 15-PPC-17
Ms. Dinkel last applied for a renewal of her teaching license in October 2014. She disclosed on her application she had been convicted of theft and provided supporting documents evidencing numerous misdemeanor theft charges that resulted in both diversion and convictions. She also provided letters of support from school administrators. After having the opportunity to hear Ms. Dinkel’s testimony and her husband’s testimony and to review all the evidence, the Professional Practices Commission voted 5-1 to recommend that Ms. Dinkel’s license be renewed. The State Board unanimously voted December 9, 2014, to renew Ms. Dinkel’s license. In February 2015, Ms. Dinkel was again arrested for misdemeanor theft. Based on her ongoing misconduct and her failed rehabilitation, Ms. Dinkel was asked to again appear before the PPC to explain why her license should not be revoked. Ms. Dinkel submitted materials but ultimately decided not to appear before the PPC. After reviewing the evidence, the PPC voted 7 – 0 to recommend the State Board revoke Ms. Dinkel’s license.

2. William Maderos-Treaster 15-PPC-23
While licensed as a teacher, Mr. Maderos-Treaster was charged with and received diversion for possession of controlled substances and drug paraphernalia based upon a traffic stop where he was found to have marijuana, digital scales, and rolling papers. His diversion is scheduled to terminate on February 23, 2016. Based on his criminal misconduct, he was asked to appear before the Professional Practices Commission. After hearing Mr. Maderos-Treaster’s testimony and reviewing the evidence, the PPC voted 7-0 to recommend that Mr. Maderos-Treaster’s license be suspended until February 23, 2017, and that he be required to appear before the PPC again upon any subsequent application. Mr. Maderos-Treaster filed a Brief in Response to Initial Order. KSDE filed a response to that brief. Both documents are included in the materials.

3. Jerry Daskoski 15-PPC-24
This Board revoked Mr. Daskoski’s license in 2007 based on his felonious conduct in committing theft and subsequently entering into a diversion agreement. Subsequent to the revocation, Mr. Daskoski has

(continued)
applied for licensure five times. The Professional Practices Commission has reviewed his fitness to teach each time and the State Board has voted unanimously four of those times to deny his application (the latest application is now before it). Upon receiving Mr. Daskoski’s latest application, KSDE filed a Complaint. Mr. Daskoski did not request a hearing nor did he file an answer. After reviewing the evidence, the PPC voted 7-0 to recommend that Mr. Daskoski’s application be **denied.**
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the
Teaching License of
Kimberly Dinkel

Case No. 15-PPC-17

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) in the matter of Kimberly Dinkel's teaching license.

The hearing on this matter convened on June 15, 2015. Appearing for the Commission were chairperson, Calin Kendall, and members, Dorsey Burgess, Tavis Desormiers, Kimberly Groom, Bradley Nickis, Linda Sieck, and Jessica Snider.

Kelli Broers appeared as counsel for KSDE.

Ms. Dinkel did not appear.

FINDINGS OF FACT

1. Kimberly Dinkel applied for Renewal of a Professional License in October 2014. She disclosed she had previously entered into a diversion agreement after having been charged with theft and had been convicted of theft. She provided supporting documentation.

2. Ms. Dinkel was arrested on April 8, 2006, for misdemeanor theft. According to the complaint filed by the city of Salina she was caught stealing four wrench sets, two spatulas, scissors, and two DVD's from a department store. Ms. Dinkel pleaded guilty and was placed on diversion. Mrs. Dinkel completed her division in May 2007 and the case was dismissed.

3. Ms. Dinkel was arrested on July 31, 2006, for shoplifting in Topeka, Kansas. She pleaded no contest, paid a fine, and, the case was closed.

4. Ms. Dinkel was arrested on July 3, 2012, for misdemeanor theft in Hays, Kansas. She pleaded no contest and paid a fine.

5. Based on Ms. Dinkel's disclosures and criminal history, a hearing before the Commission was held on November 17, 2014. She appeared in person and acknowledged the wrongfulness of her conduct. She also submitted a letter of support from Dean Katt, her school administrator, who was aware of Ms. Dinkel's troubles. The Commission found Ms. Dinkel had provided evidence of rehabilitation since the time of her offenses. It found she continued to seek counseling and had a wide web of support including her employer, co-workers, family, and professionals. The Commission, by a vote of 5 - 1, recommended Ms. Dinkel's license be renewed.
6. The State Board adopted the Commission’s recommendation on December 9, 2014.

7. In February 2015, KSDE received a phone call from Dean Katt. He said Ms. Dinkel had been arrested for theft and she would no longer be employed by his school district via either her termination or resignation.

8. Ms. Dinkel was mailed a letter on March 19, 2015, wherein it stated that because of her February 3, 2015, shoplifting arrest in Hays, Kansas, it was requested that she appear before the Commission on April 27, 2015. The letter also stated her failure to appear for the hearing could result in a default judgment and suspension or revocation of her license.


10. In April 2014, Ms. Dinkel requested and was granted a continuance. A May 27, 2015, letter confirmed that her hearing was continued to June 15, 2015. Again, the letter stated her failure to appear for the hearing could result in a default judgment and suspension or revocation of her license.

11. On June 12, 2015, she submitted an e-mail to the Commission Secretary with a letter wherein she stated she would not attend the hearing, she acknowledged a pattern of behavior, and she stated that upon turning in her resignation she received cards of encouragement from students that made her “truly feel that they understand my situation.”

12. At no time did Ms. Dinkel refute the allegations that she was arrested for shoplifting on February 3, 2015. At no time did Ms. Dinkel refute that she had shoplifted on February 3, 2015.

13. Additional evidence at the June 15, 2015, hearing included the offense report from the February 3, 2015, incident which listed the items stolen from Dillon’s including, instant milk, five cans of cat food, two camp oven sauces, two cinnamon rolls, and a Maybelline product.

CONCLUSIONS OF LAW AND DISCUSSION

14. Any license issued by the State Board of Education may be canceled by the State Board in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted. K.S.A. 72-1383.

15. Any license issued by the State Board may be revoked by the State Board for misconduct or other just cause. K.A.R. 91-22-1a.

16. 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.

17. As a teacher in Hays, Kansas, Ms. Dinkel held a position of trust within the school community and was viewed as a role model for the students and the community.
18. Ms. Dinkel's ongoing pattern of misconduct is contrary to the behavior expected of a teacher. Ms. Dinkel's misconduct has rendered her unfit to teach, and as evidenced by her latest arrest, she is not sufficiently rehabilitated.

THEREFORE the Professional Practices Commission concludes and recommends, by a vote of 7 – 0 and subject to the State Board's review, that Ms. Dinkel's misconduct is grounds for revocation of her teaching license.

This Initial Order is made and entered this June 15, 2015.

PROFESSIONAL PRACTICES COMMISSION

Calin Kendall, Chairman
Order signed on July 10, 2015.

NOTICE TO LICENSEE

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

You may submit to the State Board for its consideration as part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission at the address indicated below within ten days after service of the Initial Order for transmittal to the State Board.

Theresa Coté
Secretary, Professional Practices Commission
Kansas State Department of Education
900 SW Jackson St.
Topeka, Kansas 66612-1182
CERTIFICATE OF SERVICE

I hereby certify that on this 13th day of July, 2015, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Kimberly Dinkel
1325 Golden Belt
Hays, Kansas 67601

And via interoffice mail to:

Kelli M. Broers, Attorney
Kansas State Department of Education
900 S.W. Jackson Street
Topeka, Kansas 66612

Theresa Coté
Secretary, Professional Practices Commission
Kimberly Dinkel

15-PPC-17
March 19, 2015

Kimberly Dinkel
1325 Golden Belt
Hays, Kansas 67601

PPC# 15-PFC-17

RB: Kansas Teaching License

Dear Ms. Dinkel:

You appeared before the Professional Practices Commission in November 2014. Your appearance was requested because of your pattern of criminal conduct involving theft/shoplifting while licensed as a teacher. At that time, the Commission recommended you be permitted to renew your Kansas teaching license and the Kansas State Board of Education adopted the recommendation.

It has come to our attention that on February 3, 2015, you were arrested for theft/shoplifting in Hays, Kansas. As a result of your continuing criminal misconduct, your license has again been referred to the Commission with a recommendation that your license be suspended until the resolution of your criminal case and a subsequent appearance before the Commission where, based on the circumstances, it can make a more permanent recommendation regarding your licensure status.

The Commission specifically requests your attendance at their next meeting April 27, 2015, at 9:00 a.m., for them to hear testimony from yourself and anyone else who may speak on your behalf regarding why your license should not be suspended pending the outcome of your current theft/shoplifting charge. Failure to appear for this hearing may result in a default judgment and suspension or revocation of your license. The hearing will be held at the Kansas State Board of Education Boardroom, 900 SW Jackson, Suite 102, Topeka, KS 66612. You may wait in the lobby until your hearing is called. There will be several hearings, and they will be taken in the order in which people arrive. Each hearing is expected to last 10-20 minutes.

If you have any documentation you wish to submit to the Commission, e.g., letters of recommendation or psychological evaluations, those must be received by Theresa Coté, Secretary to the Commission, no later than Friday, April 17, at 4:00 p.m. You can either mail or email (tcote@ksde.org) your documentation. The Commission will not review any documents received after that date.

Sincerely,

[Signature]

Theresa Coté
Secretary, Professional Practices Commission
May 27, 2015

Kimberly Dinkel
1325 Golden Belt
Hays, Kansas 67601

PPC# 15-PPC-17

RE: Kansas Teaching License

Dear Ms. Dinkel:

At your request your hearing before the Professional Practices Commission was continued to June 15th, 9 a.m.

The Commission specifically requests your attendance at their next meeting June 15th, at 9:00 a.m. for them to hear testimony from yourself and anyone else who may speak on your behalf regarding why your license should not be suspended or revoked. **Failure to appear for this hearing may result in a default judgment and suspension or revocation of your license.** The hearing will be held at the Kansas State Board of Education Boardroom, 900 SW Jackson, Suite 102, Topeka, KS 66612. You may wait in the lobby until your hearing is called. There will be several hearings, and they will be taken in the order in which people arrive. Each hearing is expected to last 10-20 minutes.

If you have any documentation you wish to submit to the Commission, e.g., letters of recommendation or psychological evaluations, those must be received by Theresa Coté, Secretary to the Commission, no later than Friday, June 5, at 4:00 p.m. You can either mail or email (tcote@kade.org) your documentation. The Commission will not review any documents received after that date.

Sincerely,

[Signature]

Theresa Coté
Secretary, Professional Practices Commission
Kelli M. Broers

From: Dean Katt <dkatt@usd489.com>
Sent: Friday, April 17, 2015 11:57 AM
To: Kelli M. Broers
Cc: Scott Gordon
Subject: RE: Kimberly Dinkel Employment Status

Kim Dinkel resigned her position on February 23. She is no longer employed by USD 489.

Dean Katt
Superintendent
USD 489 - Hays
(785) 623-2400 – Office

From: Kelli M. Broers [mailto:kbroers@ksde.org]
Sent: Friday, April 17, 2015 11:44 AM
To: Dean Katt
Cc: Scott Gordon
Subject: Kimberly Dinkel Employment Status

Dean,

You contacted our office in February to inform us that Ms. Dinkel had again been arrested for theft and that the district was giving her the option to resign or be fired. Can you please provide the status of Ms. Dinkel’s employment with your district and if she is no longer employed whether she resigned or was terminated? Additionally, if you have new information to share with our office you can also provide it in response to this e-mail, or, if you prefer, call our office at the number given below. I’m out on maternity leave, but if you reply to all, our General Counsel, Scott Gordon will also be able to assist you.

Thanks in advance for your cooperation.

Kelli M. Broers
Assistant General Counsel
(785) 296-3204

This message, the information contained therein and any attachments thereto may be protected by attorney client privilege and/or work product doctrines. It shall not be disclosed, forwarded, copied, shared or in any other manner provided to anyone except those to whom it is addressed. Any other disclosure is inadvertent, unintentional or unintended, and does not constitute any waiver of any applicable privilege or doctrine. Any unauthorized use of this message or documents attached hereto or the information contained herein is prohibited. If you are an unintended recipient of this message, please delete it immediately without copying, forwarding or in any manner sharing, and notify the sender of the receipt.
Salina Misdemeanor Theft (April 2006)

Hays Misdemeanor Theft (July 2012)

Topeka Misdemeanor Theft (July 2006)

Hays Theft (Feb. 2015)
IN THE MUNICIPAL COURT OF SALINA, KANSAS

CITY OF SALINA, KANSAS, Plaintiff

vs

DINKEL, KIMBERLY KAY, Defendant

Case No 2006 CRM 650
P.D. Case No. 06 - 8525

COMES NOW, Jennifer Wyatt, Salina City Prosecutor, for and on behalf of the City of Salina, Kansas, and gives the Court to understand and be informed that in the City of Salina, Kansas, on or about the 8th day of April, 2006, one KIMBERLY KAY DINKEL, did then and there unlawfully, obtain or exert unauthorized control over 4 wrench sets, 2 spatulas, scissors, and 2 DVD's with the intent of permanently depriving the owner, Sears, of the use of benefit of the property.

SCC 25-91, Theft
25-181, 25-182, class A misd.

All of said acts then and there committed being contrary to the statutes in such cases made and provided and against the peace and dignity of the City of Salina.

Jennifer Wyatt
Salina City Prosecutor

STATE OF KANSAS, SALINE COUNTY, ss:

I, Jennifer Wyatt, Salina City Prosecutor, being first duly sworn, state that I have read the above and foregoing Complaint/Information and know the contents thereof, and that the same is true in substance and in fact to my best information and belief:

Jennifer Wyatt
Salina City Prosecutor

Subscribed and sworn to before me this 20th day of April, 2006.

Miranda Shirack
Notary Public

Witness List:
Officer Zimmerman
Mark Hughley

CERTIFICATE OF COPY
State of Kansas, County of Salina, SS
As a Court Clerk of the Municipal Court of Salina, Kansas, I hereby certify that this Instrument is a true and correct copy of the original now on file and of record in said Court. WITNESS MY HAND and seal of said Court this 1st day of Sept., 2006.

A. C. Culver
Clerk of Municipal Court
**Uniform Complaint and Notice to Appear**

**State of Kansas, County of Shawnee, City of Topeka**

**At the time of the Incident Location**

**Date of Incident**

**Police Name**

**Employer**

**Address**

**City**

**Zip**

**Race**

**Sex**

**Height**

**Weight**

**License No.**

**Expiry Date**

**Vehicle Identification Number**

**Vehicle Make**

**Vehicle Model**

**Vehicle Body Style**

**Vehicle Color**

**Vehicles Involved**

**Violation**

**Date and Time**

**84-38(c)**

**Video**

**Vehicle Mileage**

**Vehicle Description**

**Zone**

**Construction**

**School**

**Notice to Appear**

The person named above is notified to appear before the Municipal Court of Topeka, Kansas on the 3rd day of August, 2021, between the hours of 8:00 A.M. and 5:00 P.M., to answer to the above complaint or pay fine. If you fail to appear, a Warrant will be issued for your arrest.

**Defendant's Signature**

**Date of Kansas, County of Shawnee, as**

**Judge of the Municipal Court**

**Exhibit 6**

147
COMPLAINT

UNIFORM NOTICE TO APPEAR AND COMPLAINT

Ticket No. 149

Use of Kansas County of ELLIS City of HAYES

In the MUNICIPAL Court of HAYES

An unalterable instant complaint

Date 7/12/2018

Case No. 12-10896

IN THE 325 Golden Belt St.

City: HAYES State: KS

Petitioner: Kimberly Kay

Date of Birth: 02/24/1980

Address: 1325 Golden Belt

City: HAYES State: KS Zip: 67641

Habitation: Race: W Sex: F

Habitat: W State: KS No. 135

Charge #1 Court Action

A. PLAFL


B. COURT FINDING DATE: 09-20-18


D. JUDGMENT:

M. DRIVER'S LICENSE

Fine $100 [X] Suspended For:

Costs $0 [X] Revoked For:

Jail Days [X] Restricted For:

Represented by Counsel: "Kim Dinkie"

Written Waiver of Counsel Filed With Court

Charge #2 Court Action

A. PLAFL

B) All Violations [7] Not Guilty [9] Bond Forfeited Date:


B. COURT FINDING DATE: 09-20-18

C. [X] K.S.A. 8-1567 Diversion Date Ordered.

D. JUDGMENT:

M. DRIVER'S LICENSE

Fine $100 [X] Suspended For:

Costs $0 [X] Revoked For:

Jail Days [X] Restricted For:

Represented by Counsel:

Written Waiver of Counsel Filed With Court

"I certify that the above is a true and correct abstract of the court record in this case as required by K.S.A. 8-2115 OR K.S.A. 8-253."

(Signature of Judge or Clerk)

Patty Wolf, Clerk of Municipal

City of Hays, Ellis County, KS:

Patty Wolf, Clerk of the Municipal Court, in and for the City of Hays

149
KANSAS STANDARD OFFENSE REPORT
FRONT PAGE OPEN PUBLIC RECORD

DATE OFFENSE STARTED (MM/DD/CCYY) 02/03/2015
TIME (HH:MM): 2115
DATE OFFENSE ENDED (MM/DD/CCYY) 02/03/2015
TIME (HH:MM): 2130
DATE OF REPORT (MM/DD/CCYY) 02/03/2015

EXCEPTIONAL CLEARANCE DATE (MM/DD/CCYY) 02/03/2015
EXCEPTIONAL CLEARANCE: D. VICTIM REFUSES TO TESTIFY

LOCATION OF OFFENSE
1902 Vine St, Dillons Vine, Hays KS 67601

REPORT AREA
Hays

CHAPTER SECTION SUBJ SUB2
21 5801 1

DESCRIPTION
Theft of property or service

PREMISE # OF PREM. HATERS/BS CAMUS CODE
26 88

METHOD OF ENTRY
F. NO FORCE

TYPE OF THEFT
M. COIN MACHINE
B. FROM BUILDING
A. M V Parts & ACC.
P. POCKET PICKING
S. PURSE SNATCHING

TYPE OF FORCE / WEAPON
11. FIREARM
12. HANDGUN
13. RIFLE
14. SHOTGUN
15. OTHER FIREARM

OFFENDER SUSPECTED OF USING (SELECT UP TO 3)
A. ALCOHOL
D. DRUGS / NARCOTICS
O. other

OFFICER SUSPECTED OF USING (SELECT UP TO 3)
A. ALCOHOL
D. DRUGS / NARCOTICS
O. other

OFFENSE # 61

VICTIM OF OFFENSE NUMBER (CIRCLE)

NAME: LAST FIRST MIDDLE
Withrow Ryan William

ADDRESS: STREET CITY STATE ZIP
1511 N Baker St Hutchinson KS 67501

TELEPHONE NUMBER (HOME)
620-899-9798

CIRCUM. ACC ASL/SLAP/SLAPB/SLAPB-MAX (2)

VICTIMS RELATIONSHIP TO CORRESPONDING SUSPECT NUMBER (INDICATE ALL SUSPECTS)

NAME: LAST FIRST MIDDLE
Dillon's

REPORTING OFFICER
Brandon Weigel

DATE: 02/03/2015

KBI on 02/09/2015
**KANSAS STANDARD OFFENSE SUPPLEMENT REPORT**

**FRONT PAGE OPEN PUBLIC RECORD**

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**OFFENSE #**

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</tr>
<tr>
<td>Pocket-Picking</td>
<td>G.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purse Snatching</td>
<td>N.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Offender suspected of using (Max 3)**

| A. Alcohol             | D. Drugs/Narcotics | C. Computer, E. | N. Not Applicable |
|                        |                    |                |                  |

**Type of criminal activity (Max 3)**

| B. Buying/Receiving    | T. Trans/Transmit/Import | C. Cult/Manu/Pub | D. Dist/Selling  |
|                        |                        |                  |                  |

**Offender suspected of using (Max 3)**

| A. Alcohol             | D. Drugs/Narcotics | C. Computer, E. | N. Not Applicable |
|                        |                    |                |                  |

**Victim of Offense Number**


<table>
<thead>
<tr>
<th>Victim Name</th>
<th>Last Name</th>
<th>First Name</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

**Telephone No (Home)**

<table>
<thead>
<tr>
<th>Race</th>
<th>Sex</th>
<th>Ethnicity</th>
<th>Res./N. Res.</th>
<th>D.O.B. (mm/dd/yyyy)</th>
<th>Age</th>
<th>Height</th>
<th>Weight</th>
<th>Hair</th>
<th>Eyes</th>
</tr>
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<th>Age</th>
<th>Height</th>
<th>Weight</th>
<th>Hair</th>
<th>Eyes</th>
</tr>
</thead>
</table>

**Reporting Officer**

Brandon Weigel 526 02032015 KBI on 02/09/2015
**KS AGENCY ORI NUMBER**  
KS0260100

**CASE NUMBER**  
15-1916

**DATE OF REPORT (MM/DD/YYYY)**  
02/03/2015

**NAME LAST FIRST MIDDLE**  

**ADDRESS STREET CITY STATE ZIP**  

**TELEPHONE NO (HOME)**  

**RACE SEX ETHNICITY RES./N-RES. D.O.B. (MM/DD/YYYY)**  

**AGE HEIGHT WEIGHT HAIR EYES**  

**EMPLOYER / SCHOOL**  

**ADDRESS**  

**CITY STATE ZIP**  

**TELEPHONE (WORK)**  

**NAME LAST FIRST MIDDLE**  

**ADDRESS STREET CITY STATE ZIP**  

**TELEPHONE NO (HOME)**  

**RACE SEX ETHNICITY RES./N-RES. D.O.B. (MM/DD/YYYY)**  

**AGE HEIGHT WEIGHT HAIR EYES**  

**EMPLOYER / SCHOOL**  

**ADDRESS**  

**CITY STATE ZIP**  

**TELEPHONE (WORK)**  

**TYPE PROPERTY LOSS**  
1 = NONE  
2 = BURNED  
3 = COUNTERFEITED / FORGERY  
4 = DESTROYED / DAMAGED / VANDALIZED  
5 = RECOVERED

<table>
<thead>
<tr>
<th>TYPE LOSS</th>
<th>PROPERTY / DRUG CODE</th>
<th>DESCRIPTION</th>
<th>QUANTITY</th>
<th>FRACTION</th>
<th>TYPE DRUG MEASURE</th>
<th>VALUE</th>
<th>DATE RECOVERED (MM/DD/YYYY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7, 5</td>
<td>0903</td>
<td>Camp Oven Sauce</td>
<td>2, 2</td>
<td></td>
<td></td>
<td>6, 6</td>
<td>02/03/15</td>
</tr>
<tr>
<td>7, 5</td>
<td>1181</td>
<td>FISH Trout w/ Veg</td>
<td>2, 2</td>
<td></td>
<td></td>
<td>2, 2</td>
<td>02/03/15</td>
</tr>
<tr>
<td>7, 5</td>
<td>1181</td>
<td>FISH White Fish</td>
<td>1, 1</td>
<td></td>
<td></td>
<td>1, 1</td>
<td>02/03/15</td>
</tr>
<tr>
<td>7, 5</td>
<td>0903</td>
<td>RD Chin Roll</td>
<td>2, 2</td>
<td></td>
<td></td>
<td>9, 9</td>
<td>02/03/15</td>
</tr>
<tr>
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<td>0906</td>
<td>Maybelline Fall</td>
<td>1, 1</td>
<td></td>
<td></td>
<td>10, 10</td>
<td>02/03/15</td>
</tr>
</tbody>
</table>

**REPORTING OFFICER**  
Brandon Weigel

**IMAGE ID**  
526

**DATE**  
02/03/2015

**PROPERTY TOTAL**  
28
Dear Members of the Professional Practices Commission,

First of all, I want to thank you for allowing my hearing to be delayed due to my pending legal charges. To date, my attorney has still not notified me of any action to be taken. He had assured me that he would communicate with the D.A. and inform him of my situation specifics and the extreme steps I was taking for recovery. With this delay, I am in hopes of a favorable outcome.

Out of respect for your committee, I want to apologize for not being before you on Monday. I understand the possible ramifications that could occur, but after several visits with my therapists, (even though they encouraged me to have the strength to do so), I have made this decision not to attend. To be completely honest, I feel tremendous anxiety when I think of reliving the past before you and bearing the cross-examination from the State's attorney. I am just not willing to jeopardize my progress of recovery by allowing myself to be in this stressful situation. I can only hope you understand.

A few months ago I morally, emotionally and spiritually hit rock bottom. It finally became clear that my pattern of behavior, outside the classroom, was not being treated effectively through my own will or with the counselors I had sought. With the help of the amazing professionals I now work with, I have devoted my life to therapy and recovery. I am in contact with either one or both of my therapists on a weekly basis and feel stronger every day. I am now able to recognize anxiety in my life and understand how to effectively deal with it. With the amazing support of my family and friends, I am now entirely focused on living a positive and healthy life.

I turned in my resignation to USD 489 effective April 1, 2015 after 29 years as an educator. The cards of encouragement and the support I received from the community and students were uplifting and I truly feel that they understand my situation and know that I am worthy of their respect even after what has happened. I do not ever foresee myself teaching again but for my own feeling of self-worthiness, would ask to have my certification remain in effect.

Earlier, you received documentation from my counselor that I work with from Michigan, Mr. Terry Schulman as well as my local therapist, Ms. Carrie Nassiff. I ask that you please continue to consider their testimony as you review my case.

In closing, I thank you for all you do to uphold the integrity of the education system and want you to know that whatever your decision is today, it will accepted with respect. Once again, thank you for your time and consideration.

Sincerely,

Kim Dinkel
BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of the Application for
Teaching License Submitted
by Kimberly Dinkel

Case No. 14-PPC-36

FINAL ORDER

NOW, on this 9th day of December, 2014, the above-captioned matter comes on for consideration by the Kansas State Board of Education (Board) upon the application of Kimberly Dinkel for a Renewal of a Professional License.

WHEREUPON, a full evidentiary hearing was held before the Professional Practices Commission (Commission) and such hearing was conducted on November 17, 2014;

WHEREUPON, the Board reviewed the Initial Order of the Commission and after considering the presentation by Celin Kendall, Chairman of the Professional Practices Commission, who was available to answer the Board’s questions and being otherwise duly advised in the premises, by way of adopting the findings of the Professional Practices Commission finds and concludes as follows:

FINDINGS OF FACT

1. Kimberly Dinkel has applied for Renewal of a Professional License.

2. Mrs. Dinkel was arrested on April 8, 2006, for misdemeanor theft. According to the complaint filed by the city of Salina she was caught stealing 4 wrench sets, 2 spatulas, scissors and 2 DVD’s from a department store. Ms. Dinkel pled guilty and was placed on diversion. Mrs. Dinkel completed her diversion in May 2007 and the case was dismissed.

3. Mrs. Dinkel was arrested on July 31, 2006, for shoplifting. She pled no contest, paid a fine and the case was closed.

4. Mrs. Dinkel was arrested on July 3, 2012, for misdemeanor theft. She pled no contest, and paid a fine.

5. Mrs. Dinkel disclosed her theft conviction on her application and provided subsequent documentation.

CONCLUSIONS

1. The Board believes the applicant has clearly demonstrated a present recognition of her wrongfulness of her conduct and has expressed remorse for her conduct.
2. The Board finds the applicant has provided evidence of rehabilitation since the time of her offense. She continues to seek counseling and has a wide web of support of her employer, co-workers, family and professionals. She is also taking medication for depression.

3. The Board finds the applicant's behavior has ceased to be a factor in her fitness for licensure.

4. The Board finds the applicant is suitable to be placed in a position of public trust as a teacher.

5. The Board finds the applicant is a suitable role model for students.

6. The Board finds the applicant was truthful in her application by disclosing her conviction.

7. The Board finds, by a unanimous vote, it is appropriate to grant Mrs. Dinkel’s request for a renewal of her Teaching License.

IT IS THEREFORE ORDERED by the State Board of Education, that Kimberly Dinkel’s application to renew her Teaching license be granted if she meets all requirements for licensure.

This Final Order is made December 9, 2014 and signed ___/3/15 day of January, 2015.

Kansas State Board of Education

BY: Jim McNiece, Chairman

NOTICE TO APPLICANT

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

The filing of a Petition for Reconsideration is not a prerequisite for seeking judicial review.

Peggy Hill
Secretary, KSBE
Landon State Office Building
900 SW Jackson Ave., Suite 600N
Topeka, Kansas 66612
CERTIFICATE OF SERVICE

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

Kimberly Dinkel
1325 Golden Belt
Hays, Kansas 67601

And via interoffice mail to:

R. Scott Gordon
Attorney, KSDE
Landon State Office Building
900 SW Jackson Ave., Suite 102
Topeka, Kansas 66612

Peggy Hill
Peggy Hill, Secretary
Kansas State Board of Education
BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of the Application for
Teaching License Submitted
by Kimberly Dinkel

Case No. 14-PPC-36

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 Kimberly Dinkel for a Renewal of a Professional License.

The hearing was held on November 17, 2014. Appearing for the Commission were chairman, Calvin Kendall, and members: Dorsey Burgess, Phil Clark, Susan Myers, Bradley Nicks, and Linda Sleek.

The KSDE appeared by and through its attorney, R. Scott Gordon.

Mrs. Dinkel appeared in person and with her husband, Christopher Dinkel. Mr. and Mrs. Dinkel provided testimony.

Findings of Fact

1. Kimberly Dinkel has applied for Renewal of a Professional License.

2. Mrs. Dinkel was arrested on April 8, 2006 for misdemeanor theft. According to the complaint filed by the city of Salina she was caught stealing 4 wrench sets, 2 spatulas, scissors and 2 DVD’s from a department store. Ms. Dinkel pled guilty and was placed on diversion. Mrs. Dinkel completed her division in May 2007 and the case was dismissed.

3. Mrs. Dinkel was arrested on July 31, 2006 for shoplifting. She pled no contest, paid a fine and the case was closed.

4. Mrs. Dinkel was arrested on July 3, 2012 for misdemeanor theft. She pled no contest, and paid a fine.

5. Mrs. Dinkel disclosed her theft conviction on her application and provided subsequent documentation.
Conclusions

1. The Commission believes the applicant has clearly demonstrated a present recognition of her wrongfulness of her conduct and has expressed remorse for her conduct.

2. The Commission finds the applicant has provided evidence of rehabilitation since the time of her offense. She continues to seek counseling and has a wide web of support of her employer, co-workers, family and professionals. She is also taking medication for depression.

3. The Commission finds the applicant's behavior has ceased to be a factor in her fitness for licensure.

4. The Commission finds the applicant is suitable to be placed in a position of public trust as a teacher.

5. The Commission finds the applicant is a suitable role model for students.

6. The Commission finds the applicant was truthful in her application by disclosing her conviction.

7. The Commission finds, by a vote of 5-1, it is appropriate to grant Mrs. Dinkel’s request for Renewal of a Professional License.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission, subject to review by the State Board of Education, that Kimberly Dinkel’s application for Renewal of a Professional License be approved. This Initial Order is made and entered this 22 day of November, 2014.

Calin Kendall, Chairman
Professional Practices Commission

NOTICE TO APPLICANT:

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

You may submit to the State Board of Education for its consideration as part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission at the address indicated below within ten days after service of the Initial Order for transmittal to the State Board.
CERTIFICATE OF SERVICE

I hereby certify that on this 20th day of November, 2014, a true and correct copy of the above and foregoing Initial Order was filed with the Secretary for the Professional Practices Commission and one (1) copy was mailed by U.S. Mail, postage paid, addressed to:

Kimberly Dinkel
1325 Golden Belt
Hays, KS 67601

R. Scott Gordon, Attorney
Kansas State Department of Education
900 S.W. Jackson Street
Topeka, KS 66612
(785) 296-3204

Theresa Coté, Secretary
Professional Practices Commission
Renewal of a Professional License

SECTION A - TO BE FILLED OUT BY APPLICANT

1. Social Security Number: [Redacted]

2. Legal Name: First [Redacted] Middle Kay Last Dinkel

List all prior names (maiden, alias, previous married, etc.): Bagby

3. Mailing Address: [Redacted]

City [Redacted] State [Redacted] Zip Code [Redacted]


5. Gender ☑ Female

6. Phone [Redacted] Alt Phone [Redacted]

7. Ethnicity (mark only if applicable):

☑ Hispanic/Latino

8. Race (Choose one or more):

☐ American Indian or Alaska Native
☐ Black or African American
☑ White
☐ Asian
☐ Native Hawaiian or Other Pacific Islander
☐ Refuse to Designate

9. Have you honorably served in any branch of the US Armed Forces, including the National Guard and Reserves? ☐ NO ☑ YES

If YES, please enter total years below in a and b.

a. Total years of active duty service in any branch of the US Armed Forces (if none enter "0"): [Redacted]

b. Total years of national guard/reserve service (if none enter "0"): [Redacted]

10. E-mail Address (Please provide an e-mail address that will be active throughout the application process):

kdinkel@usd489.com

11. a. Effective and expiration dates of last certificate: 11-26-2009 to 11-26-2014

b. Verify all degrees earned (example: BA, MS, EDS, etc.):
12. a. Have you EVER been convicted of a felony?
   ✔ NO ☐ YES If yes, please attach a certified copy of the charging document and of the journal entry of conviction.

   b. Have you EVER been convicted of ANY crime involving theft, drugs or a child?
      ☐ NO ✔ YES If yes, please attach a certified copy of the charging document and of the journal entry of conviction.

   c. Have you EVER entered into a diversion agreement or otherwise had a prosecution diverted after being charged with any felony or any crime involving theft, drugs or a child?
      ☐ NO ✔ YES If yes, please attach a certified copy of the charging document, the diversion agreement and the journal entry closing that case.

   d. Are criminal charges pending against you in any state involving any felony or any crime involving theft, drugs or a child?
      ✔ NO ☐ YES If yes, please attach a certified copy of the charging document.

   e. Have you had a teacher's or school administrator's certificate or license denied, suspended, revoked or been the subject of other disciplinary action in any state?
      ☐ NO ✔ YES - If yes, please indicate the action taken: ☐ denied, ☐ suspended or ☐ revoked
      Which state(s)? USD 489 (Letter of Understanding in force)
      Please attach a copy of the documents regarding the official action taken.

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

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

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

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

13. I certify that I am of good moral character and that the information on this application is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial or revocation of my certificate/license.
12. a. Have you EVER been convicted of a felony?
   ☑ NO ☐ YES If yes, please attach a certified copy of:

   b. Have you EVER been convicted of ANY crime involving:
      ☑ NO ☐ YES If yes, please attach a certified copy of:

   c. Have you EVER entered into a diversion agreement or a
      crime involving theft, drugs, or a child?
      ☑ NO ☐ YES If yes, please attach a certified copy of:

   d. Are criminal charges pending against you in any state in:
      ☑ NO ☐ YES If yes, please attach a certified copy of:

   e. Have you had a teacher's or school administrator's certifi-
      cation or disciplinary action in any state?
      ☑ NO ☐ YES If yes, please indicate the action taken: ☐ denied, ☐ suspended or ☐ revoked
      Which state(s):

   f. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?
      ☑ NO ☐ YES If yes, which state(s):

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

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

Signature of Applicant

Date 10-2-14

Includes a $70.00 Application Fee made payable to the Kansas State Department of Education. Money order or cashier's check preferred. Personal checks accepted. DO NOT SEND CASH. Mail to: Teacher Licensure & Accreditation, KSDE, Landau State Office Building, 900 SSW Jackson Str., Suite 106, Topeka, KS 66612-1212.

Processing fee CANNOT be refunded and does not guarantee a license will be issued.

KSDE is no longer printing and mailing paper licenses.
IN THE MUNICIPAL COURT OF SALINA, KANSAS

CITY OF SALINA, KANSAS, Plaintiff

vs

DINKEL, KIMBERLY KAY, Defendant

COMES NOW, Jennifer Wyatt, Salina City Prosecutor, for and on behalf of the City of Salina, Kansas, and gives the Court to understand and be informed that in the City of Salina, Kansas, on or about the 8th day of April, 2006, one KIMBERLY KAY DINKEL, did then and there unlawfully, obtain or exert unauthorized control over 4 wrench sets, 2 spatulas, scissors, and 2 DVD's with the intent of permanently depriving the owner, Sears, of the use of benefit of the property.

SCC 25-91, Theft
25-181, 25-182, class A misd.

All of said acts then and there committed being contrary to the statutes in such cases made and provided and against the peace and dignity of the City of Salina.

Jennifer Wyatt
Salina City Prosecutor

STATE OF KANSAS, SALINE COUNTY, ss:

I, Jennifer Wyatt, Salina City Prosecutor, being first duly sworn, state that I have read the above and foregoing Complaint/Information and know the contents thereof, and that the same is true in substance and in fact to my best information and belief:

Jennifer Wyatt
Salina City Prosecutor

Subscribed and sworn to before me this 20 day of April, 2006.

Miranda Shirack
Notary Public

Witness List:
Officer Zimmerman
Mark Hughey

CERTIFICATE OF COPY

State of Kansas, County of Saline, SS
As a Court Clerk of the Municipal Court of Salina, Kansas, I hereby certify that this instrument is a true and correct copy of the original now on file and record in said Court and seal of said Court this 9 day of Sept., 2014.

A. Carney
Municipal Clerk
IN THE MUNICIPAL COURT OF SALINA, KANSAS

CITY OF SALINA, KANSAS

2006 MAY 15 AM 11 31

MUNICIPAL COURT CLERK CASE NO. 2006 CRM 650

NAME: DINKEL, KIMBERLY KAY

Date of Birth: [redacted] [redacted] [redacted]
Sex: F Race: W Telephone: [redacted]
Street Address: [redacted]
City [redacted] State [redacted] Zip Code [redacted]

AGREEMENT FOR PRETRIAL DIVERSION

The defendant has been charged with Theft, in violation of Salina City Ordinance 25-61, in that he/she did unlawfully, obtain or exert unauthorized control over 4 wrench sets, 2 spatulas, scissors, and 2 DVD's with the intent of permanently depriving the owner, Sears, of the use or benefit of the property.

The defendant has accepted responsibility for this act. After investigation of the offense, and the application for diversion, it appears that the interest of the City of Salina, and of the defendant and the interest of justice will be served by the following agreement.

The defendant agrees to enter a plea of guilty and pay the fines and court costs in the following cases: N/A

The Salina City Prosecutor hereby approves the defendant's diversion application, and will have the pending Theft charge(s) dismissed with prejudice at the end of the diversionary period of one (1) year, if the defendant fulfills the obligations of the diversionary program and the terms of this agreement set forth below.

Should you violate any of the conditions of this agreement, the Salina City Prosecutor may file a motion to revoke or modify any condition of this diversion agreement, change the period of supervision. In the event of your violation of any of said conditions and prior to initiating any of the above actions, you will be sent a motion and notice of hearing, at your last known address as shown in your files from your most recent reporting document, specifying the conditions of your program which you have violated. If you fail to appear pursuant to the notice, a warrant will be requested for your arrest.

The terms of diversion will begin when this agreement is filed stamped by the office of the
Municipal Court Clerk.

If, upon completion of your period of supervision, our records reflect that the defendant complied with all of the terms of the agreement, the pending charges herein will be dismissed with prejudice.

The defendant agrees that the city shall have an additional 60 days to initiate action to set aside the diversion if there was a violation of the terms and conditions of the diversion, which occurred during the period of diversion.

CONDITIONS FOR PRETRIAL DIVERSION

1. Defendant shall not violate any federal, state or local laws, or any uniform code of military justice. Should you be stopped, questioned, ticketed, or arrested, by any law enforcement official, you shall notify the Court Service Coordinator within 48 hours, or on the next business day following a weekend or holiday, whichever occurs sooner.

2. Defendant shall attend school or work regularly at a lawful occupation or otherwise comply with the terms of the special program described below. In the absence of a special program, when out of work or unable to attend school, you shall notify the Court Service Coordinator at once. Defendant shall consult with the Court Service Coordinator prior to job or school changes.

3. Defendant shall continue to live in the State of Kansas. If you want to move out of State, you shall obtain approval from the Court Service Coordinator prior to moving. You shall notify the Court Service Coordinator of any change of residence address within five days of said change. Any mail addressed to you at your last known address as provided by you to the Court Service Coordinator and returned or otherwise undeliverable, will be considered prima facie evidence that you failed to meet this condition of your Diversion Agreement.

4. Defendant shall call to make an appointment with the Court Service Coordinator within ten days of signing this agreement.

5. Defendant shall pay court cost in the amount of $60.00, to the Clerk of the Municipal Court at the time this agreement is signed.

6. Defendant shall pay a diversion fee of $100.00 to the Clerk of the Municipal Court at the time the agreement is signed.

7. Defendant shall pay a fine in the amount of $200.00, payable to the Clerk of the Municipal Court by 5:00 p.m., on the 25th day of July, 2006.

8. Defendant is to complete twenty hours of community service within 60 days from the date this agreement is filed with the Court.

9. Should the diversion be revoked, the defendant agrees that trial shall take place on stipulated facts as follows: The defendant agrees that the trial will be conducted on the stipulated facts above and the reports of law enforcement, written, witness statements and test results (admitted without further foundation).

10. Defendant also agrees to the following special conditions: N/A

11. Defendant by initializing each line below acknowledges he/she is aware of the following rights and expressly waives those rights.

[Signature]

RIGHT TO A SPEEDY TRIAL

I assert and certify that I am aware of the fact that the Sixth Amendment to the Constitution

CERTIFICATE OF COPY

As a Court Clerk, I hereby certify that this instrument is a true and correct copy of said original instrument on file in said Court.

WITNESS MY HAND AND SEAL OF SAID COURT,

[Signature]

9/7/2006

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the United States, Section 22-3402, and section 10 of the Bill of Rights of the Kansas Constitution provides that all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial. I hereby request that the Salina City Prosecutor defer any prosecution of me for violation of Salina Ordinances, for a period of one (1) year, and to induce her to defer such prosecution, I agree and consent that any delay from the date of this agreement to the date of the initiation the prosecution as provided for in the terms expressed herein, shall be deemed to be a necessary delay at my request, and I waive any defense to such prosecution on the grounds that such delay operated to deny my rights to a speedy trial under K.S.A. 22-3402, the Sixth Amendment to the Constitution of the United States, and Section 10 of the Bill of Rights of the Kansas Constitution.

RIGHT TO BE REPRESENTED BY AN ATTORNEY
The defendant hereby acknowledges his/her right to be represented at all stages by a lawyer of his/her own choosing or, if found by the Court to be indigent, by a Court appointed attorney. The defendant waives his/her right to an attorney if not represented by an attorney in this case.

RIGHT TO CONFRONT WITNESSES
The defendant acknowledges that he/she has the right to confront and cross examine the witnesses who would have testified at trial. The defendant acknowledges that any subsequent trial will conducted by stipulated facts and the written reports of law enforcement officers, witnesses and test results and is voluntarily waiving the right to confront and cross examine witnesses.

I understand and agree that by entering into this agreement, that I will accept as proper service by mail any correspondence, motion, pleading, or order sent to my most recent address as provided by me to the Salina City Prosecutor's office pursuant to condition number three of this agreement. I further agree to appear in person at any court hearing or proceeding upon any motion to revoke or to alter the conditions of this Agreement when notice of such hearing or proceeding is timely mailed to the most recent address provided by me to this office pursuant to condition number three of this agreement. If I fail to appear, a warrant may issue for my arrest.

I understand and agree that by entering into this Agreement I am not relieved from liability on my appearance bond in this case. I understand and agree that should I be removed from this Diversion Docket and placed on the Trial Docket I am obligated to appear when required by the Court; and that if I fail to appear as ordered, my bond will be forfeited and a warrant issued for my arrest.

I HEREBY STATE THAT THE ABOVE AND FOREGOING AGREEMENT FOR PRETRIAL DIVERSION HAS BEEN READ AND EXPLAINED TO ME. I UNDERSTAND THE CONDITIONS OF MY PRETRIAL DIVERSION AND AGREE THAT I WILL COMPLY WITH THEM.

Accepted By:

CERTIFICATE OF COPY
State of Kansas, County of Saline, SS
As a Court Clerk of the Municipal Court of Saline, Kansas, I hereby certify that this instrument is a true and correct copy of the original now on file and record in said Court. WITNESS MY HAND and seal of said Court, this 9 day of Sept., 2014.

Clerk of Municipal Court
Defendant

Approved By: [Signature]

Attorney for Defendant: Jennifer Wyatt
Salina Municipal Court Prosecutor

-Miranda Shinack-
Court Service Coordinator

Date
5-9-06

Date
05-12-06

Date
05-12-06

CERTIFICATE OF COPY
State of Kansas, County of Saline, SS
As a Court Clerk of the Municipal Court of Salina, Kansas, I hereby certify that this instrument is a true and correct copy of the original now on file and of record in said Court, WITNESS MY HAND and seal of said Court this ___ day of ___, 20__.

A. Camarillo
Clerk of Municipal Court
ORDER OF DISMISSAL

NOW on the 15TH day of MAY, 2007, this matter is dismissed with prejudice at the request of the City as the terms and conditions of diversion have been completed and the time period has expired.

IT IS SO ORDERED.

Brenda K. Stoss
Municipal Court Judge

CERTIFICATE OF COPY

State of Kansas, County of Salina, 89
As a Court Clerk of the Municipal Court of Salina, Kansas, I hereby certify that this instrument is a true and correct copy of the original now on file and of record in said Court. WITNESS MY HAND and seal of said Court this 9 day of Sept., 2014.

Jennifer Wyatt
Clerk of Municipal Court
CASE NO. 170
PAGE # 1
RETURN

The undersigned hereby certifies that on the 31st day of July, 2000, the notice to appear was
SERVED MAIL DELIVERED (Circle One)

By Law Enforcement Officer

Actions which constitute offense:

Arrest: Tamal A. Mark 2/7/00
921 S. Wisteria

Tipika, KS 66504
(785) 373-4480

Mr. Mark was last seen by employees on 9/4/99.

Also found to have a stolen or counterfeit
credit card in his possession.

He was arrested for theft of $55.00.

W/IF DOC.

STATE OF KANSAS, COUNTY OF SUMNER, SS

I hereby certify the foregoing and that the
true and correct copy of which this is a true copy, the original of which
is filed in this court.

Dated: 9/14/99

Judge of the District Court

By: Deputy John Clark

Officer Signature

Date

170
Topeka Municipal Court
Party Summary Report

DOB: 1963  SSN:  
Height: 506  Weight: 135 
License:  Gender: Female 
Hair: Blonde  Eyes: Green 

Case: CR-2006-0018486-SL  Case Status: Closed  
Judge: Ebberts, Steven R  Case Type: Shoplifting  

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Totals: 238.00  

Party Balance: 0.00

Dated: 9/9/2014  
Judge: the Municipal Court  
By: Deputy County Clerk
COMPLAINT

UNIFORM NOTICE TO APPEAR AND COMPLAINT

[Details of case, including date, court, and defendant's name]

Date

[Signature]

Charges

[Details of charges, including offense and description]

[Signature]

PREVIOUS INCIDENCE

[Previous incident details]

[Signature]

City of Hays, Ellis County, KS...

[Certification and signature]

EXHIBIT 4
IN THE MUNICIPAL COURT OF HAYS, KANSAS

CITY OF HAYS, Plaintiff,

vs.

KIMBERLY KAY DINKEL, Defendant.

JOURNAL ENTRY OF PLEA

NOW ON THIS 26th day of September 2012, this matter comes on for plea. The Defendant, Kimberly Kay Dinkel, appears by and through her attorney, Don C. Staab.

THEREAFTER, the Defendant pleads no contest to the charge of theft and the Court accepts the plea and finds the Defendant guilty. The Court fines the Defendant $100.00 and court costs of $50.50 which the defendant agrees to pay.

IT IS SO ORDERED.

ROSS WICHEMAN
MUNICIPAL COURT JUDGE

Submitted by:

DON C. STAAB, #5596
1301 Oak Street
Hays, KS 67601
Telephone: (785) 628-8517
Facsimile: (785) 628-2243
Email: dcslaw@ruraltel.net
Attorney for Defendant

City of Hays, Ellis County, KS:
I, Patsy Wolf, Clerk of the Municipal Court, in and for the city of Hays
sworn to, do hereby certify that the foregoing is a true and correct copy of
the original instrument on file at my office Hays, Kansas.

Patsy Wolf
Clerk of Municipal Court
Approved by:

CAROL M. PARK
City Prosecutor
October 29, 2014

Kimberly Dinkel
1325 Golden Belt
Hays, KS 67601

RE: Application for Kansas Teaching License

Dear Ms. Dinkel:

Due to the information revealed in your criminal record, your application for licensure has been referred to the Professional Practices Commission. The Commission is a nine member body created by state law consisting of five practicing teachers and four school administrators. The Commission reviews and hears cases involving the issuance, suspension, or revocation of licenses issued by the Kansas State Board of Education. The Commission makes recommendations which are then reviewed by the Board for final action.

The Professional Practices Commission specifically requests information regarding your past and current efforts at rehabilitation. This includes but is not limited to any conditions of probation you successfully completed. Other factors the Commission will consider include:

- The nature and seriousness of your criminal behavior
- Your conduct subsequent to the behavior for which you were convicted or placed on diversion
- The time elapsed since the commission of your criminal actions
- Your age at the time of your criminal actions
- Whether the offense was an isolated or recurring incident
- Whether you demonstrate a present recognition of the wrongfulness of your actions
- Whether it is suitable to place you in a position of public trust
- Whether you are a suitable role model for students

The Commission specifically requests your attendance at their next meeting November 17, 2014 at 10:00 a.m. for them to hear testimony from yourself and anyone else who may speak on your behalf. Failure to appear for this hearing may result in a default judgment and denial of your application. The hearings will take place at the Office of Administrative Hearings, 1020 S. Kansas Ave, Topeka, KS 66612. Attendees may wait in the lobby until their hearing is called. There will be several hearings that morning, and they will be taken in the order in which people arrive. Each hearing is expected to last 10-20 minutes.

Under K.S.A. 72-1397(b) and (c), it is your responsibility to present at the hearing all relevant evidence as to your rehabilitation, if any. In the past the Commission has received information from past or present employers or anyone else who may speak to the applicant’s fitness to work in the classroom.
If you have any documentation you wish to submit to the PPC, such as letters of recommendation or drug and alcohol evaluations, those must be received by Theresa Cote, Secretary to the Professional Practices Commission, no later than Friday, November 7, at 4:00 p.m. No documents received after that date will be reviewed by the Commission.

Sincerely,

[Signature]

Theresa Cote
Secretary, Professional Practices Commission
September 25, 2014

Dear KSDE Licensure Committee,

Attached documents for the renewal of my teaching license. I have included (as instructed) the paperwork outlining some issues I have created, dealt with and continue to resolve.

Last time, as I applied for (and received) my current license, I brought to your attention that I had incidences with theft (in the year 2006). I sought professional counselling and was thought to be finished with treatment.

Then, during the summer of 2012, I had a relapse. My father was diagnosed with inoperable cancer in June. I was shopping at our local Dillon's on July 2 when I received a text stating that my dad was saying his final goodbyes. I hastily threw a few items in a bag and ran out of the store and was arrested once again for shoplifting.

After this incident, I informed my administrators and board members of my situation and with incredible support from them, I was allowed to remain in good standing here in the district with an agreement that I would seek additional counseling. I am pleading for your understanding of my situation as well and for a continuance of my teaching license.

I continue to volunteer in my community and in my profession as much as possible, not because of my issues but because of the type of person I am. I can't even put into words the shame I feel. I am truly remorseful for my acts and for the concern it has caused my family and my USD superiors. My counseling at Veridian will remain as I try to understand why my stresses prompted me to act in the way(s) I have. If you have any questions or seek any additional information, please feel free to contact me at (785) 623-7420. I can arrange a trip to Topeka to if deemed necessary. Thank you for your time.

Sincerely,

Kim Dinkel
Letter of Understanding
Kim Dinkel
8-7-12
The purpose of this letter is to summarize our conference and detail a plan. In 2012, Kim called Mike Hester, Hays High Principal, and me in July to tell us about charges at Dillons. At the time Kim was leaving town for Topeka because he was informed that Kim had two prior incidents of shoplifting. At our conference, August 7, 2012, Kim told me she had two prior charges in Salina. She said after the Topeka incident she was put on diversion and is working for her with the counselor she had and she decided she could be convicted in the Salina incident and did community service for the penalty of incidents of theft. She also indicated that her husband Chris was aware of her efforts to overcome her problem. She also said that since the Dillons Incident she has started counseling again with Tim Davis, a local therapist. At this time the City Prosecutor has not decided what action will be taken with the incident at Dillons.
At the conference I told Kim that our goal as her employer was to be supportive and give her a chance to deal with her problem and continue a successful career in teaching. In order for that to happen we impose the following conditions on Kim's continued employment:

1. A letter from Tim Davis indicating that Kim is receiving counseling for her problem with theft.
2. We know all the relevant information relating to theft or other charges about Kim's past as recorded above.
3. If Kim discontinues counseling, we need a letter from Tim Davis that she has successfully completed her counseling program and seems ready to be on her own or that she has transferred to another counselor. Tim should indicate in his initial letter that he is aware of this condition. Should Kim leave counseling on her own accord, we may have to impose other conditions on her continued employment.
4. Kim will cooperate with us to deal with any fallout that may come from a decision to prosecute her locally for the Dillons' charge.
5. A relapse with another incident of theft could result in termination from her position of teacher in USD 489.
6. If the above information is not true or relevant information is missing, she may be terminated.
7. Kim should expect closer supervision at Hays High but be assured it is the goal of all of her administrators to help her be successful.

I agree with the summary and plan above,

Will Roth
Superintendent
8-16-12

Kim Dinkel
8-16-12
Kim Dinkel started treatment with me at Veridian Behavioral Health on 4/29/14. I have seen her for 6 sessions. Pt. continues with monthly sessions.

Andrea Ring, M.S.
Licensed Clinical Psychotherapist
Veridian Behavioral Health
Teacher Licensure and Accreditation Dept. KSDE
Landon State Office Building
900 SW Jackson St. Suite 106
Topeka, KS 66612-1212

September 24, 2014

I am writing this letter in regard of Mrs. Kimberly Dinkel’s Professional Teaching License renewal application. Mrs. Dinkel has been teaching at Hays, USD #489 for the past 17 years.

Mrs. Dinkel has indicated on her License Renewal Application that she has been convicted of theft. She has given me permission to share this information.

Kimberly is an excellent teacher and has not had any negative evaluations. There has not been any kind of concern that would affect her ability to teach. She continues to participate in treatment and has done everything that has been asked of her. She has provided me with verification of her attendance at the monthly therapy sessions.

I am recommending that her Professional License be renewed. It would be a loss to the teaching profession if she were not allowed to continue teaching. We would be hard pressed to replace her.

Please do not hesitate to contact me, if I can be of any further assistance.

Sincerely,

[Signature]

Dean Katt
Superintendent of Schools USD #489
September 30, 2014

To: Licensure Committee
From: Kim Dinkel
RE: Replacement letter of information

While filing papers, I realized that the letter sent with my application for renewal was not the intended letter. It has a grammatical error that is quite obvious. Please replace the letter in my folder with the attached letter.

Thank you (again!)

[Signature]

Kim Dinkel
September 25, 2014

Dear KSDE Licensure Committee,

Attached are documents for the renewal of my teaching license. I have included (as instructed) the paperwork outlining some issues I have created, dealt with and continue to resolve.

Last time, as I applied for (and received) my current license, I brought to your attention that I had incidences with theft (in the year 2006). I sought professional counseling and was thought to be finished with treatment.

Then, during the summer of 2012, I had a relapse. My father was diagnosed with inoperable cancer in June. I was shopping at our local Dillon’s on July 2 when I received a text stating that my dad was saying his final goodbyes. I hastily threw a few items in a bag and ran out of the store and was arrested once again for shoplifting.

After this incident, I informed my administrators and board members of my situation and with incredible support from them, I was allowed to remain in good standing here in the district with an agreement that I would seek additional counseling. I am pleading for your understanding of my situation as well and for the continuance of my teaching license.

I continue to volunteer in my community and in my profession, not because of my issues but because of the type of person I am. I can’t even put into words the shame I feel. I am truly remorseful for my acts and for the concern it has caused my family and my USD superiors. My counseling at Veridian will remain as I try to understand why my stresses prompted me to act in the way(s) I have. If you have any questions or seek any additional information, please feel free to contact me at (785) 623-7420. I can arrange a trip to Topeka to if deemed necessary. Thank you for your time.

Sincerely,

[Signature]

Kim Dinkel
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the
Teaching License of
William Maderos-Treaster

Case No. 15-PPC-23

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) in the matter of William Maderos-Treaster’s teaching license.

The hearing on this matter convened on June 15, 2015. Appearing for the Commission were chairperson, Calin Kendall, and members, Dorsey Burgess, Tavis Desormiers, Kimberly Groom, Bradley Nieks, Linda Sieck, and Jessica Snider.

Kelli Broers appeared as counsel for KSDE.

William Maderos-Treaster appeared in person.

FINDINGS OF FACT

1. Mr. Maderos-Treaster has been continuously licensed to teach since February 6, 2012.

2. On September 25, 2014, Mr. Maderos-Treaster was subject to a traffic stop in Douglas County, Kansas. Upon making contact with the vehicle, the deputy smelled a strong odor of burnt marijuana. A search of the vehicle revealed a small amount of a leafy green substance in the center of the dashboard, three partially smoked marijuana joints, three sandwich-sized plastic baggies containing a green leafy substance, rolling papers, and digital scales.

3. On October 9, 2014, Mr. Maderos-Treaster was charged with Unlawful Possession of Controlled Substances, in violation of K.S.A. 21-5706(b)(3), and Possession of Drug Paraphernalia, in violation of K.S.A. 21-5709-(b)(2), in the District Court of Douglas County, Kansas Case No. 2014-CR-000815. Both charges were misdemeanors.

4. On February 23, 2015, Mr. Maderos-Treaster entered into a diversion agreement the term of which was 12 months.

CONCLUSIONS OF LAW AND DISCUSSION

1. Any license issued by the State Board may be suspended by the State Board for misconduct or other just cause including entry into a diversion agreement after having been charged with a misdemeanor for drug-related conduct. K.A.R. 91-22-1a(a)(4)&(11).

2. Educators, as licensed professionals, are held to a higher standard. Educators are in a position of public trust and are role models not only for the students but for the community,
3. As a teacher, Mr. Maderos-Treaster held a position of trust within the school community and was viewed as a role model for the students and the community. He breached that trust.

4. Mr. Maderos-Treaster’s misconduct has rendered him unfit to teach.

THEREFORE the Professional Practices Commission concludes and recommends, by a vote of 7 – 0 and subject to the State Board’s review, that Mr. Maderos-Treaster’s misconduct is grounds for suspension of his teaching license until February 23, 2017; additionally, prior to being granted any subsequent license, Mr. Maderos-Treaster must appear before the Commission.

This Initial Order is made and entered this June 15, 2015.

PROFESSIONAL PRACTICES COMMISSION

Calin Kendall, Chairman
Order signed on June 10, 2015.

NOTICE TO LICENSEE

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

You may submit to the State Board for its consideration as part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission at the address indicated below within ten days after service of the Initial Order for transmittal to the State Board.

Theresa Coté
Secretary, Professional Practices Commission
Kansas State Department of Education
900 SW Jackson St.
Topeka, Kansas 66612-1182
CERTIFICATE OF SERVICE

I hereby certify that on this 13th day of July, 2015, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

William Maderos-Treaster
218 W. 12th Street
Horton, Kansas 66436

And via interoffice mail to:

Kelli M. Broers, Attorney
Kansas State Department of Education
900 S.W. Jackson Street
Topeka, Kansas 66612

Theresa Coté
Secretary, Professional Practices Commission
June 15, 2015
Afternoon Docket

William Maderos-Treaster

15-PPC-23
May 22, 2015

William Maderos-Treaster
611 Jones
Lecompton, Kansas 66050

RF: Kansas Teaching License

Dear Mr. Maderos-Treaster:

As previously discussed with you, due to the information revealed in your criminal record, your application for licensure has been referred to the Professional Practices Commission. More specifically, you recently entered into a diversion agreement wherein you stipulated to facts supporting charges for Unlawful Possession of Controlled Substances in violation of K.S.A. 21-5705(b)(3) and Possession of Drug Paraphernalia in violation of K.S.A. 21-5709(b)(2). See Exhibit A. Based on your misconduct and your criminal charges, it is requested that your license be suspended until you have completed diversion and have again appeared before the Commission.

The Commission is a nine member body created by state law consisting of five practicing teachers and four school administrators. The Commission reviews and hears cases involving the issuance, suspension, or revocation of licenses issued by the Kansas State Board of Education. The Commission makes recommendations which are then reviewed by the Board for final action.

The Commission specifically requests information regarding your past and current efforts at rehabilitation. This includes but is not limited to any conditions of probation you successfully completed. Other factors the Commission will consider include:

- The nature and seriousness of your criminal behavior
- Your conduct subsequent to the behavior for which you were convicted or placed on diversion
- The time elapsed since the commission of your criminal actions
- Your age at the time of your criminal actions
- Whether the offense was an isolated or recurring incident
- Whether you demonstrate a present recognition of the wrongfulness of your actions
- Whether it is suitable to place you in a position of public trust
- Whether you are a suitable role model for students
The Commission specifically requests your attendance at their next meeting June 15, 2015, at 1:30 p.m., for them to hear testimony from yourself and anyone else who may speak on your behalf. Failure to appear for this hearing may result in a default judgment and denial of your application. The hearing will take place at the Kansas State Board of Education Boardroom, 900 SW Jackson, Suite 102, Topeka, Kansas 66612. You may wait in the lobby until your hearing is called. There are several hearings scheduled, and they will be taken in the order in which people arrive. Each hearing is expected to last 10-20 minutes.

Under K.S.A. 72-1397(b) and (c), it is your responsibility to present at the hearing all relevant evidence as to your rehabilitation, if any. In the past the Commission has received information from past or present employers or anyone else who may speak to the applicant’s fitness to work in the classroom.

You have a right to file a written answer to this complaint. If you wish to submit to the Commission, e.g., letters of recommendation or psychological evaluations, must be received by Theresa Cote, Secretary to the Commission, no later than June 11, 2015. You can either mail or email (teote@ksde.org) your documentation. The Commission will not review any documents received after that date.

Any answer shall be type written or legibly printed, and any documents you intend to use in your defense must be attached. The answer must be signed and contain a statement under oath or affirmation that the statements made in the answer are true. The answer must be notarized.

If no answer is filed by June 11, you will be deemed to have admitted the allegations contained herein and acquiesced in the proposed action. An Initial Order will be entered recommending the suspension of your teaching license for the reasons stated herein and that notice of the suspension will be provided to all education agencies in the State of Kansas and to the agency responsible for issuing educator licenses/certificates in each of the other states.

Sincerely,

Scott Myers
Director, Teacher Education and Licensure
900 SW Jackson Street
Topeka, Kansas 66612
VERIFICATION

STATE OF KANSAS )
COUNTY OF SHAWNEE )

Scott Myers, of lawful age, being first duly sworn, on oath deposes and states: He is the
Complainant in the above-captioned action; he has read the above and foregoing Complaint
knows and understands the contents thereof, and the statements and allegations contained therein
are true and correct, according to his knowledge, information, and belief.

[Signature]
Scott Myers
Director, Teacher Education and Licensure

SUBSCRIBED AND SWORN TO before me, the undersigned authority, on this 27th day of
May, 2015.

[Signature]
Notary Public

My appointment expires:

[Signature]
Notary Public - State of Kansas
My Appl. Expires /8/19/20
CERTIFICATE OF SERVICE

I hereby certify that on this 22nd day of May, 2015, a true and correct copy of the above and foregoing was filed with the Secretary for the Professional Practices Commission and one (1) copy was mailed by certified mail, return receipt requested, to:

William Madero-Treaster
611 Jones
Lecompton, Kansas 66050

Cheryl Martin
Teacher Education and Licensure
IN THE DISTRICT COURT OF DOUGLAS COUNTY, KANSAS
Seventh Judicial District

STATE OF KANSAS,

Plaintiff,

Case No. 2014-CR-000815

vs. Division 6

WILLIAM M MADEROS TREASTER,
White/male; DOB: XXXX/1987
Defendant.

DIVERSION AGREEMENT

This diversion agreement is entered into on this 23rd day of February, 2015, by the above-captioned parties with the approval of their attorneys, if any, and shall continue in force and effect for a term of 12 months.

1. I, the Defendant, fully understand and agree to the following:

a. My full name is William M Maderos Treaster

b. My full name at the time the information or complaint in this case was filed was William M Maderos Treaster

c. I have been charged with the following crime(s), which were filed via information or complaint in the District Court of Douglas County, Kansas, on 10/9/2014:

Count 1
Unlawful Possession of Controlled Substances 21-5706(b)(3)

Count 2
Possession of Drug Paraphernalia 21-5709(b)(2)

d. I have the right to demand a prompt, full and complete evidentiary hearing and trial in this matter.

e. I have been advised of the right to counsel and given ample time to consult with an attorney before entering this agreement and, if choosing to represent myself, am voluntarily waiving the right to have an attorney represent me concerning this agreement.

f. The prosecution of this matter is being deferred pursuant to K.S.A. 22-2906 et. seq. and the policies and guidelines of the District Attorney, which have been provided to me in writing and which I have been given ample time to read.
Diversion Agreement
State v. William M Maderos Treaster, 2014-CR-000815

1. I understand that diversions of certain crimes may be used to enhance the severity level of certain crimes if I am charged with them in the future.

2. I, the Defendant, agree to do each of the following things:

a. I waive all rights under the law or the constitution of Kansas or of the United States to a speedy arraignment.

b. I waive all rights under the law or the constitution of Kansas or of the United States to preliminary examinations and hearings.

c. I waive all rights under the law or the constitution of Kansas or of the United States to a speedy trial.

d. I waive all rights under the law or the constitution of Kansas or of the United States to a trial by jury.

e. If I am charged with violations under K.S.A. 8-1567, I waive all rights under the law or the constitution of Kansas or of the United States to counsel.

f. I agree not to violate the laws of the United States, of any State, or of any political subdivision of any State during the term of this diversion agreement. Traffic infractions shall not be considered violations of the law.

g. I agree to notify my attorney and the District Attorney in writing within seven (7) days of any change in address, telephone number or place of employment and not to move from the State without the prior approval of the District Attorney’s Office. Any mail addressed to me at my last known address returned to the District Attorney’s Office or to the District Court as not deliverable, no forwarding address on file, etc., will be considered prima facie evidence and will be admissible in Court to establish that I failed to meet this condition of the diversion agreement.

h. I stipulate that I am the individual named in the Information, and that the offense(s) charged occurred in Douglas County, Kansas. I agree that the facts as set forth in Addendum A Stipulation of Facts are true and accurate. I further stipulate to the facts as contained in the official report by:

   Douglas County Sheriff’s Office, Report Number: D14-4734,
Diversion Agreement
State v. William M Maderos Treaster, 2014-CR-000815

written witness statements, and any lab or other test results prepared or taken in connection
with this case as being true and accurate, I am agreeing to and waiving my right to require the
State to call witnesses to testify and that I am waiving my rights under the law or the
constitution of Kansas or of the United States to confront those witnesses or to call witnesses to
testify on my behalf.

1. I agree and understand that violation of the terms and conditions of this agreement will
result in revocation of diversion and this matter proceeding to trial based solely upon the
Information, Addendum A Stipulation of Facts, official reports identified above, written
witness statements, lab or other test results, and any other evidence associated with this case. I
stipulate that the previously described items shall be admitted into evidence without objection
by me and without further foundation. I further stipulate that any trial on this matter and any
proceedings on appeal shall be conducted solely on the stipulations contained herein, and that I
will not be entitled to present additional evidence at the trial of the matter or any proceedings
on appeal.

j. I agree to pay as follows:

Payment of Diversion cost—All Payments must be submitted in the form of a check, money
order, or cashiers check.

I shall pay the diversion cost in the amount of $150.00, less the $50.00 non-refundable
application fee to the District Attorney’s Office, at the time of signing the diversion
agreement. The check should be made payable to the Douglas County District Attorney’s
Custodial Fund. The diversion agreement will not be processed until the diversion cost is
paid.

I shall pay court costs in the amount of $ 158.00 to the District Court at the time of signing
the diversion agreement. The check should be made payable to the Douglas County Clerk
of the District Court. The diversion agreement will not be processed until the court costs
are paid.

Other Court related costs:

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To be paid at signing:  Court Costs: $158.00
To be paid at signing:  Diversion Fee: $100.00
Paid:  Diversion Application Fee: $50.00
Balance Due:  $ 0.00
Diversion Agreement  
State v. William M Madero Treaster, 2014-CR-000815

Any cash bond posted by me shall be applied to the balance due. The cash bond cannot be used to pay the diversion cost or court costs. Any remaining cash bond, after being applied to amounts due, will be returned to me.

I shall pay all remaining costs, in three (3) equal monthly installments on or before the 10th of each month following the signing of the diversion agreement. Payments are to be made payable to the Clerk of the District Court of Douglas County, 111 E. 11th Street, Lawrence, KS 66044.

Any check given for payment of the amounts outlined in this diversion agreement which is returned unpaid to the District Attorney or to the Clerk of the District Court, for any reason, will be considered prima facie evidence and will be admissible in Court to establish that I failed to meet this condition of the diversion agreement.

k. **I** acknowledge and understand that if this diversion is revoked, the criminal proceedings on the original charge(s) will be resumed and the clauses waiving all rights to a speedy trial, all rights to preliminary examinations and hearings, and all rights to a trial by jury, will remain in effect. I acknowledge and understand that Addendum A Stipulation of Facts and all stipulations set forth in paragraphs 2(t) and 2(j) will remain in effect. I acknowledge and understand that if the Court finds me guilty, the Court may impose any and all fines and/or incarceration as allowed by law for the original charge(s).

l. **I** agree that the District Attorney's Office shall have thirty (30) days following expiration of this diversion to discover violations of this diversion and to proceed thereon.

m. **Special Conditions:**

Defendant agrees to abstain from the use of alcohol and recreational drugs during the diversion period and submit to blood, breath or urine tests at Defendant's costs, at the request of any law enforcement officer, counselor or District Attorney.

Defendant agrees to comply with all recommendations outlined in the alcohol and drug evaluation report prepared by Heartland Clinical Consultants, including entering into and successfully completing any education, treatment, and/or counseling programs recommended by the evaluator in the report. Defendant acknowledges that all required classes and/or treatment will be at Defendant's own expense. Defendant will provide verification of completion to the District Attorney's Office by 8/31/15.

Defendant shall notify the District Attorney's Office of any official contact with any Law Enforcement Agency within 48 hours of said contact.

Defendant agrees to complete a minimum of 50 hours of community service work by 8/31/15. Defendant is required to meet with community service coordinator to arrange for completion of community service work. The community service coordinator is located in the Community Corrections
Diversion Agreement
State v. William M Maderos Treaster, 2014-CR-000815

Department in the basement of the Judicial and Law Enforcement Center, 111 E. 11th Street and telephone number is 832-5226.

3. The State agrees to do each of the following things:

a. To suspend prosecution of the captioned case so long as the Defendant continues to fulfill the terms and conditions of the diversion agreement.

b. To dismiss with prejudice and with costs assessed to the Defendant all charges in the captioned case at the end of the diversionary term upon a satisfactory showing that the Defendant has successfully fulfilled the terms of the diversion agreement.

The parties understand that it is the Defendant's responsibility to provide the District Attorney's Office with the required documentation.

The parties understand that if a motion to revoke diversion and reinstate prosecution is filed, the motion to revoke diversion and reinstate prosecution and a notice of hearing will be mailed directly to the last address provided by the Defendant. It is the Defendant's responsibility to contact his or her attorney in reference to the motion to revoke diversion and reinstate prosecution.

The parties understand and agree that should any section, subsection, sentence, clause, phrase, provision, or exemption of these rules and regulations be declared invalid for any reason, such invalidity shall not affect the remaining portions or provisions contained within the diversion agreement.

By signing this agreement, I, the Defendant, agree, affirm and stipulate that I have read the entire diversion agreement, understand all of its terms and their meaning, including the rights I am waiving and the obligations I am assuming, and that my decision to enter this agreement is my own free and voluntary act.

Dated this 23rd day of February, 2015.

By: [Signature]

David Dwayne Melton, 18784
Chief Assistant District Attorney
111 E. 11th Street Unit 100
Lawrence, Kansas 66044
(785) 841-0211
dmelton@douglas-county.com

I have read this diversion agreement, fully understand its contents, and agree to its provisions.
Diversion Agreement  
State v. William M Maderos Treaster, 2014-CR-000815

William M Maderos Treaster, Defendant

Current Address:  
218 W. 12th St.  
Horton, KS 66439

Telephone:  
785 331 9312

Sally G Kelsoy, #15008  
Defendant’s Attorney  
16 E 13th St  
Lawrence, KS 66044  
(785) 842-5116

Review Date:  2/20/16

Page 6 of 6
IN THE DISTRICT COURT OF DOUGLAS COUNTY, KANSAS  
Seventh Judicial District  

STATE OF KANSAS,  
Plaintiff,  

vs.  

WILLIAM M MADEROS TREASTER,  
Defendant.  

Case No.: 2014-CR-000816  
Division 6  

STIPULATION OF FACTS  
In addition to, and not in limitation of, all other stipulations, waivers, terms and conditions of the diversion agreement that the defendant has executed with the Douglas County District Attorney's Office, the defendant, William Maderos Treaster, agrees and stipulates to all of the following facts and that all such facts or events occurred within Douglas County, Kansas:  

On or about September 25, 2014, at approximately 12:47 a.m., William Madero Treaster, the defendant, was driving on the 1800 block of N 1500 Road when he flashed his high beam lights at Deputy Roome who was driving in the opposite direction within 500 feet of his vehicle. Deputy Roome initiated a traffic stop, and upon making contact with the vehicle, smelled a strong odor of burnt marijuana.  

The defendant proceeded to ask Deputy Roome "hypothetically" what would happen if he was to give the joint that was located in the vehicle—Deputy Roome indicated that the vehicle was going to be searched regardless.  

Deputy Roome conducted a search of the vehicle and found a small amount of a leafy green substance in the center of the dashboard and a partially smoked marijuana joint and rolling papers were found on the rear passenger floorboard. Also located was a red plastic container on the same floorboard with two partially smoked marijuana joints, a digital scale, a check made out to Will Treaster, and three sandwich sized plastic bags containing a green leafy substance inside.  

The defendant claimed ownership of all items, including the marijuana and paraphernalia found in the vehicle.  

The defendant stipulates that the above-described events satisfy the elements of K.S.A. 21-5706(b)(3), Possession of Marijuana and K.S.A. 21-5706(b)(2), Possession of Drug Paraphernalia.  

The defendant further stipulates to any and all Douglas County Sheriff's Office reports for case no. D14-4734.  

William Maderos Treaster  
Defendant  

Subscribed and sworn to before me on the 23rd day of February  

[Signature]  
Notary Public  

(notary public seal)  

Addendum A
Addendum A
**SENDER: COMPLETE THIS SECTION**

- Complete Items 1, 2, and 3. Also complete Item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

   William Mercer Madergois
   Treasurer
   611 Jones
   Lecompton, KS 66050

2. Article Number
   (Transfer from service label) 7002 2410 0006 3684 5390

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature
   [Signature]

   Sandra Jacques

B. Received by (Printed Name)
   Sandra Jacques

C. Date of Delivery
   [Date]

D. Is delivery address different from Item 1?
   Yes □  No □
   If YES, enter delivery address below:

3. Service Type
   - Certified Mail
   - Express Mail
   - Registered
   - Return Receipt for Merchandise
   - Insured Mail
   - C.O.D.

4. Restricted Delivery (Extra Fee)
   Yes □  No □

---

PS Form 3811. February 2004  Domestic Return Receipt
OFFICE OF GENERAL COUNSEL
KANSAS STATE DEPARTMENT OF EDUCATION
LANDON STATE OFFICE BUILDING
900 SW JACKSON ST SUITE 102
TOPEKA KS 66612
Tracking Number: 70022410000636845390

Updated Delivery Day: Thursday, May 28, 2015

<table>
<thead>
<tr>
<th>Postal Product:</th>
<th>Features: Certified Mail™</th>
</tr>
</thead>
</table>

**DATE & TIME** | **STATUS OF ITEM** | **LOCATION** |
--- | --- | --- |
May 28, 2015, 11:04 am | Delivered | LECOMPTON, KS 66059 |

Your item was delivered at 11:04 am on May 28, 2015 in LECOMPTON, KS 66059.

- May 28, 2015, 8:48 am: Out for Delivery in PERRY, KS 66073
- May 28, 2015, 8:38 am: Sorting Complete in PERRY, KS 66073
- May 28, 2015, 7:32 am: Arrived at Unit in PERRY, KS 66073
- May 27, 2015, 11:10 pm: Departed USPS Facility in KANSAS CITY, MO 64121
- May 26, 2015, 9:41 pm: Arrived at USPS Facility in KANSAS CITY, MO 64121

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- Government Services Careers

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Cheryl D. Austin

From: Kelli M. Broers
Sent: Monday, June 08, 2015 10:19 AM
To: willmaderos@gmail.com
Cc: Cheryl D. Austin
Subject: Kansas Teaching License
Attachments: Maderos-Treaster PPC Complaint.pdf

Mr. Maderos-Treaster:

The attached document was mailed to you at the address on file. We are e-mailing you a copy as a courtesy. If your address has changed, please update our records.

Kelli M. Broers
Assistant General Counsel
(785) 296-3204

This message, the information contained therein and any attachments thereto may be protected by attorney client privilege and/or work product doctrines. It shall not be disclosed, forwarded, copied, shared or in any other manner provided to anyone except those to whom it is addressed. Any other disclosure is inadvertent, unintentional or unintended, and does not constitute any waiver of any applicable privilege or doctrine. Any unauthorized use of this message or documents attached hereto or the information contained herein is prohibited. If you are an unintended recipient of this message, please delete it immediately without copying, forwarding or in any manner sharing, and notify the sender of the receipt.
ATTORNEY, KEEP ONE COPY FOR YOUR RECORDS.
TURN IN ONE COPY OF THIS CERTIFICATE TO THE COURT OR YOUR BAR.

DATE OF COMPLETION
1-31-2015

NAME OF PARTICIPANT
William Madeiros-Treaster

Alcohol/Drug Information School
Certificate of Completion

Heartland Clinical Consultants
BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of the
Teaching License of
William Madero-Treaster

Case No. 15-PPC-23

BRIEF IN RESPONSE TO INITIAL ORDER

Comes now William Madero-Treaster and submits this Brief in Response to the Initial Order issued July 10, 2015 by the Professional Practices Commission. The Licensee hereby sets forth the following reasons the Kansas State Board of Education should modify the recommendations set forth in the Initial Order:

1. Mr. Madero-Treaster appeared before the Professional Practices Commission in person and by his attorney on June 15, 2015. He received, via regular mail on June 21, 2015, forwarded from his previous address, not certified as stated in the Certificate of Service, an Initial Order from the Professional Practices Commission sent July 13, 2015. The above timeline is noted in case there is any question about the timeliness of this Brief.

2. The subject of his license was in question at the June 15, 2015, hearing for two misdemeanor drug charges for which Mr. Madero-Treaster was serving a 12-month diversion. Upon performance of 50 hours of community service, the diversion is to be successfully completed on February 23, 2016.

3. There was much discussion during the hearing as to whether Mr. Madero-Treaster could successfully reapply for his teaching license upon completion of the community service, if the court released him from the diversion early. In fact, Mr. Madero-Treaster asked the Commission if it would give him some definitive answer as to when it might be receptive to an application for his teaching license.

4. The Commission announced its recommendation at the end of the hearing that Mr. Madero-Treaster could apply for his teaching license upon successful completion of the diversion, February 23, 2016. The Initial Order, however, states that his teaching license is suspended until February 23, 2017. Presumably this is a typographical error, because the additional year was not mentioned in the Commission’s decision on June 15, 2015. If it is not an error, there was no explanation or rationale advanced for adding an additional year beyond what was announced on the day of the hearing. K.A.R. 91-22-1a(g)(2) states that after license revocation, an individual is eligible to reapply for a teaching license after “the person has satisfied the terms and conditions of the agreement,” meaning the diversion agreement. The key for the Board to consider is that the February 23 day itself has no independent significance beyond the date in 2016 that the diversion will be
completed. Thus, the suspension date of February 23, 2017, in the Initial Order is an arbitrary and capricious extension of the suspension.

Therefore, Mr. Maderos-Treaster requests the Kansas State Board of Education find that he is eligible to reapply for his teaching license on or after February 23, 2016.

Respectfully Submitted,

Sandra Jacquot, #14121
Attorney for William Maderos-Treaster
CERTIFICATE OF SERVICE

I hereby certify that on this 22 day of July, 2015, this Brief in Response to the Initial Order was emailed to Theresa Cote and sent certified mail, return receipt requested to:

Kelli M. Broers, Attorney
Kansas State Department of Education
900 S.W. Jackson Street
Topeka, KS 66612

and

Theresa Cote
Secretary, Professional Practices Commission
Kansas State Department of Education
900 S.W. Jackson Street
Topeka, KS 66612-1182

Sandra Jacquot, Attorney
611 Jones St.
Lecompton, KS 66050
785-887-8004
BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of the
Teaching License of
William Madero-Treaster

Case No. 15-PPC-23

RESPONSE TO RESPONDENT’S BRIEF IN RESPONSE TO INITIAL ORDER

COMES NOW the Kansas State Department of Education (KSDE), by and through its attorney Kelli M. Broers, to request the Kansas State Board of Education (State Board) adopt the findings of the Professional Practices Commission (Commission). In support of this request, KSDE offers the following:

1. We agree the Initial Order was not sent certified mail as was stated in the certificate of service. There is no legal requirement that an initial order be sent via certified mail. KSDE typically uses certified mail to ensure an applicant or licensee has received his copy of the order. Here, there is no question that Mr. Madero-Treaster received his copy of the Initial Order and has responded to such. Any error on the part of KSDE is harmless.

2. The second issue raised by Mr. Madero-Treaster is that the Initial Order does not correctly memorialize the Commission’s June 15, 2015, recommendation that his license be suspended through February 23, 2017. A review of a hearing recording shows that the Commission did recommend that Mr. Madero-Treaster’s license be suspended until February 23, 2017. (2:39:00 of recording).

3. Mr. Madero-Treaster next argues that if the Commission recommended his license be suspended until February 23, 2017, such a suspension is contrary to K.A.R. 91-22-1a(g)(2) and therefore is arbitrary and capricious.

4. An administrative order is arbitrary and capricious if it is not supported by substantial evidence, which is evidence that “possesses both relevance and substance, and which furnishes a substantial basis of fact from which the issues can be reasonably resolved.” Kansas Racing Mgmt., Inc. v. Kansas Racing Comm’n, 244 Kan. 343, 365 (1989). When determining whether an administrative order is arbitrary and capricious, courts review whether the action is justified, the reasonableness of the acting body’s exercise of discretion, and whether the action was based in fact. 244 Kan. at 365.


6. As noted by Mr. Madero-Treaster, K.A.R. 91-22-1a(g)(2) provides: “A person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of this regulation shall not be eligible to apply for a license until at least five years have elapsed from the date of conviction of the offense or commission of the act or acts resulting in the denial or revocation or, in the case of a person who has entered into a criminal diversion agreement, until the person has satisfied the terms and conditions of the agreement.” [Emphasis added.]
7. Mr. Maderos-Treaster was not denied a license nor was his license revoked. Mr. Maderos-Treaster’s license was suspended. Therefore, K.A.R. 91-22-1a(g)(2) is not applicable. It is important to note that throughout the regulation (K.A.R. 91-22-1a) there are numerous instances where denial, suspension, and revocation are used within the same subsection. If the drafters of K.A.R. 91-22-1a had intended K.A.R. 91-22-1a(g)(2) to apply to persons whose licenses had been suspended, the drafters would have explicitly said so. See Redd v. Kansas Truck Ctr., 291 Kan. 176, 188 (2010) (When a statute is plain and unambiguous, express language must be given effect).

8. According to K.A.R. 91-22-1a(c)(2), “Suspension of a license shall be for a definite period of time. A suspended license shall be automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension. If the license expired during the period of suspension, the individual may make an application for a new license at the end of the suspension period.”

9. The Commission’s recommendation complies with K.A.R. 91-22-1a(c)(2). The Commission recommended Mr. Maderos-Treaster’s license be suspended for a definite period of time. This period of time was crafted to expire one year after he is scheduled to complete diversion for possessing marijuana and drug paraphernalia, charges Mr. Maderos-Treaster received while licensed to teach and while driving a vehicle.

10. Additionally, Mr. Maderos-Treaster’s license will have expired during the term of the suspension, meaning he cannot apply for a license until February 24, 2017.

11. Recommending that Mr. Maderos-Treaster’s suspension end one year after his diversion is scheduled to end serves two purposes. First, there is no guarantee Mr. Maderos-Treaster will successfully complete diversion or complete diversion on time. Second, when one considers the Commission’s recommendation that Mr. Maderos-Treaster also be required to reappear before the Commission upon further application for licensure, it is clear the recommendation that his license be suspended until one year after he is scheduled to complete diversion is designed to ensure the Commission is given the opportunity to determine whether Mr. Maderos-Treaster is rehabilitated prior to his return to a classroom.

WHEREFORE KSDE respectfully requests the State Board adopt the Commission’s recommendation that Mr. Maderos-Treaster’s license be suspended until February 23, 2017.

Kelli M. Broers, #23906  
Attorney, Kansas State Department of Education  
900 S.W. Jackson Street, Ste. 120  
Topeka, Kansas 66612  
785-296-3204  
kbroers@ksde.org
CERTIFICATE OF SERVICE

I hereby certify that on this 28th day of July, 2015, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

William Maderos-Treaster
218 W. 12th Street
Horton, Kansas 66436

and

Sandra Jacquot
611 Jones Street
Lecompton, Kansas 66050

[Signature]
Kelli M. Broers
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of Application for
Teaching License Submitted by Jerry S. Daskoski

Case No. 15 - PPC - 24

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the application of Jerry Daskoski for a Kansas teaching license.

The hearing on this matter convened on June 15, 2015. Appearing for the Commission were chairperson, Calin Kendall, and members, Dorsey Burgess, Tavis Desormiers, Kimberly Groom, Bradley Nicks, Linda Sieck, and Jessica Snider. Kelli Broers appeared as counsel for KSDE. Jerry Daskoski did not appear.

FINDINGS OF FACT

1. Records on file with KSDE indicate the Kansas State Board of Education (State Board) revoked Jerry Daskoski’s professional educator’s license on January 9, 2007, pursuant to K.A.R. 91-22-1a as a consequence of his felonious conduct in committing the crime of Theft and entering into a criminal diversion agreement after being charged with an offense described in the regulation.

2. Court documents on file in the District Court of Sedgwick County, Kansas, Case No. 06 CR 164, indicate that after being charged with committing the offense of Theft, in violation of K.S.A. 21-3701(a)(1) and (b)(3), a severity level 9 nonperson felony, Mr. Daskoski entered into a criminal diversion agreement on May 30, 2006, deferring prosecution of the offense. He completed the diversion program and the criminal case was dismissed by Journal Entry of Dismissal filed on January 16, 2007.

3. Mr. Daskoski admitted in the criminal diversion agreement that he committed the felony offense of Theft.

4. Mr. Daskoski was licensed as a professional educator and employed by USD No. 464 as an elementary school principal at the time of his felonious conduct and his entry into the criminal diversion agreement.

5. Mr. Daskoski did not notify his employer, USD No. 464, that he had been charged with committing a felony and only disclosed information regarding the incident to the Superintendent of USD No. 464 after the Superintendent was contacted by a KSDE representative in October 2006, approximately one year after the incident.
6. Subsequent to the revocation of his license, Mr. Daskoski has applied for a new professional educator’s license four times. (April 2007, March 2008, March 2009, and March 15, 2012). The Commission has reviewed his fitness to teach all four times. The State Board of voted unanimously all four times to deny his application (07-O-08, 08-O-08, 09-O-01, and 13-PPC-09).

7. Question 12(e) of the Professional License Renewal application, asks “Have you had a teacher’s or school administrator’s certificate or license denied, suspended, revoked, or been the subject of other disciplinary action in any state? If yes, please indicate the action taken.” The question is followed by boxes wherein applicants are to indicate whether they’ve had a license denied, suspended, or revoked. Although Mr. Daskoski appropriate disclosed he’d previously had a license revoked in Kansas, he failed to disclose that he had also previously been denied a professional teaching license four times.

8. In addition to the 2006 diversion for felony theft, the following examples of professional misconduct came to light during Mr. Daskoski’s most recent (April 21-22, 2014) evidentiary hearing before the Commission (As reflected in the July 8, 2014 Final Order in Case No. 13-PPC-09):

a) In October 2005, on four separate occasions, Mr. Daskoski went to Macy’s and Dillard’s and switched price tags, on a total of eight ties, for the purpose of purchasing them at a lower cost.

b) On Nov. 25, 2005, Mr. Daskoski committed the crime of theft in Hutchinson, Kansas by stealing two electric razors by removing the theft detection devices from their boxes.

c) On Nov. 26, 2005, Mr. Daskoski committed the crime of theft at Costco by placing a DVD player into a cheaper product’s box and paying for the lower priced item. He repeated this scheme three more times at Home Depot.

d) Mr. Daskoski was not truthful and forthcoming in disclosing all of his thefts from Dillard’s, Macy’s, Costco, and Home Depot in multiple appearances prior to the 2014 hearing before the Commission.

9. KSDE filed a Complaint pursuant to K.A.R. 91-22-5a on May 19, 2015. That same Complaint was placed in the mail by KSDE staff on May 20, 2015, by certified mail, return receipt requested, to the last known address of Mr. Daskoski. Mr. Daskoski signed for the Complaint on May 23, 2015.

10. Mr. Daskoski did not request a hearing, nor did he file an answer to KSDE’s complaint.
CONCLUSIONS

1. 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.

2. Pursuant to K.A.R. 91-22-1a, the State Board may deny a teacher’s license/certificate to any person for misconduct or other just cause such as committing any crime punishable as a felony.

3. The State Board has the authority pursuant to K.A.R. 91-22-1a(b) to deny a teaching license for misconduct or other just cause. The State Board may also deny a license to a person who misrepresents or fails to disclose material facts on the application.

4. A license may be denied by the State Board to any person for entry into a criminal diversion agreement after being charged with any offense or act involving theft. K.A.R. 91-22-1a(a)(3)(11),(b).

5. If no answer to a Complaint is filed within 20 days, Applicant is deemed to have admitted the allegations contained in the Complaint and acquiesced in the proposed action. K.A.R. 91-22-9.

6. Mr. Daskoski’s criminal conduct in engaging in acts which constitute the commission of the crime of theft involves acts of dishonesty and is inconsistent with the commonly-held perceptions and expectations of a member of the teaching and school administration professions. Such conduct violates the public trust and confidence placed in members of the professions.

7. Mr. Daskoski’s criminal conduct in engaging in acts which constitute the commission of the crime of theft 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 denying Mr. Daskoski’s application for a teaching license.

THEREFORE the Professional Practices Commission concludes, by a vote of 7 - 0, subject to the State Board’s review, that Mr. Daskoski’s application for a teaching license should be denied.

This Initial Order is made and entered this June 16, 2015.

PROFESSIONAL PRACTICES COMMISSION

Calin Kendall, Chairman
Order signed on June 16, 2015.
NOTICE TO APPLICANT

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 22nd day of June, 2015, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Jerry Daskoski
10625 W. 61st Street
Shawnee, Kansas 66203

Theresa Coté
Secretary, Professional Practices Commission
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of Application for

Teaching License Submitted by

Jerry S. Daskoski

)                                                  )
)                                                  )

Case No. 15 – PPC- 24

COMPLAINT

COMES NOW on this 22 day of May, 2015 Scott Myers, Director of Teacher Licensure and Accreditation, Kansas State Department of Education, 900 SW Jackson St., Topeka KS 66612, and alleges the following:

1. Jerry S. Daskoski [Applicant], 10625 W. 61st Street, Shawnee KS 66203, has submitted an application to the State Board of Education requesting that he be issued a new professional educator's license.

2. Records on file with the Kansas State Department of Education (KSDE) indicate the State Board of Education revoked the Applicant's professional educator's license on January 9, 2007 pursuant to K.A.R. 91-22-1a as a consequence of his felonious conduct in committing the crime of Theft and entering into a criminal diversion agreement after being charged with an offense described in the regulation.

3. Court documents on file in the District Court of Sedgwick County, Kansas, Case No. 06 CR 164, indicate that after being charged with committing the offense of Theft, in violation of K.S.A. 21-3701(a)(1) and (b)(3), a severity level 9 nonperson felony, the Applicant entered into a criminal diversion agreement on May 30, 2006 deferring prosecution of the offense. The Applicant completed the diversion program and the criminal case was dismissed by Journal Entry of Dismissal filed on January 16, 2007.

4. The Applicant admitted in the criminal diversion agreement that he committed the felony offense of Theft.

5. The Applicant was licensed as a professional educator and employed by USD No. 464 as an elementary school principal at the time of his felonious conduct and his entry into the criminal diversion agreement.

6. The Applicant did not notify his employer, USD No. 464, that he had been charged with committing a felony and only disclosed information regarding the incident to the Superintendent of USD No. 464 after the Superintendent was contacted by a KSDE representative in October 2006, approximately one year after the incident.

7. Subsequent to the revocation of his license, Applicant has applied for a new professional educator's license 4 times. (April 2007, March 2008, March 2009, and March 15, 2012). The Professional Practices Commission has reviewed Applicant's fitness to teach all four
times. The State Board of Education voted unanimously all four times to deny his application (07-O-08, 08-O-08, 09-O-01, and 13-PPC-09).

8. The expungement of a criminal conviction or diversion results in that criminal file being sealed. It does not erase the criminal offense or the misconduct represented by the original journal entries of conviction. The KSDE files already include information regarding the felony theft diversion.

9. Question 12(c) of the Professional License Renewal application (attached as exhibit 1), asks “Have you had a teacher’s or school administrator’s certificate or license denied, suspended, revoked, or been the subject of other disciplinary action in any state? If yes, please indicate the action taken.” The question is followed by boxes wherein applicants are to indicate whether they’ve had a license denied, suspended, or revoked. Although the Applicant appropriate discloses that he’d previously had a license revoked in Kansas, he failed to disclose that he had also previously been denied a professional teaching license 4 times.

10. A license may be revoked or denied by the state board to any person for entry into a criminal diversion agreement after being charged with any offense or act involving theft. K.A.R. 91-22-1a(a)(3)(11),(b).

11. In addition to the 2006 diversion for felony theft, the following examples of professional misconduct came to light during the Applicant’s most recent (April 21-22, 2014) evidentiary hearing before the Professional Practices Commission (As reflected in the July 8th, 2014 Final Order in Case No. 13-PPC-09, attached as Exhibit 2):

   a) In October 2005, on four separate occasions, Jerry Daskoski went to Macy’s and Dillard’s and switched price tags, on a total of eight ties, for the purpose of purchasing them at a lower cost.

   b) On Nov. 25, 2005, Jerry Daskoski committed the crime of theft in Hutchinson, Kansas by stealing two electric razors by removing the theft detection devices from their boxes.

   c) On Nov. 26, 2005, Jerry Daskoski committed the crime of theft at Costco by placing a DVD player into a cheaper product’s box and paying for the lower priced item. He repeated this scheme three more times at Home Depot.

   d) Jerry Daskoski was not truthful and forthcoming in disclosing all of his thefts from Dillard’s, Macy’s, Costco, and Home Depot in multiple appearances prior to the 2014 hearing before the Professional Practices Commission.

12. 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.

13. The Applicant’s criminal conduct in engaging in acts which constitute the
commission of the crime of theft involves acts of dishonesty and is inconsistent with
the commonly-held perceptions and expectations of a member of the teaching and
school administration professions. Such conduct violates the public trust and
confidence placed in members of the professions.

14. The applicant’s criminal conduct in engaging in acts which constitute the commission
of the crime of theft 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 denying Applicant’s license.

NOTICE

Pursuant to K.A.R. 91-22-1a(h) and K.S.A. 77-512, notice is hereby given of this
Complaint and Request for Denial of renewal of Applicant’s Professional Teaching
license.

RIGHT TO A HEARING

Applicant has a right to request a hearing on the above issues and request for denial in
accordance with the provisions of the Kansas Administrative Procedures Act. To obtain
a hearing, a written request for a hearing must be filed with the Secretary of the
Professional Practices Commission within fifteen [15] days of the date of service of this
notice at the following address:

Theresa Cote
Secretary, Professional Practices Commission
Kansas State Department of Education
900 SW Jackson St.
Topeka, KS 66612-1182

Applicant has a right to file a written answer to this complaint. Applicant has twenty [20]
days from the date of service of this notice. If no answer is filed within 20 days,
Applicant will be deemed to have admitted the allegations contained in the complaint and
acquiesced in the proposed action. An Initial Order will be entered recommending your
application be denied for the reasons stated in the Complaint and that notice of the denial
will be provided to all education agencies in the State of Kansas and to the agency
responsible for issuing educator licenses/certificates in each of the other states.

Any answer shall type written or legibly printed, and any documents you intend to use in
your defense must be attached. The answer must be signed and contain a statement under
oath or affirmation that the statements made in the Answer are true. The Answer must be
notarized filed with the Secretary of the Professional Practices Commission by certified
mail, return receipt requested, or by personal delivery to the address listed above.

Dr. Scott Myers
Director, Teacher Education and Licensure
VERIFICATION

STATE OF KANSAS

) ) SS:
COUNTY OF SHAWNEE


Scott Myers, of lawful age, being first duly sworn, on oath deposes and states: That he is the Complainant in the above-captioned action; that he has read the above and foregoing Amended Complaint knows and understands the contents thereof, and states that the statements and allegations contained therein are true and correct, according to his knowledge, information, and belief.

[Signature]
Scott Myers
Director, Teacher Education and Licensure

SUBSCRIBED AND SWORN TO before me, the undersigned authority, on this 19th day of May, 2015.

[Signature]
Notary Public

My appointment expires:

[Stamp]
Kim Mick
Notary Public - State of Kansas

CERTIFICATE OF SERVICE

I hereby certify that on this 20th day of May, 2015, a true and correct copy of the above and foregoing Complaint/Notice of hearing was filed with the Secretary for the Professional Practices Commission and one (1) copy was mailed by certified mail, return receipt requested, to

Jerry Daskoski
10625 W. 61st Street
Shawnee, KS 66203

[Signature]
Cheryl Martin
Renewal of a Professional License

SECTION A - TO BE FILLED OUT BY APPLICANT

1. Social Security Number: 622-2

2. Legal Name: First: Jerry, Middle: Stanley, Last: Daskoski

3. Mailing Address:
   City: Shawnee, State: KS, Zip Code: 66203


5. Gender: □ Male, □ Female

6. Phone: ___________ All Phone: ___________

7. Ethnicity (mark only if applicable):
   □ Hispanic/Latino

8. Race (Choose one or more):
   □ American Indian or Alaska Native
   □ Black or African American
   □ White
   □ Asian
   □ Native Hawaiian or Other Pacific Islander
   □ Refuse to Designate

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

10. Email Address (Please provide an e-mail address that will be active throughout the application process):

11. a. Effective and expiration dates of last certificate: 05/17/2005 to 05/17/2010
    b. Verify all degrees earned (example: BA, MS, EDS, etc.):
       Institution: Wichita State, Degree: BA, Year Earned: 1978
       Institution: Univ. of Mo-KC, Degree: MA, Year Earned: 1990
PROFESSIONAL CONDUCT (All questions must be answered)

Please read the following questions very carefully. Failure to accurately answer these questions or submit appropriate documents will delay the issuance of your license. Unless expunged, you are required to disclose both adult and juvenile offenses.

12. a. Have you EVER been convicted of a felony?
   □ NO  ☑ YES - If yes, please attach a certified copy of the charging document and the journal entry of conviction.

b. Have you EVER been convicted of ANY crime involving theft, drugs or a child?
   □ NO  ☑ YES - If yes, please attach a certified copy of the charging document and the journal entry of conviction.

c. Have you EVER entered into a diversion agreement or otherwise had a prosecution diverted after being charged with any felony or any crime involving theft, drugs or a child?
   □ NO  ☑ YES - If yes, please attach a certified copy of the charging document, the diversion agreement and the journal entry closing that case.

d. Are criminal charges pending against you in any state involving any felony or any crime involving theft, drugs or a child?
   □ NO  ☑ YES - If yes, please attach a certified copy of the charging document.

e. Have you had a teacher's or school administrator's certificate or license denied, suspended, revoked or been the subject of other disciplinary action in any state?
   □ NO  ☑ YES - If yes, please indicate the action taken: □ denied, □ suspended or □ revoked
   Which state(s)? Kansas

   Please attach a copy of the documents regarding the official action taken.

   f. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?
   □ NO  ☑ YES - If yes, which state(s)?

   Please attach a copy of the official documents regarding the action pending against you.

   g. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked or been the subject of other disciplinary action in any state in Kansas or any other state?
   □ NO  ☑ YES - If yes, indicate the action taken: □ denied, □ suspended or □ revoked
   Which state(s)? Kansas (same as above in (e))

   Please attach a copy of the documents regarding the official action taken.

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

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

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

Signature of Applicant: ______________________________________________________________________ Date 03/11/2015

Includes $10.00 Application Fee. Made payable to the Kansas State Department of Education. Money orders or cashier's checks preferred. Personal checks accepted. DO NOT SEND CASH.

Mailing Address: KSEDE, 115 SW College St., Suite 100, Topeka, KS 66612-1212

Processing fee CANNOT be refunded and must be included.

KSEDE no longer printing and mailing paper licenses.

You can view and print a copy of your license at: https://app.kssde.org/III/CheckLicensereport Enter the requested information and hit "search". When the search is completed, your license information will display and you will be directed to print your license. You may also view a copy of your newly issued license using the First Licensure button. You may also track your application processing through License Lookup. As soon as you are approved, you will receive an email and will remain notified through the entirety of your licensure. Additional information is available at: ksede.org/for-districts.

Send original signed Form 3a - NO PHOTOCOPIES ACCEPTED.
BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

In the Matter of Application for
Teaching License Submitted by
Jerry S. Daskoski

Case No. 13-PPC-09
OAH No. 13ED0004

FINAL ORDER

NOW, on this 8th day of July, 2014, the above-captioned matter comes on for consideration by the Kansas State Board of Education (Board) upon the application of Jerry S. Daskoski for a Professional Teaching License.

WHEREUPON, a full evidentiary hearing was held before the Professional Practices Commission (Commission) and such hearing was conducted on April 21-22, 2014;

WHEREUPON, the Board reviewed the Initial Order of the Commission, Mr. Daskoski’s written objection to the findings of the Commission, the Kansas State Department of Education’s Response to Mr. Daskoski’s objection, and all evidence and testimony admitted during the evidentiary hearing of the commission, and after considering the presentation by Calin Kendall, Chairman of the Commission, who was available to answer the Board’s questions and being otherwise duly advised in the premises, by way of adopting the findings of the Professional Practices Commission finds and concludes as follows:

Findings of Fact

1. Mr. Daskoski was first licensed in Kansas in 1979 as an elementary school teacher.

2. Mr. Daskoski taught at Stearman Elementary School in Wichita, Kansas from 1979 to 1981.

3. Mr. Daskoski attended Sunset International Bible Institute from 1981 to 1983, and was employed as congregational minister from 1983 to 1985 at Great Bend, Kansas, Church of Christ.


6. Mr. Daskoski completed a Master’s Degree in Education Administration in 1990 at University of Missouri – Kansas City.

7. Mr. Daskoski was hired as Assistant Principal at Tonganoxie Elementary School in 1991.

8. Mr. Daskoski was promoted to Principal of the Tonganoxie Elementary School in 1993.

9. In October 2005, on four separate occasions, Mr. Daskoski went to Macy’s and Dillard’s and switched price tags, on a total of eight ties, for the purpose of purchasing them at a lower cost.

10. On November 25, 2005, Mr. Daskoski committed the crime of felony theft. Specifically, Mr. Daskoski entered into the Sam’s Wholesale Club in Wichita, Kansas, and removed a file cabinet from its box. Mr. Daskoski placed a 31” flat screen television valued at $1,555.30 in the file cabinet box so he would not have to pay the full price. Mr. Daskoski then removed an embossed portable platter set from its box and placed a portable DVD player with a value of $188.26, into the platter set box. Mr. Daskoski left the store paying $160.77 for the file cabinet and $16.44 for the platter set.

11. Also on November 25, 2005, Mr. Daskoski committed the crime of theft in Hutchinson, Kansas, by stealing two electric razors by removing the theft detection devices from their boxes.

12. On November 26, 2005; Mr. Daskoski drove to Kansas City. He committed the crime of theft at Costco by placing a DVD player into a cheaper product’s box and paying for the lower priced item. He repeated this scheme with three more items at Home Depot.

13. On November 29, 2005, officers with the Shawnee Police Department came to Mr. Daskoski’s home to question him about the theft of the television at Sam’s. It was from the police officers that his wife became aware of Mr. Daskoski’s theft of the television and DVD player at Sam’s. He was subsequently charged with felony theft.

14. On May 30, 2006, Mr. Daskoski entered into a diversion agreement deferring prosecution of the felony theft. Mr. Daskoski did not recall whether he had disclosed all of his thefts to Kathryn Pilcher, the Diversion Coordinator, prior to being placed on diversion.

15. In October 2006, the KSDE informed Richard Erickson, who was the Superintendent of the USD 464 Tonganoxie schools and Mr. Daskoski’s supervisor, of the
criminal charges by way of a complaint. This was the first time the Superintendent was made aware of any of Mr. Daskoski's crimes.

16. On December 11, 2006, the Commission, after conducting a full evidentiary hearing, recommended Mr. Daskoski’s license be revoked as a consequence of his conduct in engaging in acts which constituted the commission of the felony offense of theft and entering into a criminal diversion agreement after being charged with the offense.

17. On December 31, 2006, Mr. Daskoski resigned his position as principal.

18. On January 9, 2007, the Kansas State Board of Education (Board) adopted the findings of the Commission and revoked Mr. Daskoski’s teaching license.


20. On June 4, 2007, the Commission recommended to the Board that Mr. Daskoski’s application for a new license be denied. The Commission’s recommendation was based on the following:

5. The Applicant’s professional license was revoked by the State Board of Education less than six months ago. Only three months elapsed from the date of revocation of the Applicant’s previous license and receipt of his application for a new one.

6. A building principal is in a position of leadership and trust within the school community as to the employees and students whose ideals and education are expected to foster and elevate. An obvious goal of public education is to instill respect for the law.

7. The significance of the fact that the Applicant was licensed as a professional educator and employed by USD No. 464 in a leadership position as an elementary school principal at the time he engaged in the felonious conduct cannot be ignored.

8. The Applicant’s conduct in failing to notify his employer, USD No. 464, that he had been charged with the commission of a felony, by itself, is disturbing, unprofessional and demonstrates a lack of leadership and forthrightness.

9. Even if the Applicant’s felonious conduct was related to a compulsive disorder or his state of mind, either excuse does not diminish the seriousness of his conduct or justify his subsequent withholding of information. Such conduct by a professional educator violates the public’s trust and confidence placed in members of the teaching and school administration profession.
10. The Commission believes the Applicant’s felonious conduct and his related subsequent actions, demonstrate a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions. It further believes that insufficient time has passed for the Applicant to establish rehabilitation. Thus, the Commission believes there is sufficient and just cause for denying his application for a new professional educator’s license.

21. On July 10, 2007, the Board adopted all findings and denied Mr. Daskoski’s application for a license.

22. From November 2007 through 2011, Mr. Daskoski was employed as a Disability Navigator for the Kansas Department of Commerce.

23. On March 18, 2008, Mr. Daskoski applied for a new teaching license.

24. In May 2008, Mr. Daskoski was hired as a part-time staff member at the Crisis Recovery Center and is still employed there.

25. On September 15, 2008, the Commission recommended to the Board that Mr. Daskoski’s application for a new license be denied.

26. On October 14, 2008, the Board adopted all findings of the Commission and denied Mr. Daskoski’s application for a license. The Commission’s recommendation was based on the following:

6. Engaging in conduct that constitutes the commission of a felony presumes a lack of fitness to engage in the professions of teaching and school administration.

7. A building principal is not only in a position of leadership and trust within the school community as to its employees and students whose ideals an educator is expected to foster and elevate, but also, the community at large. An obvious goal of public education is to instill respect for the law. An educator is in a position of public trust.

8. The significance of the fact that the Applicant was licensed as a professional educator and employed by USD No. 464 in a leadership position as an elementary school principal at the time he engaged in the felonious conduct cannot be ignored.

9. The Applicant’s conduct in failing to notify his employer, USD No. 464, that he had been charged with the commission of a
felony, by itself, is disturbing, unprofessional and demonstrated a lack of leadership and forthrightness.

10. Even if the Applicant's felonious conduct was related to a compulsive disorder or his state of mind, either excuse does not diminish the seriousness of that conduct or justify his subsequent withholding of information. Such conduct by a professional educator violates the public trust and confidence placed in members of the teaching and school administration professions.

11. The Commission believes that the nature of the Applicant's felonious conduct in committing a crime involving acts of dishonesty while employed as an elementary school principal and his failure to disclose such conduct to his employer demonstrates a lack of fitness to engage in the professions of teaching and school administration and that such conduct, by itself, is so serious that it continues to be sufficient and just cause for denying his application for a new professional educator's license.

27. On March 18, 2009, Mr. Daskoski applied for a new teaching license.

28. On September 14, 2009, the Commission recommended to the Board that Mr. Daskoski's application for a new license be denied. The Commission's recommendation was based on the following:

6. Engaging in conduct that constitutes the commission of a felony presumes a lack of fitness to engage in the professions of teaching and school administration.

7. A building principal is not only in a position of leadership and trust within the school community as to its employees and students whose ideals an educator is expected to foster and elevate, but also, the community at large. An obvious goal of public education is to instill respect for the law. An educator is in a position of public trust.

8. The fact that the Applicant was licensed as a professional educator and employed by USD No. 464 in a leadership position as an elementary school principal at the time he engaged in the felonious conduct is significant and an aggravating factor in this matter. Such conduct violates the public trust and confidence placed in members of the teaching and school administration professions.

9. The Applicant's conduct in failing to notify his employer, USD No. 464, that he had been charged with the commission of a
felony, likewise, is an aggravating factor as such conduct was unprofessional and demonstrated a lack of leadership and forthrightness.

10. The Commission believes that the nature of the Applicant’s felonious conduct in committing a crime involving acts of dishonesty while employed as an elementary school principal and his failure to disclose such conduct to his employer continues to demonstrate a lack of fitness to engage in the professions of teaching and school administration at this time and is sufficient and just cause for denying his application for a new professional educator’s license.”

29. On November 10, 2009, the Board adopted all findings of the Commission and denied Mr. Daskoski’s application for a license.

30. In July 2011, Mr. Daskoski was hired as the Employment Advocate for Community Works (now known as Minds Matter), an agency that serves seniors and persons with brain injuries and other disabilities. He is still employed there.

31. On March 15, 2012, Mr. Daskoski applied for a new teaching license.

32. On April 16, 2013, the KSDE filed a formal complaint, 13-PPC-09, challenging Mr. Daskoski’s application for a new teaching license, which is now at issue.

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 misdemeanor involving theft;” 2) “entry into a criminal diversion agreement after being charged with any offense or act described in this section [in this case, theft];” and 3) “obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts.”
3. The Board 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. Mr. Daskoski was approximately 53 years old at the time he committed the rash of thefts in 2005.

6. Mr. Daskoski was a licensed professional and at that time, was employed as a building principal. Whether a principal or a teacher, educators are in positions of leadership and trust within the school as well as the community. Educators are expected to be role models for the students. This includes instilling respect for the law.

7. Mr. Daskoski was not truthful and forthcoming in disclosing to his supervisor that he had been charged with felony theft and had entered into a diversion agreement. He was apparently not truthful and forthcoming in disclosing all his thefts with the diversion coordinator, which, had he done so, may have resulted in him not being offered diversion. He was also not truthful and forthcoming in disclosing the thefts from Dillard's, Macy's, Costco, and Home Depot the other times he appeared before the Commission. This causes the Board to question whether what he has now disclosed is the full story.

8. In support of his claim that he has been rehabilitated, Mr. Daskoski testified that through his employment he has been trained in Dialectical Behavior Therapy (DBT) and has
utilized the skills to control his mind, emotions, and behavior. Dr. Zehr, Mr. Daskoski's expert witness, also testified that Mr. Daskoski was rehabilitated.

9. The Board finds that neither Mr. Daskoski's evidence of rehabilitation nor the passage of time, now nearly nine years, mitigate the severity of Mr. Daskoski's conduct. The repeated incidents of theft were not of an impulsive nature but rather were more compulsive and somewhat planned. He engaged in this unlawful behavior while in a position of public trust. He failed to be forthright with his wife, supervisor, and the diversion coordinator. Most troubling is his lack of candor when he appeared before the Commission on three prior occasions and never disclosed all the other thefts during the same time period.

10. A majority of the Commission found that Mr. Daskoski is not fit to be a member of the teaching profession.

11. On a vote of 9-0, the Board finds that there is sufficient and just cause to deny Mr. Daskoski's application for a professional teaching license.

IT IS THEREFORE ORDERED by the Kansas State Board of Education that the application of Jerry S. Daskoski be denied.

This Final Order is made and entered this 8th day of July, 2014.

Kansas State Board of Education

[Signature]

BY: Jana Shavor, Chairman
To: Kansas State Board of Education  
From: Board Policy Committee  
Subject: Proposed Revisions to Policy Guidelines

According to Board Policy 1001, every two years the Policy Committee of the Board shall review Board policies and suggest any changes deemed necessary.

Policy Committee members Janet Waugh, Kathy Busch and Jim Porter have been working to update the section of Guidelines which accompany Board Policies. They are assisted by Board Attorney Mark Ferguson and Board Secretary Peggy Hill. The complete redline version of suggested changes is provided for Board consideration this month. Committee members will answer questions.  
A vote is anticipated in September.
GUIDELINES

OF THE

KANSAS STATE BOARD OF EDUCATION
STATE BOARD GUIDELINES/PROCEDURES
INDEX

Guideline I: Approval of Meeting Attendance (Board Member Travel)
Guideline II: Access to Communication Equipment by State Board Members
Guideline III: Discussing and Addressing Issues
Guideline IV: Hearing Officer Recommendations
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Guideline VII: Issuance of a Visiting Scholar License
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Procedure A: New Board Member Orientation
Procedure B: Conducting Evaluations

Adopted: February 9, 2000
Amended: May 10, 2000
Amended: September 9, 2003
Amended: December 10, 2003
Amended: August 10, 2005
Amended: November 14, 2007
Amended: September 10, 2008
GUIDELINE I
GUIDELINES FOR APPROVAL OF MEETING ATTENDANCE
(BOARD MEMBER TRAVEL)

A. Legal Basis

1. K.S.A. 72-7511a provides that State Board members are to get the same compensation, travel expenses and subsistence allowance as provided in K.S.A. 75-3212 for members of the legislature when members attend a meeting which has been approved by the State Board.

2. K.S.A. 75-3212 says members of the legislature are entitled to:

   (a) the amount of compensation and subsistence allowance prescribed in K.S.A. 46-137a for actual attendance at in-state meetings;

   (b) the subsistence allowance incurred in going to and returning from in-state meetings on days other than days of meetings, if the legislator lives more than 100 miles from the location of the meeting; and

   (c) the mileage rate authorized by K.S.A. 75-3203a for each mile actually traveled by the usual route in going to and returning from authorized in-state meetings. The Commissioner will inform the Board annually of the current rate.

3. K.S.A. 46-137a provides for the amount of compensation (salary) and the rate of subsistence allowance (per diem). The Commissioner KSDE staff will inform the Board annually of the current rates.

4. Any member of the State Board may waive payments of compensation, subsistence allowance, or mileage to which the member is entitled.

B. Preapproved Attendance

The State Board grants approval to each member of the Board as follows:

1. Attendance at regular or special meetings of the State Board.

2. Attendance at any meeting at which the member is attending as the designated representative of the State Board. Any time a Board-member is appointed by the Chair, the Commissioner, or the Governor, to participate on a committee, work group, study group, task force, council or other group for a state or national-wide educational organization, the Board shall vote to authorize travel/salary expenses for such participation.
3. To comply with State ethics laws, the Board must vote to approve a Board member’s travel even when the travel expenses are paid by a third party.

C. Discretionary Attendance

1. (a) Each Board member shall have discretion in attending any meeting not specified in section B of these Guidelines. However, the receipt of state allowances is subject to approval of such attendance by the State Board.

   (b) When approving travel by Board members, the State Board will consider the balance of the allotment available to each Board member under section D.

2. The State Board will not grant approval for attendance at any partisan, political activity or event.

3. To comply with State ethics laws, the Board must vote to approve a Board member's travel even when the travel expenses are paid by a third party.

D. Annual Allocation for Board Member Travel

In July of each year, KSDE fiscal services staff shall calculate the amount of funds available to each Board member based upon the following formula:

1. From the total amount appropriated for the State Board’s budget, subtract an amount sufficient to pay for each Board member’s attendance at monthly State Board meetings.

2. Divide the amount determined by step 1 by 14.5. The resulting amount shall be termed “a share.”

3. Allocate to each Board member one share as derived from step 2.

4. Allocate one additional share to each of the following Board members:
   a. Chairman
   b. Vice Chairman
   c. District 5 Member
   d. Legislative Liaison. (This share shall be available after January 1.)

5. Allocate one-half of an additional share to the Assistant Legislative Liaison. (This one-half share shall be available after January 1.)
The amounts so determined shall be available for State Board member travel from July 1 to June 30. of each fiscal year unless the Board member's term expires. In such event, the remaining amount shall carryover for the succeeding Board member.

If there are unencumbered funds on June 30 of any year, those funds shall be carried forward and allocated for expenditure in the next fiscal year.

The formula set forth in this Guideline may be waived by an affirmative vote of the State Board.

E. Definitions

The following definitions shall apply to this Guideline:

a. Discretionary attendance means attendance at any meeting in which the Board Member is not participating as a designated representative of the State Board.

b. Designated representative means a Board Member appointed by the Chair or the Commissioner or elected by the Board to serve on a national or statewide committee on behalf of the Board.

Adopted: March 10, 1998
Amended: September 14, 1999
Amended: December 12, 2001
Amended: November 12, 2002
Amended: November 14, 2007
Amended: November 10, 2009
GUIDELINE II
ACCESS TO COMMUNICATION EQUIPMENT BY STATE BOARD MEMBERS

During the term of office of each State Board member, the member shall have access to a laptop computer. The following communication equipment for use at the member’s residence:

1. Personal computer;
2. Printer; and
3. Facsimile machine.

This equipment will be encrypted and will be provided at public expense for the purpose of allowing the Board member to carry out his or her public duties between meetings of the State Board. Any equipment provided to a Board member shall be returned to the State Board office within 15 days after the conclusion of the Board member’s service on the State Board, or the Board member may elect to purchase the equipment at an amount determined under policies of the State Department of Administration. No state funds or equipment shall be used for any partisan, political activity or event.

Adopted: March 10, 1998
GUIDELINE III
RESTRICTING EXPENDITURES AND USE OF EQUIPMENT

No state funds or equipment shall be used for any partisan, political activity or event.

(Now included within Guideline II)

Adopted: August 10, 2005
GUIDELINE IV  III
DISCUSSING AND ADDRESSING ISSUES

A. If the State Board determines to address an issue, in accordance with Board Policy No. 1010E, the Board shall decide the process for to be employed in having meaningful discussion about the issue and the strategy for to be followed in addressing it.

B. The process for meaningful discussion may include, but is not limited to, the following:

1. receiving information, reports and options from staff of the Department or persons selected by the Department;

2. receiving information, reports and options from individuals selected by the State Board;

3. gathering and review of information by a subcommittee of the Board selected by the State Board or by an external committee appointed by the State Board;

4. the holding of public hearings to receive information from the general public in regard to the issue;

5. work sessions or retreats by the State Board to focus on the particular issue;

6. discussion of the issue by the full Board at one or more meetings, with action taken after full discussion of the issue; and

7. any other procedure agreed to by the State Board.

C. The purpose of Board Member Reports is to allow members to report on meetings of boards, commissions, or organizations to which they have been assigned to represent the Board. It is also an opportunity to report on meetings or conferences attended. During the time provided for Board Member Reports, it is inappropriate to use it as an opportunity to present one's views on issues not currently being addressed by the Board or to bring up issues for debate or discussion.

The opportunity to raise topics Topics suggested for discussion may be requested is to request that an issue be added as a future agenda item or work session, and to use the time allowed for discussion when it appears on a Board meeting or work session agenda. When making a request, it is also inappropriate at the time when a request is made for the requestor to enter into a lengthy explanation or to try to engage other members in a dialogue regarding the issue or topic requested.
D. When the State Board determines that a particular item involves complex, difficult or controversial issues, time shall be devoted to developing a strategy for discussions on, and consideration of, that item. The State Board shall decide what strategy or strategies shall be employed to study, discuss and decide the issues involved.

E. D. All discussion shall be directed to the issue under study and not towards other members of the Board or other individuals.

E. E. All discussion shall adhere to the State Board’s Policy on Boardsmanship Expectations (Policy No. 1006).

Adopted: February 9, 2000
Amended: November 20, 2009
GUIDELINE IV.  HEARING OFFICER RECOMMENDATIONS

At any time the Board is scheduled to act upon the recommendation of a hearing officer, any Board member wishing to propose action other than that which has been recommended may consult with the State Board attorney for purposes of complying with K.S.A. 77-526. This statute requires that all orders of a state agency shall include, separately stated, findings of fact, conclusions of law and policy reasons for the decision.

Adopted: January 12, 1994
Affirmed: March 10, 1998
GUIDELINE VI  V.
LAND TRANSFERS

I. Governing Law

K.S.A. 72-7108 provides that a transfer of land from one school district to another can be made only under the following conditions:

1) Upon the written agreement of any two local boards of education and approval by the State Board; or

2) Upon order of the State Board after a petition to transfer territory has been filed by a local board and a public hearing on the petition has been held by the State Board.

The Kansas Supreme Court has determined that any land transfer must be consistent with, and not in derogation of, the purposes and provisions of the school unification acts. In addition, K.S.A. 72-7108 contains factors that must be considered by the State Board when reviewing land transfer requests.

II. Considerations Regarding Requests for Land Transfers

The following considerations assist the State Board in determining whether to grant a land transfer request.

1) The ultimate consideration must be the long-term effect a transfer would have on students living in: (1) the petitioned area, (2) the receiving district, and (3) the giving district. It also must include, under K.S.A. 72-6734 (not 6437), whether the transfer would add to the general improvement of the public schools in the state and the equalization of the benefits and burdens of education throughout the effected communities.

2) To justify taking land, by petition, from one school district and giving it to another, a material change in circumstances of a substantial and weighty nature must exist so that a reasonable person would recognize that the educational interests of all affected children (inside and outside of the transfer area) could be better served by adjusting district boundaries, without any serious detrimental effect upon students or upon the district from which the land will be transferred.

3) The type of change in circumstances that justifies a transfer of land by petition is difficult to describe in the abstract.
However, examples of a material change in circumstances that may justify a transfer of land include, but are not limited to:

a) a recent school closing which makes it more practical for students to attend school in an adjoining district;

b) the establishment of a new and more distant attendance center; or

b) changes in natural barriers, such as lakes and rivers or construction of highways, which substantially increases the time a student must spend in traveling to and from school.

4) Examples of changes which do not constitute a material change in circumstances for purposes of transferring land from one district to another include, but are not limited to:

a) A change in a local board of education’s transportation policy to prohibit buses from adjoining school districts from entering the district to transport students;

b) a change in school district property taxes; or

b) a land transfer request which is primarily to gain a financial advantage for individuals, such as, assisting in suburban land development.

5) The State Board’s consideration of a petition to transfer land is not limited to how persons in the petitioned area will be affected. The State Board also must consider how persons outside the petitioned area and the school districts (locally and statewide) may be affected.

6) A transfer of land by agreement from one school district to another, generally, should be approved by the State Board absent noncompliance with state law or other compelling reasons.

Petitions to transfer land should be submitted to the Kansas State Department of Education by no later than February 15 if the transfer is to become effective the following July 1.

Adopted: May 10, 1977
Amended: February 12, 1986
Amended: March 10, 1998
Amended: November 14, 2001
Amended: September 9, 2003
GUIDELINE VII VI
PARTICIPATION IN INTERSCHOLASTIC
ATHLETICS UNDER S.B.R. 91-31-34

1. No school shall allow students below the sixth grade to participate in interscholastic athletics.

2. Any qualifying middle, junior or senior high school may join the Kansas State High School Activities Association (KSHSAA) and participate under its rules. Any school which is not a member of the KSHSAA shall comply with the following guidelines.

3. Each school which allows students in grades 7 to 12 to participate in interscholastic athletics shall adhere to the rules of the KSHSAA. The rules Handbook of the KSHSAA may be obtained from either the KSHSAA or the Kansas State Department of Education (KSDE).

4. Each school providing interscholastic athletics for students in sixth grade shall adhere to the following requirements:

a. Coaches shall adhere to Rule 10 of the KSHSAA.

b. Students are not eligible to represent their school in interscholastic athletics, spirit or spirit competition groups until there is on file, with the superintendent or principal, a signed statement by a practicing physician, practitioners assistant, chiropractor, or osteopathic physician certifying that the student has passed an adequate physical examination and is physically fit to participate in interschool athletics, spirit or spirit competition groups. The statement must be signed by any of the following licensed health providers: (i) a physician; (ii) a chiropractor; (iii) a physician assistant (PA) who has been authorized to perform this examination by a Kansas licensed supervising physician; or (iv) an advance practice registered nurse (APRN) who has been authorized to perform this examination by a Kansas licensed supervising physician. This statement shall also be signed by a parent or legal guardian, stating the student has permission to participate. Physical forms, to be signed by the health care providers listed previously, and parents, may be obtained from the KSDE.

c. In scheduling athletic contests, each school shall:

1. Schedule, for each team, no more than one interschool contest each week, exclusive of tournament games. One regularly-scheduled game and one make-up game may be scheduled during the same week only once during the season; and
2. have the approval of the school building administrator.

d. Practice time shall not exceed one hour and 30 minutes per school day. Any practice session held between two schools shall not be considered as practice time, but shall count as one of the allowed number of contests per season. Interschool competition shall not be held without each participating team having completed eight scheduled practices.

e. Each student shall have the following activity limitations:
A. **Basketball.** No student shall participate in more than 16 basketball games, including games played in tournaments, in any school year. Quarters shall be a maximum of six minutes.
B. **Softball and Baseball.** No student or team shall participate in more than eight games of interschool competition during a season.
C. **Track and Field.** No student shall participate in more than seven meets. Students are limited to three events per day, including relays. No student may compete in more than 2 races of 440 yards (400 M) or more in one day. No student may compete in any race of more than 1600 meters. All facilities for field event competition shall meet standards established or approved by National Federation (NFHS) Rules which may be obtained from the KSDE.
D. **Gymnastics.** No student shall participate in more than eight meets during a season, or more than two events per day. "All-around" competition may be counted as one of the two events.
E. **Soccer.** No team shall participate in more than 10 games during a season, including tournaments.
F. **Volleyball.** No team shall participate in more than eight days of interschool competition during a season, including tournaments.
G. **Golf.** No team shall participate in more than seven days of interschool competition during a season.
H. **Tennis.** No team shall participate in more than seven days of interschool competition during a season.
I. **Cross Country.** No team shall participate in more than six meets during a season. No student shall be allowed to run more than 3200 meters on any day.
J. **Tackle Football, Boxing and Wrestling.** Students shall not participate in tackle football, boxing or wrestling.
f. Sixth-grade students of an individual school system may participate in middle/junior high school interscholastic athletics, other than tackle football, boxing and wrestling, to the extent allowed by these guidelines. However, these students shall not participate in the same sport during the same period of time for both the school and some other sponsor non-school club or recreation team.

Adopted: March 10, 1998
Amended: November 14, 2001
Amended: September 9, 2003
GUIDELINE VII
ISSUANCE OF A VISITING SCHOLAR LICENSE

To apply for Visiting Scholar License, an individual must submit:

1. a complete application, including official transcripts;

2. written verification from the hiring official of the accredited education agency that the applicant will be employed if a Visiting Scholar License is issued, including the proposed teaching schedule for the individual and a list of the subject areas and grade levels for which licensure is requested;

3. documentation that the applicant meets at least two of the three base criteria for the Visiting Scholar License which are stated on the application; and

4. the licensure fee.

The application will be reviewed by the Teacher Education and Licensure Office. An incomplete application will be returned to the applicant. If the application is complete, it will be forwarded to the Commissioner of Education for consideration. The Commissioner of Education will make a recommendation to the State Board of Education to either issue or deny the Visiting Scholar License. The State Board of Education will make the final determination regarding the issuance or denial of the Visiting Scholar License. If granted, the Visiting Scholar License is valid through June 30 of the school year in which it is issued. Complete applications need to be received by July 1 in order to be considered at the August State Board of Education meeting and result in licensure by the start of the school year.

The Visiting Scholar License is intended for those individuals who can provide unique educational experiences for the students in the classroom. This is the primary consideration in granting or denying a Visiting Scholar License. When an individual has been issued a Visiting Scholar License, that individual is eligible to renew the license, each year, by completing the application process and documenting professional learning prescribed by the district. A Visiting Scholar License may be renewed for more than one year.

Adopted: September 14, 1999
Amended: December 10, 2003
GUIDELINE IX  VIII
APPLICATIONS TO HOLD AN ELECTION ON THE QUESTION
OF ISSUING BONDS IN AN AMOUNT EXCEEDING A SCHOOL DISTRICT’S
GENERAL BOND DEBT LIMITATION

A. PROCEDURES
1. All forms necessary for unified school districts to make application
to the State Board of Education to conduct an election for authority
to issue bonds in an amount exceeding the general bond debt
limitation of the school district shall be available from the Division of
Financial Services of the State Department of Education.

2. The notice required by K.S.A. 75-2317 of the intention to file an
application for permission to exceed the general bond debt limitation
must be made one time in a newspaper of general circulation in the
district and the publication must be made no later than the 10th day of
the month in which the application is submitted to the State Board.

3. All materials concerning an application for permission to hold a bond
election must be received by the Division of Financial Services by at
least the 15th day of the month in which the application is to be
submitted to the State Board.

B. MATERIALS TO BE SUBMITTED
Each local board of education making application to the Kansas State Board
of Education for approval to conduct a bond election under K.S.A. 75-2315 et seq.
shall submit the following materials:
1. Application (form 7-212-110);
2. Resolution to Submit Application to the State Board
(form 7-212-106);
3. Published Notice of Intent to File an Application and
Affidavit of Publication (form 7-212-108);
4. Certified Assessed Valuation of School District
(form 7-212-114); and
5. Bond Election Questionnaire (form 7-212-118).

C. STAFF RECOMMENDATION
Upon receiving a timely and complete application in accordance with
these Guidelines, staff shall review the information and make a recommendation
to the State Board on whether to approve or deny the application. The recommendation
shall include a statement of the facts that support the recommendation.

Adopted: May 10, 2000
Amended: September 9, 2003  (BOND FORMS & QUESTIONNAIRE DELETE)
The Kansas Legislature has assigned to the State Board of Education the responsibility to administer the Charter School statutes, K.S.A. 72-1903 to 72-1911. To assist the State Board in fulfilling this responsibility, the staff of the Kansas State Department of Education (KSDE) shall adhere to the following procedures in submitting recommendations for approval or disapproval of initial charter school petitions under K.S.A. 72-1906.

1. The format for the petition by a school district shall include a narrative for each of the 15 areas required by law to be addressed.
2. Each district filing a petition shall be provided, upon request, technical assistance by the KSDE staff.
3. The KSDE staff shall assemble a review committee comprised of at least three, but not more than 12, people from across the state to review the petitions. Staff shall ensure that membership includes persons who currently operate charter schools.
4. The KSDE staff shall develop a scoring rubric based on the requirements of the law and provide training to the persons selected to review the petitions to ensure rater reliability.
5. The State Board shall receive the petition recommendations in one month and act on them in the following month.

In addition, KSDE staff shall adhere to the following procedures in submitting recommendations for approval or disapproval of requests for renewal of charter schools under K.S.A. 72-1907.

- In August of the school year in which each charter school's approval will expire, staff will contact the Superintendent and ask if the district intends to seek renewal of the charter school. (This early contact is because the district will have to gather and organize the information needed to justify its request for renewal and submit it to the State Board on or before February 1, if renewal is to be sought.)
- Staff will send to each district that chooses to renew its charter school written instructions of what is required to renew the charter school, including the deadline for submission of required information.
- Staff shall review the information submitted for each charter school and shall prepare a recommendation to the State Board on whether the charter school should be renewed. Each recommendation shall include a detailed explanation for the recommendation, including a review of the school's progress in achieving its program goals.
- Staff recommendations shall be provided to the State Board members prior to the March meeting of the State Board.

Adopted: December 10, 2003
Procedure A: New Board Member Orientation

1. The purpose of orientation is to prepare newly elected Kansas State Board of Education members for their public office. The following orientation procedure applies to each even-numbered election year and the following odd-numbered year, and acquaint them with programs and activities of the Kansas State Department of Education.

2. On or before November 15 of an election year, the Board Secretary shall send the following a welcome letter to each Board member-elect with information to include:
   a. Links to Board Policies and Guidelines
   b. List of School Districts in his/her Board District
   c. Contacts of School District Superintendents in his/her Board District
   d. Draft calendar of upcoming year’s Board meetings
   e. Request for photo and bio
   f. Request for ordering name badge, name plate

   a. A copy of the Board Policies, Guidelines and Procedures;
b. A copy of the Department of Education Regulations;
c. A booklet on federal programs;
d. A booklet on special education;
e. An organizational chart for the Kansas Department of Education;
f. Information about Board elections and appointments; and
g. Information about health insurance programs.

3. On or before November 15th, the Board Secretary shall send a questionnaire to each continuing Board Member and each Board Member-elect. Each continuing Board Member and each Board Member-elect shall complete the questionnaire and return it to the Commissioner of Education on or before December 1st for use at the first orientation session. Suggested topics for the questionnaire could include the following: background and experience; understanding of the roles and responsibilities of board members; identification of individual goals and potential issues for the Board to address; evaluation of the Board’s progress in achieving current goals; strategies for working with the legislature and governor; expectations; biography; photograph; computer needs; contact information; preferred public contact information.

3. In early December, on or before November 15th, the Board Secretary shall notify each continuing Board Member and each Board member-elect regarding an orientation session that will be held on the day immediately preceding the first day of the December Board Meeting. The notice shall include an agenda for the orientation session and any necessary attachments. Each continuing Board member and each Board member-elect is expected to attend the orientation session to be held on the day immediately preceding the first day of the December Board meeting. A suggested agenda for
this orientation session could include the following: a discussion of each member’s expectations, issues, concerns, and goals for the Board; Board member roles and responsibilities; characteristics of an effective Board member; differences between a state board and local board of education, the legal authority and responsibility statutory and regulatory authority of the Board; Open Meetings Act; Board Policies and Guidelines; regulations, Board communications plan; Board elections and appointments; tour of KSDE building; and governmental and constituent relations.

In preparation for the session, Board members should receive:
   a. Board mission and goals, roles and responsibilities
   b. KSDE organizational chart, contact information for Commissioner and Deputy Commissioners
   c. Kansas Open Meeting Act, Open Records Act
   d. Draft calendar of Board meeting dates for the year
   e. Outline of regular communications to expect from Commissioner and Board Secretary
   f. Roles and duties of Board Secretary and Board Attorney
   g. Request for ordering business cards, stationery
   h. Instructions for submitting travel reimbursement (plus budget limitations) and payroll information
   i. Overview of benefits (insurance, KPERS, etc.)
   j. Required forms (W-9, I-9, permission for building key card)
   k. Parking instructions and parking tag

4. Details concerning swearing-in ceremonies, which differ during a gubernatorial election year, will be provided to newly elected and re-elected Board members as soon as they are made available to the Board Secretary.

5. When the agenda for the January Board meeting is distributed, the Board Secretary shall send each continuing Board Member and notify each Board member-elect a notice that an orientation session will be held prior to the first day of the January Board meeting. The notice shall include an agenda for the orientation session and any necessary attachments. This orientation session is required for each Board Member-elect and optional for continuing Board Members. A suggested agenda for this orientation session could include the following: computers/meeting technology; travel/payroll/insurance; agenda development process; position descriptions for the secretary and commissioner; issues and questions regarding the January Board Meeting agenda; and questions from the previous orientation session.
In preparation for the session, Board members should receive:

a. Statement of Substantial Interests form from Secretary of State’s Office
b. List of committee members of advisory groups that work with State Board and KSDE
c. List of legislators in Board District
d. Overview of legislative process and committees
e. Chronicle of major Board decisions for the past year
f. General calendar of events Board members may attend (Kansas Teacher of the Year, annual conference, etc.)

6. When the agenda for the February Board meeting is distributed, at least 14 calendar days prior to the February Board Retreat, the Board Secretary shall notify each of the new Board members that an orientation session will be held prior to the first day of the February Board meeting, at a time conveniently scheduled around the Board’s annual retreat. The notice shall include an agenda for the February orientation session and any necessary attachments. All members of the Board are expected to attend this orientation session. A suggested agenda for this orientation session could include the following: the purpose and process for strategic planning; the process for strategic planning; the Board’s mission, goals, and strategic plan from the preceding year; an overview of the legislative process and committees; information from KSDE communications department; supervision of Kansas State School for the Deaf and Kansas State School for the Blind; general issues and questions from new members related to the February Board Meeting agenda; and questions from the previous orientation sessions.

7. When the agenda for the March Board meeting is distributed, the Board Secretary shall include a notice for an orientation session to be held on the day preceding the first day of the March Board meeting. The notice shall include an agenda for the March orientation session and any necessary attachments. This orientation session is required for new Board Members and optional for continuing Board Members. A suggested agenda for this orientation session could include the following: presentations from KSDE teams; issues and questions related to the March Board Meeting agenda; and questions from the previous orientation sessions.

8. When the agenda for the May Board meeting is distributed, the Board Secretary shall include a notice for an orientation session to be held on the day preceding the first day of the May Board meeting. The notice shall include an agenda for the May orientation session and any necessary attachments. This orientation session is required for new Board Members and optional for continuing Board Members. A suggested agenda for this orientation session could include the following: presentations from KSDE teams; issues and questions related to the May Board Meeting agenda; and questions from the previous orientation sessions.
could include the following: presentations from KSDE teams; issues and questions related to the May Board Meeting agenda, and questions from the previous orientation sessions.

9. When the agenda for the June Board meeting is distributed, the Board Secretary shall include a notice for an orientation session to be held on the day preceding the first day of the June Board meeting. The notice shall include an agenda for the June orientation session and any necessary attachments. This orientation session is required for new Board Members and optional for continuing Board Members. A suggested agenda for this orientation session could include the following: presentations from KSDE teams; issues and questions related to the June Board Meeting agenda, and questions from the previous orientation sessions.

10. If the Board determines that adaptation of the orientation sessions would benefit new members required to be held in May or June are unnecessary, then the schedule may be adjusted. It may cancel either one or both of them with a majority vote.

11. At the end of each the orientation session process, the participants will complete an evaluation form and return it to the Commissioner, Board Chairman and Vice Chair. The Commissioner may use the feedback from evaluations to develop agendas for future orientation sessions.

9. Newly-elected Board members attending required orientation sessions may request mileage and per diem in accordance with State travel regulations. However, the expenses of members-elect to attend regular Board meetings cannot be paid until their term of office begins. (Policy 1004)

Adopted: September 10, 2008
PROCEDURE B: Conducting Evaluations

1. The Human Resources Director will initiate the evaluation process for the Commissioner, Board Secretary, and Board Attorney by sending the evaluation forms to the Board Members immediately following the October Board meeting of each year. The HR Director will provide instructions for submitting the completed evaluation forms to the Board Chairman or the person designated to receive the forms by the Board Chairman. The initial evaluation is within six months of hire and annually thereafter. See Policy 2002.

2. Each Board Member must complete the evaluation form and return it to the Chairman or designee by November 1 of each year.

3. The Chairperson will compile the final evaluation results based on the input received from the other Board members and any other person as requested.

4. The Board may consult with any person it considers to have relevant information regarding an evaluation. Such consultation may be in person during an executive session or by written report submitted to the Board Chairperson.

5. The entire Board will discuss the evaluation results during executive session at the November Board meeting.

6. The Commissioner will include the Board’s summary evaluation results when evaluating the Board Secretary’s performance. The Commissioner will complete the Board Secretary’s evaluation by filling out the State employee evaluation form, incorporating the Board’s input from the compiled evaluation results.

7. After the final evaluation is approved by a majority of the Board members, the Chairperson will discuss the evaluation with the person being evaluated. If the person being evaluated is the Board Secretary, the Commissioner will discuss the evaluation with the Board Secretary, and the Chairman may join the Commissioner during the discussion.

8. The evaluation forms will be housed with the KSDE Human Resources Office.

Adopted: September 10, 2008
Amended: October 17, 2012
Kansas State Board of Education

Annual Performance Review of the Board Attorney

The process used to review the performance of the Board Attorney is composed of a rating of selected duties and responsibilities and general comments on performance.

PART ONE: Selected Duties and Responsibilities

The State Board is asked to rate the Board Attorney on the duties and responsibilities listed below using the following scale:

1. Does not meet expectations
2. Somewhat meets Approaching expectations
3. Meets expectations
4. Exceeds expectations
5. Exceptional performance

A. _____ Do you believe you are The Board is kept reasonably informed about the status of legal matters involving the State Board?

B. _____ Do you believe The board attorney promptly complies with reasonable requests for information from you?

C. _____ Do you believe The board attorney provides you with sufficient explanation of legal matters involving the board so that you can make informed decisions when necessary about those matters?

D. _____ Do you believe The board attorney is reasonably accessible to assist you?

E. _____ Do you believe The board attorney provides you with adequate follow up to your questions or issues raised by you?

F. _____ Do you believe The board attorney keeps confidential those things that you believe should be kept confidential concerning the business of the board?

G. _____ Do you believe The board attorney is sufficiently discrete in dealing with matters involving the State Board?

H. _____ Do you believe The board attorney consistently anticipates legal issues
I. Do you believe the board attorney conducts himself in a manner that reflects favorably on the board with constituents, legislators, governmental officials, or the press?

J. Do you believe the board attorney remains objective in the legal advice and opinions offered to the board as a whole or to you individually?

K. Do you believe the board attorney possesses the necessary legal knowledge and skill to protect the legal interests of the board?

PART TWO: General Comments regarding performance of Board Attorney:
Kansas State Board of Education

Annual Performance Review of the Board Secretary

The process used to provide input to the Commissioner on the performance of the Board Secretary is composed of a rating of selected duties and responsibilities and general comments on performance.

PART ONE: Selected Duties and Responsibilities

The State Board is asked to rate the Board Secretary on the duties and responsibilities listed below using the following scale:

1. Does not meet expectations
2. Somewhat meets Approaching expectations
3. Meets expectations
4. Exceeds expectations
5. Exceptional performance

A. _______ Coordinates with KSDE staff and Board leadership to prepare the State Board meeting agenda, completes revisions, distributes to staff and interested parties, and publishes document on the website according to required timelines. Develops proposed year-long agenda of anticipated items for review by the State Board. Assists in making arrangements for Board meetings.

B. _______ Serves as a resource person or secretarial staff to Board committees when assigned. This includes significant contributions to the Policy Committee and Communications Committee. Other support services are provided primary staff support in organizing to organize Board Retreats, and new member orientation and receptions for Board members. Organizes receptions for Board members and sends cards/flowers to members when appropriate. Orders stationery, name badges, business cards as needed.

C. _______ Compiles, edits and organizes information from KSDE staff and non-staff presenters for assembly of the Board materials to accompany meeting agenda. Distributes support materials to Board members, staff and other appropriate people at least seven calendar days before Board meetings. Coordinates other correspondence to the Board as appropriate. Coordinates receipt, numbering and printing of support materials for the State Board agenda and mails the agenda and support materials to Board members and other appropriate people at least 7 calendar days before Board meetings. Coordinates other mailings to the Board as appropriate.

D. _______ Takes concise and accurate minutes of the Board meetings. Prepares written minutes no later than seven business days following the meeting and sends draft to Board members for inclusion in the Board packet for the succeeding month. Once approved, makes minutes available via the State Board’s home page on Internet and maintains a current book of minutes for public inspection. Assists in composing information about Board members for the home page, publications by the Secretary of State and other public uses. Officially certifies, upon approval of the Board, the meeting minutes and posts them on the Board’s homepage. Maintains the record of meeting minutes for public inspection.
E. _______ Writes a follow-up summary of Board action after each meeting and disseminates it to Board members, for the Chairman of the State Board, Commissioner, and Deputy Commissioners, by the Friday after each meeting. Provides information to agency staff regarding follow-up action if needed. Upon request from the Commissioner or the Board Chairman, composes and mails follow-up letters after Board meetings. Works with agency staff to assure completion of Board directives and monitors requests for future agenda items.

F. _______ Maintains and updates Board information on the agency website. Responds to requests from Board members for materials and information; composes and mails correspondence letters for Board members upon request. Composes and mails letters to the public in response to verbal and written inquiries or coordinates replies from appropriate department staff. Acts as a resource to the public in matters pertaining specifically to the Board. Provides phone and office coverage for Board inquiries.

G. _______ Maintains a database of Board member travel for use in preparing Board travel requests, travel vouchers for reimbursement and payroll information for Human Resources. Notifies Board members of payment. Makes travel arrangements for Board members upon request, prepares board travel requests, travel vouchers, and collects payroll information from board members. Reports payroll for Board members to the Agency Budgeting and Program Accounting Team, and prepares the payment voucher for the Board attorney. Mails travel reimbursement checks to Board members. Maintains travel and payroll records for Board members. Monitors departmental budget for travel.

H. _______ Prepares purchase authorizations and payment vouchers for purchases made from Board funds, and obtains supplies and equipment for Board office members. Prepares payment voucher for Board attorney expenses.

PART TWO: General Comments

Revised: September 10, 2008
Revised: October 17, 2012

(Policy Committee Folder: Board Secretary Eval 2015 Rev)
Item Title:
Approve payment of 2016 NASBE Membership Dues

Board Goals:
Board matters

Recommended Motion:
It is moved that the Kansas State Board of Education approve payment of calendar year 2016 dues for membership in the National Association of State Boards of Education and the National Council of State Education Attorneys.

Explanation of Situation Requiring Action:
The National Association of State Boards of Education (NASBE) exists to serve and strengthen state boards in their pursuit of high levels of academic achievement for all students. Among the member benefits is timely information on education’s most pressing issues. This includes education research and analysis, federal legislative updates, and coverage of education reform efforts across the nation.

Membership dues are the same as last year. (See invoice). The opportunity still exists to opt out of the Professional Development Funds, which reduces membership dues by $5,000. The breakdown of fees is as follows:

<table>
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<th>Membership Dues</th>
<th>Amount</th>
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<tr>
<td>2016 NASBE Membership Dues</td>
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<tr>
<td>2016 NCOSEA Membership Dues</td>
<td>$ 130</td>
</tr>
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<td><strong>Total</strong></td>
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<tr>
<td>(Opt out of Professional Development Funds)</td>
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<tr>
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<td><strong>$24,965</strong></td>
</tr>
</tbody>
</table>
National Association of State Boards of Education

333 John Carlyle Street, #530
Alexandria, VA 22314
(703) 684-4000
(703) 740-4828

INVOICE

SOLD TO:
Kansas State Board of Education
Attn: Peggy Hill
900 SW Jackson, Suite 600
Topeka, KS 66612

INVOICE NUMBER: 0603012
INVOICE DATE: June 5, 2015
PURCHASE ORDER NO.: 
TERMS: Due Upon Receipt

SHIPPED TO:

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<tr>
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- **Opt out of Professional Development Funds**
  - Deduct $5,000 from invoice total

- **Additional $2,500 to Professional Development Funds**
  - Add $2,500 to invoice total

- **Additional $5,000 to Professional Development Funds**
  - Add $5,000 to invoice total

<p>| | |</p>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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<td><strong>TOTAL DUE</strong></td>
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</tbody>
</table>

THANK YOU!
To: Commissioner Randy Watson  
From: Gwen Kramer, Wendy Fritz  
Subject: Personnel Report  
Date: 7/24/2015  
Board Goals: Governmental Responsibility

<table>
<thead>
<tr>
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<th>July</th>
<th>Aug</th>
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<td><strong>Recruiting (data on 1st day of month)</strong></td>
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<tr>
<td>Unclassified Regular (leadership)</td>
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</tr>
</tbody>
</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).
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act on Appointments of Persons to Unclassified Special Projects Positions

Board Goals:
Governmental responsibility

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

Tom Stuart to the position of Education Program Consultant on the Teacher Licensure and Accreditation Team effective July 5, 2015 at an annual salary of $56,118.40. This position is funded by the Teacher and Administration Fee Fund.

Mark Dechand to the position of Quality Assurance Technician on the Information Technology Team effective July 6, 2015 at an annual salary of $46,092.80. This position is funded by the State General Fund.

Deanna Bernauer to the position of Senior Administrative Assistant on the Information Technology Team effective July 13, 2015 at an annual salary of $28,308.80. This position is funded by the State General Fund.

Christine Armstrong to the position of Applications Developer II on the Information Technology Team effective August 2, 2015 at an annual salary of $50,918.40. This position is funded by the State General Fund.

Explanation of Situation Requiring Action:

Tom Stuart will manage procedural support to the Kansas State Board of Education as related to the issuance of licenses for teachers, school specialists and administrators.

Mark Dechand will manage the technical work required to meet the agency's needs for collecting and managing program data in order to meet the responsibilities and goals of KSDE and the State Board of Education. The position is responsible for ensuring the applications and data implemented in conjunction with various Program areas are accurate and meet specified functionality and quality criteria. The Quality Assurance Technician is responsible for quality assurance testing, including testing the extraction, transfer and load (ETL) processes, data validation activities related to application development and implementation, and fulfilling data requests.

Deanna Bernauer will manage telephone and walk-in coverage in IT North which supports the IT Helpdesk, Technical Support, Training and Project Management staff; assists the PC Support staff in checking out equipment and projectors; manages and tracks phone and data issues; keeps the listserv email communication accurate so that broadcast messages sent by the agency get delivered timely and accurately; initiates Purchase Authorizations for all technology related items the agency requires and tracks and documents the software maintenance associated to the orders; assists in copying and collating all training materials as needed by the training staff; processes all surplus property and

(continued)
ensures items have had local data removed and the proper paper work submitted to remove the items from inventory; and provides Information Technology Team Meeting support by setting up the meeting room, providing any needed equipment, and taking minutes.

Christine Armstrong will manage advanced technical work required to support the KSDE application development team. This position is responsible for, programming and modifying application software, identifying and documenting application requirements, and preparing system designs and detailed specifications from which application software is written. Functions include maintenance of websites and web applications; analysis, design, programming, and maintenance of applications; design, development and maintenance of data sources; troubleshooting and resolving application issues; and addressing data requests as assigned; and supporting data inquiries as assigned. Applications and procedures will adhere to standards and security procedures of the IT Department and the agency. The tasks of this position directly support the Agency's ability to communicate with schools, districts, and the public.
To: Commissioner Randy Watson  
From: Madeleine Burkindine  
Subject: KSSB & KSSD Fourth Quarter Reports (FY 2015)  
Date: 7/24/2015  
Board Goals: Governmental responsibility

The FY 2015 Fourth Quarter Reports for the Kansas State School for the Blind and Kansas State School for the Deaf are provided for review by the State Board of Education.
FY 2015

Kansas State School for the Blind
4th Quarterly Report

April 1 – June 30, 2015
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<td>ESY SUMMER PROGRAMS</td>
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</tr>
<tr>
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<td>4</td>
</tr>
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</tr>
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</tr>
<tr>
<td>Texas Tech University (TTU)</td>
<td>7</td>
</tr>
<tr>
<td>Missouri State University (MSU)</td>
<td>7</td>
</tr>
<tr>
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<td>8</td>
</tr>
</tbody>
</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/WORKSHOPS/PROFESSIONAL DEVELOPMENT

TRAINING ON Unified English Braille (UEB) – A presentation by Cay Holbrook, Ph.D. at the University of British Columbia, on Unified English Braille (UEB) and its implication for vision professionals was held at KSSB. KSSB will take the lead in helping TVIs and districts across the state in making the significant adjustment from existing braille codes to UEB.

INTERVENER WORKSHOP – Two KSSB staff attended an intervener workshop led by Barbara Miles, author of Remarkable Conversations – A Guide to Developing Meaningful Communication with Children and Young Adults Who are Deaf-Blind. KSSB is a leader in the promotion and development of Interveners as a service for students who are Deaf-Blind. Interveners are highly skilled and credentialed through Utah State University and the National Resource Center for Paraprofessionals.

BULLYING WORKSHOP – information on bullying awareness and prevention was provided to staff by Michelle Pickert with the Kansas Children’s Service League.

ASSISTIVE TECHNOLOGY CLASS - provided by KSSB staff members for teachers in training.

SPRING ACTIVITIES/EVENTS

JOB OLYMPICS – Ten KSSB students enjoyed participating with other secondary special education students across Wyandotte County in the 15th Annual Job Olympics held in Bonner Springs – KSSB students won a total of seven medals. The competition helps build pride and self confidence in the students.

FORENSICS MEET – KSSB’s forensics team won 2nd place at the North Central Association of Schools for the Blind (NCASB) tournament in Indianapolis in April.

SPRING CONCERT – The annual spring concert was held April 17th – the theme was “All About the Blind”. Students enjoyed sharing their talents with over 85 guests who attended the dinner, concert, and after-show social.

HONORS & AWARDS CEREMONY – Students were recognized and honored for their accomplishments on May 7th. KSSB makes a concerted effort to recognize all of its students and provide opportunities for recognition and success, whatever the student’s strength or area of interest.
**Graduation** - Ceremonies were held May 14th and four students were honored this year. Three of these students will return to KSSB next year as part of our transition program that promotes post-secondary outcomes in education and employment.

**International Visitors** – KSSB hosted a delegation from Belarus on April 30th. Representatives from different disability groups in Belarus were visiting to gather ideas and make connections for the purpose of improving the lives of citizens with disabilities in their home country.

**ESY Summer Programs**

KSSB offered two different programs during ESY in June. The programs emphasized the Expanded Core Curriculum domains of assistive technology, orientation and mobility, recreation and leisure, and daily living skills. Team teaching was also an integral part of ESY. Forty-eight (48) students attended our three-week K-SEE (Kansas Summer Expanded Education) program. The four-week vocational program had seventeen (17) students, aged 16 and older. Each of them participated in intensive work experience during the four weeks.

**Personnel Changes**

**Outreach Staff** - Debbie Moody, a Teacher of the Visually Impaired (TVI) from the Wichita area, has joined the KSSB staff. She will be providing outreach services to schools, parents, and children in the south central region of Kansas.

**KIRC Director** - Toni Harrell is the new director of the Kansas Instructional Resource Center (KIRC). Toni comes from Emporia and brings many years of library experience to the position.

**Elementary Teacher/COMS** - Penny Kimberling has joined KSSB as an elementary teacher and Certified Orientation and Mobility Specialist (COMS). Penny comes to KSSB with extensive experience as a teacher of students with disabilities and holds certification as a COMS, TVI and elementary teacher.

**COMS** - Chris Mancillas is the most recent COMS to join KSSB. Chris will work extensively with the students in our transition program to ensure that O&M needs are met on job sites, in higher education settings, and on campus. Having an O&M dedicated to the transition program will ensure that students leave KSSB as more independent, productive adults.

**Outreach**

During the fourth quarter, intakes specific to Orientation and Mobility assessments kept most of the outreach team busy, but they worked hard to collaborate with local and regional districts by meeting with district teams for the transition from direct services toward a professional development model. KSSB’s outreach will provide on-going mentoring, professional development and technical assistance to all statewide educational cooperatives/districts, with special focus on current trends and best practices in serving students who are blind or visually impaired in the local district. A “Back to School” series is planned for regular and special
education teachers and paraprofessionals in the fall. The series will focus on designing and modifying instruction for the visually impaired student in the classroom setting, including the role of the paraprofessional. These one day workshops will be held in three different locations: Wichita, Lawrence, and Salina.

*Regional Vision Professional Group Meetings* continued during the fourth quarter with meetings in Wichita, Hutchinson, Topeka, and Kansas City. The focus of these meetings varied according to region but included: how to read an eye report; introduction to Unified English Braille (UEB); and collaboration on meeting the needs of larger districts with vast student needs. The input from the teachers statewide has all been positive, and these regional meetings will continue in the fall. *Community Orientation and Mobility outings* occurred on six occasions during the fourth quarter. Identifying and recruiting for teachers to enter an Orientation and Mobility Certification program is an ongoing goal for the outreach staff. Outreach staff continue to assist districts with meeting O&M needs by creative planning and implementation of events such as Community Orientation and Mobility lessons.

In addition to the influx of Orientation and Mobility intakes, during the fourth quarter it was evident that more teachers from the outlying parts of the state are calling for assistance from the KSSB outreach team. TVIs, special education teachers, administrators and parents made inquiries, phone calls, and sent emails regarding assistance with various assessments including Functional Vision, Learning Media, and Assistive Technology. The fourth quarter generally brings an increased number of IEPs, and at the request of Kansas school districts or infant/toddler programs, the outreach team participated in many IEP meetings when technical assistance with programming needs for a student with a visual impairment was needed.

The outreach staff works very closely with the university training programs to help identify, support, and mentor new teachers of the visually impaired working throughout the state of Kansas. During fourth quarter, outreach worked directly with 6 new TVIs in training within their local districts. Providing on-going mentoring and support to new TVIs, O&M's, and Paras is a major focus of the new model for outreach.

**KANSAS INSTRUCTIONAL RESOURCE CENTER (KIRC)**

The new Director of KIRC, Toni Harrell, began her employment at KSSB on June 8 and was immediately immersed in catching up with checking in and inventorying all of the materials TVIs had sent back to KIRC throughout the spring as well as preparing textbooks and supplies to be sent out for the start of school in August.
## KANLOVKIDS LOW VISION CLINICS

<table>
<thead>
<tr>
<th>Low Vision Clinics</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Evaluated</strong></td>
<td>27</td>
<td>51</td>
<td>22</td>
<td>48</td>
</tr>
<tr>
<td><strong>Number of Clinics</strong></td>
<td>7</td>
<td>11</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td><strong>Clinic Sites</strong></td>
<td>Atchison (1) Hays (1) Kansas City (1) Manhattan (1) Salina (1) Topeka (2) Dodge City (1) Garden City (1) Girard (1) Hays (1) Kansas City (3) Lawrence (1) Topeka (2) Wichita (1) Garden City (1) Hays (1) Kansas City (1) Manhattan/Wamego (1) Salina (1) Topeka (2)</td>
<td>Kansas City (3) Leavenworth (1) Newton (1) Pittsburg (1) Topeka (4) Wichita (2) Winfield (1)</td>
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<tr>
<td><strong>Number of Adults in Attendance (Parents, Teachers, Other Service Providers)</strong></td>
<td>108</td>
<td>147</td>
<td>88</td>
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**TASN - PERSONNEL DEVELOPMENT GRANT**

**University of Nebraska Lincoln (UNL) – Current Students**

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<td>Completed TVI program and earned vision endorsement – Spring 2015</td>
<td>1</td>
<td>Garden City</td>
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<tr>
<td>On track to complete TVI program and earn vision endorsement – Summer 2015</td>
<td>1</td>
<td>Wichita</td>
</tr>
<tr>
<td>Beginning last semester of study for TVI program – August 2015</td>
<td>3</td>
<td>Centralia Tonganoxie Topeka</td>
</tr>
<tr>
<td>Beginning second year of study for TVI program – August 2015</td>
<td>3</td>
<td>Lyndon Ozawkie Topeka</td>
</tr>
<tr>
<td>Recruiting for one applicant to begin TVI program – Fall 2015</td>
<td>Needs to be filled</td>
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**Texas Tech University (TTU)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Completed TVI program and earned vision endorsement – Summer 2015</td>
<td>1</td>
<td>Winfield</td>
</tr>
<tr>
<td>On track to complete TVI program and earn vision endorsement – December 2015</td>
<td>1</td>
<td>Wichita</td>
</tr>
<tr>
<td>Beginning second year of COMS program – August 2015</td>
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<td>Ensign Garden City Winfield</td>
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<tr>
<td>First year – second class in the TVI Program – Fall 2015</td>
<td>1</td>
<td>Overland Park</td>
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**Missouri State University (MSU)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Beginning second year of TVI program - August 2015</td>
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<td>Overland Park</td>
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**Total Participants in TASN Personnel Development Grant**

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<tr>
<th>Description</th>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>University of Nebraska Lincoln (UNL) - 8</td>
<td>15</td>
<td>12 TVIs</td>
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<tr>
<td>Texas Tech University (TTU) - 6</td>
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<td>3 COMS</td>
</tr>
<tr>
<td>Missouri State University (MSU) - 1</td>
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<td></td>
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<tr>
<td>Plan to fill one (1) TVI position for Fall 2015</td>
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**KANSAS STATE SCHOOL FOR THE BLIND – 4th QUARTERLY REPORT - FY 2015**
## Budget/Revenue & Expenditures by Fund

<table>
<thead>
<tr>
<th></th>
<th>FY 2015 Budget/Revenue</th>
<th>Expenditures To Date 6/30/15</th>
<th>Balance</th>
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<tbody>
<tr>
<td>State Appropriation</td>
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<td>5,368,511</td>
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<td><strong>Federal Aid:</strong></td>
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</tr>
<tr>
<td>School Lunch</td>
<td>40,000</td>
<td>33,275</td>
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<tr>
<td>Special Education</td>
<td>481,750</td>
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<tr>
<td>Other</td>
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<td>5,492</td>
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<tr>
<td><strong>Subtotal – Federal Aid</strong></td>
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<td>480,418</td>
<td>52,282</td>
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<tr>
<td>Fees</td>
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<td>342,445</td>
<td>46,814</td>
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<tr>
<td>Miscellaneous</td>
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<tr>
<td>Building</td>
<td>809,168</td>
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</tr>
<tr>
<td>Other</td>
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<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>7,103,865</td>
<td>6,808,383</td>
<td>295,482</td>
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</tbody>
</table>

## Budget Expenditures by Object

<table>
<thead>
<tr>
<th></th>
<th>FY2015 Budget/Revenue</th>
<th>Expenditures To Date 6/30/15</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>5,020,840</td>
<td>4,941,008</td>
<td>79,832</td>
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<tr>
<td>Contractual Services*</td>
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<td>873,864</td>
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<tr>
<td>Commodities **</td>
<td>221,653</td>
<td>191,960</td>
<td>29,693</td>
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<tr>
<td>Capital Outlay</td>
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<td>100,239</td>
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<tr>
<td>Other ***</td>
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<td>77,001</td>
<td>999</td>
</tr>
<tr>
<td>Debt Service</td>
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<tr>
<td>Capital Improvements</td>
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<td>580,183</td>
<td>184,857</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>7,103,865</td>
<td>6,808,383</td>
<td>295,482</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
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  SECONDARY DEPARTMENT .......................................................................................................5

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KANSAS STATE SCHOOL FOR THE DEAF
First Quarter Report to the Kansas State Board of Education
Vision, Mission, and Goals

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). We have completed a school-wide self-study, identified strengths and weaknesses, and developed actions plans for improvement. We hosted a site visit from the CEASD Accreditation team February 9-12, 2014.

LITERACY SCHOOL IMPROVEMENT PLAN
2013 – 2018
Goal:
1. All of our students will improve their expressive and receptive vocabulary.

MATH SCHOOL IMPROVEMENT PLAN
2013-2018
Goal:
1. All of our students will improve their fraction and decimal concepts and computation.
ASSESSMENTS/CURRICULUM/PROFESSIONAL DEVELOPMENT

During the fourth quarter, students finished up their state assessment testing. Representatives from CETE and KSDE observed how our students test, and the various accommodations we make to ensure that all students have full access to the questions. Their feedback was very helpful and they gave us several good ideas that we will implement during state assessments next year. They informed us that sign language will be included in the Listening and Math Assessments for 2015-16. That is certainly a positive step toward making the assessments accessible for our students.

We have purchased a program from MAP that will help us identify specific gaps in our students reading and math skills. Once identified, these gaps will be targeted for intervention. Teachers will be trained and begin using it in the fall of 2015.

The ELA department has set a goal of developing a new “On-demand” writing assessment this summer to begin in August 2015. The new assessment will focus more on the structure of written English, which deaf children struggle with. The math committee will be reworking the secondary General Math curriculum this summer to include more application activities.

INSTRUCTIONAL TECHNOLOGY

KSD has implemented a new domain of Google Apps for Education to help students learn more collaboratively and to help educators spend less time on administration and more time on teaching. We have ordered fifty Chromebooks for secondary teachers, and secondary English Language Acquisition (ELA) students. The school’s ultimate goal is to increase collaboration amongst secondary students and encourage them to think more creatively, instead of learning by rote memorization.

BILINGUAL DEPARTMENT

- Two KSD students gave winning speeches at the Optimist Oratorical Competition this spring and each won a $2,500 college scholarship through Optimist International. Their speeches will be airing nationally on the KSD Channel via Sorenson Video Phones.
- KSD held its inaugural National Youth De’VIA Art Contest. Six other states participated in the competition with Kansas which included over 150 entries of artwork. KSD had several students who won first place in the different art categories – winning pieces can be viewed on the KSD website, www.ksdeaf.org
- A 3rd grade KSD student won first place in the Marie Jean Philip national ASL storytelling contest.
- Gallaudet will be piloting a national ASL Literature Competition modeled after KSD’s ASL Bowl. KSD will be one of ten schools participating in the pilot competition next year.
TRANSITION SERVICES/DUAL PLACEMENT

An important goal of the KSD Transition Coordinator is to ensure that every KSD student has some type of work/internship experience before graduating. That goal was met with the 2015 graduating class. Each student had at least one work/internship experience – many of them had multiple experiences. The Transition Coordinator and Career Specialist continue to work collaboratively and diligently to re-establish business partnerships, work with current business partners, and grow this program.

The senior class of 2015 consisted of 15 students with a variety of post-secondary plans.

- 3 will attend Gallaudet University
- 3 will attend community college
- 5 will join the work force
- 2 will return to KSD for additional transition services
- 2 will join programs in their home towns that provide supported employment

INSTRUCTIONAL SERVICES

Early Childhood Center

After a successful school year, the Early Childhood teachers promoted seven students to kindergarten.

Elementary Department

The revision of the Multi-Tiered Systems of Support (MTSS) in the area of behavior has been completed, providing simplicity and applicability to the system. School-wide expectations are analogous to city, state, and national laws while classroom expectations are analogous to house rules set forth by parents and caretakers.

Secondary Department

Junior National Association for the Deaf (Jr. NAD) – Students are trying to reestablish a Junior NAD chapter at KSD. Junior NAD chapters focus on advocacy, attitude, awareness, commitment, cooperation, friendship, information exchange, involvement and leadership skills. Members of Junior NAD, (grades 7 – 12), are given opportunities to develop leadership skills, learn and demonstrate citizenship, and meet and interact with students from other schools and states.

Great Plains Schools for the Deaf Track and Field Championships – The high school girls and boys track teams, along with teams from eight other schools for the deaf, participated in the Great Plains Schools for the Deaf Track and Field Championship at the Arkansas School for the Deaf on April 25. Our teams both took second place in the event.
New KSD Mascots – A committee comprised of representatives from KSD staff, students, alumni, and the deaf community worked together with a volunteer artist over the past year to design a new Jackrabbit mascot for KSD. We now have a new Jack Senior and a Jack Junior (elementary) mascot to help foster and build unity among the students and faculty. We are proud of our new Jackrabbits and look forward to many years with these characters uniting us and leading the way to school spirit and pride.

OUTREACH

AUDIOLOGY

Auditory Training Unit - An auditory trainer is a wireless assistive listening device (basically a personal FM system) for students with hearing impairments to use in the classroom. It picks up the teacher’s voice through a microphone and transmits it, using radio waves, to the student wearing a corresponding FM receiver. The benefit of an auditory trainer is that the device effectively moves the teacher’s mouth right up to the hard of hearing student's ears thus removing background noise and distance problems.

AUDITORY TRAINING UNIT SERVICE REPORT

<table>
<thead>
<tr>
<th>SERVICE PROVIDED</th>
<th>QUARTER 1</th>
<th>QUARTER 2</th>
<th>QUARTER 3</th>
<th>QUARTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATU Inservices</td>
<td>Easton</td>
<td>Burlingame</td>
<td>Baldwin City</td>
<td>Paola</td>
</tr>
<tr>
<td></td>
<td>Elwood</td>
<td>Emporia</td>
<td>Clay Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emporia</td>
<td>Hutchinson</td>
<td>Emporia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Horton</td>
<td>Junction City</td>
<td>Junction City</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Madison</td>
<td>Madison</td>
<td>Marysville</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paola</td>
<td>Paola</td>
<td>Paola</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prince of Peace</td>
<td>Marysville</td>
<td>Overbrook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Valley Falls</td>
<td>Paola</td>
<td>Topeka</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wamego</td>
<td>Wamego</td>
<td>Wamego</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Westmoreland</td>
<td>Wamego</td>
<td>Wamego</td>
<td></td>
</tr>
<tr>
<td>ATU CALLS</td>
<td>110</td>
<td>124</td>
<td>183</td>
<td>53</td>
</tr>
<tr>
<td>ATU EMAILS</td>
<td>591</td>
<td>402</td>
<td>593</td>
<td>523</td>
</tr>
<tr>
<td>PREsentations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COMPREHENSIVE EVALUATIONS</td>
<td>5</td>
<td>12</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>IEPs ATTENDED</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>NON-KSD PARENT CALLS</td>
<td>1</td>
<td>0</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>OTHER CONTACTS</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>
### AUDITORY TRAINING UNIT (ATU) LEASE PROGRAM

<table>
<thead>
<tr>
<th>CURRENT NUMBER OF RECEIVERS LEASED</th>
<th>233</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT ATUS BILLED</td>
<td>$ 78,065.29</td>
</tr>
<tr>
<td>CURRENT COLLECTED</td>
<td>$ 75,102.86</td>
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</tbody>
</table>

### KANSAS INFANT HEARING AID LOANER BANK

<table>
<thead>
<tr>
<th>Requests for Hearing Aids</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Infants</td>
<td>7</td>
<td>13</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Number of Hearing Aids</td>
<td>11</td>
<td>23</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Counties (# of Infants)</td>
<td>Butler (2) Cherokee (1) Doniphan (2) Johnson (6) Marion (2) Shawnee (8) Sherman (2)</td>
<td>Johnson (2) Miami (1) Riley (1) Shawnee (1)</td>
<td>Gove (2) Johnson (2) Leavenworth (2) Miami (2) Sedgewick (2) Shawnee (2)</td>
<td></td>
</tr>
</tbody>
</table>

### BIRTH – THREE DIRECT SERVICES

<table>
<thead>
<tr>
<th>County/Network</th>
<th>Number of Families Served</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quarter 1</td>
</tr>
<tr>
<td><strong>Douglas County Infant/Toddler Services</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Johnson County Infant/Toddler Services</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>Lakemary Infant-Toddler Services</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Northeast Kansas Infant/Toddler Network</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>OCCK-Cloud-Republic Infant/Toddler Network</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Ottawa-Wellsville Infant/Toddler Network</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Salina Infant/Toddler Network</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>TLEC Infant/Toddler Program</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Wyandotte County Infant/Toddler Services</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Number of Families Served</strong></td>
<td>17</td>
</tr>
</tbody>
</table>
**Other Outreach Services Overview**

<table>
<thead>
<tr>
<th>Service Provided</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-Day Comprehensive Evaluations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Observations</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Initial Consultations</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Presentations at Conferences</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Workshops/In-Services</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numbers Served</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (directly/indirectly)</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Parents</td>
<td>5</td>
<td>7</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Staff</td>
<td>25</td>
<td>96</td>
<td>77</td>
<td>58</td>
</tr>
<tr>
<td>School Districts &amp; Coops</td>
<td>6</td>
<td>6</td>
<td>16</td>
<td>5</td>
</tr>
</tbody>
</table>

**Additional Services Overview**

<table>
<thead>
<tr>
<th>Mail, Email, Telephone &amp; In-Person Contacts</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>316+</td>
<td>349+</td>
<td>371+</td>
<td>310+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listserv</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Members (cumulative)</td>
<td>229</td>
<td>237</td>
<td>254</td>
<td>264</td>
</tr>
<tr>
<td>Messages Sent</td>
<td>54</td>
<td>59</td>
<td>80</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lending Library Contacts</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47+</td>
<td>30+</td>
<td>32+</td>
<td>12+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Time Uses of Lending Library</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KSD Staff</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professionals Providing D/HH Services (other than KSD)</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Family Members of a Child Who is D/HH (other than KSD families)</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Community Members</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Materials Checked Out</td>
<td>42</td>
<td>16</td>
<td>32</td>
<td>34</td>
</tr>
</tbody>
</table>
### Budget/Revenue & Expenditures by Fund

<table>
<thead>
<tr>
<th>FY 2015 Budget/Revenue</th>
<th>Expenditures To Date 6/30/15</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriation</td>
<td>8,783,160</td>
<td>8,783,160</td>
</tr>
<tr>
<td>Federal Aid:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Lunch &amp; Breakfast</td>
<td>38,800</td>
<td>29,542</td>
</tr>
<tr>
<td>Special Education – Regular</td>
<td>194,038</td>
<td>166,748</td>
</tr>
<tr>
<td>Other</td>
<td>16,486</td>
<td>16,400</td>
</tr>
<tr>
<td><strong>Subtotal – Federal Aid</strong></td>
<td>249,324</td>
<td>212,690</td>
</tr>
<tr>
<td>Fees/Tuition</td>
<td>449,156</td>
<td>445,412</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>4,250</td>
<td>0</td>
</tr>
<tr>
<td>Building</td>
<td>2,732,608</td>
<td>2,103,956</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12,218,498</strong></td>
<td><strong>11,545,218</strong></td>
</tr>
</tbody>
</table>

*Contractual Services* - includes communications, postage, printing, rent, travel, utilities, professional services

**Commodities** - includes gasoline, paper, office supplies, food, educational materials, etc.

### Budget Expenditures by Object

<table>
<thead>
<tr>
<th>FY2015 Budget/Revenue</th>
<th>Expenditures To Date 6/30/15</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>7,794,792</td>
<td>7,761,610</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>933,981</td>
<td>922,974</td>
</tr>
<tr>
<td>Commodities **</td>
<td>364,512</td>
<td>364,310</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>372,000</td>
<td>371,762</td>
</tr>
<tr>
<td>Debt Service</td>
<td>93,272</td>
<td>93,272</td>
</tr>
<tr>
<td>Other</td>
<td>2,555</td>
<td>2,555</td>
</tr>
<tr>
<td>Capital Improvements</td>
<td>2,657,386</td>
<td>2,028,735</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12,218,498</strong></td>
<td><strong>11,545,218</strong></td>
</tr>
</tbody>
</table>
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act on recommendations for Visiting Scholar licenses

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 Randy Watson, Commissioner of Education, regarding Visiting Scholar licenses.

Explanation of Situation Requiring Action:
Criteria for a Visiting Scholar license:
1. Advanced course of study or extensive training in the area of licensure requested
2. Outstanding distinction or exceptional talent in the field
3. Significant recent occupational experience which is related to the field

The Southeast Kansas Education Service Center and Khalil Mekkaoui
The Southeast Kansas Education Service Center at Greenbush requests that Khalil Mekkaoui be granted the renewal of a Visiting Scholar license valid for the 2015-16 school year. Mr. Mekkaoui will continue to provide instruction in the Arabic language as part of the Greenbush Strategic Language Project utilizing the Greenbush Interactive Distance Learning Network. He will teach Arabic I, II, III and IV. Mr. Mekkaoui demonstrated his success as a teacher during the past eight school years. He has participated in professional development activities each year. Mr. Mekkaoui continues to provide a unique educational opportunity for the study of Arabic language and culture to a growing number of students. I recommend that the request for renewal of a Visiting Scholar license valid for the 2015-16 school year for Khalil Mekkaoui be approved, based on continuing to meet two of the three established criteria and completion of appropriate professional learning during his teaching as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and William Allen Skeens
Blue Valley USD 229 requests that William Allen Skeens be granted a renewal of a Visiting Scholar license valid for the 2015-16 school year. Mr. Skeens will continue to be a CAPS law instructor, responsible for the course CAPS Law & Public Safety course which is part of the CAPS Human Services Strand. The CAPS program provides students with the opportunity to explore career opportunities in many core areas. Students are exposed to a broad overview of the criminal justice system through a case study approach and exposure to “real experts” while participating in field visits. The course receives college credit through Johnson County Community College, College Now Program. The CAPS schedule offers morning and afternoon sessions (six periods) every day for a full semester, replicated second semester. Mr. Skeens participated in appropriate professional learning while employed in this position during the 2014-15 school year.

William Skeens continues to provide a unique learning opportunity for students in the CAPS program. I recommend that the request for renewal of a Visiting Scholar license valid for the 2015-16 school year for William Skeens be approved, based on continuing to meet two of the three established criteria and appropriate professional learning during his teaching as a Visiting Scholar.

(continued)
Rural Vista, USD 481 and Joe Williams

Rural Vista USD 481 requests that Joe Williams be granted a Visiting Scholar license valid for the 2015-16 school year. Mr. Williams will be assigned as the music teacher for the district. His schedule will be as follows: two periods of Pep band; one period of elementary music grades 5-6; two periods each of music, grades 9-12 and grades 7-8.

Joe Williams completed a Bachelor of Science degree in Management and Ethics from Manhattan Christian College in 1997.

Mr. Williams has numerous experiences in music performance. He entered the military (Army) in 1978 with the primary duty assignment as a musician, playing trombone in a variety of musical organizations, including military marching and concert bands, and associated choral, jazz and other ensembles. His duty assignment required an audition process to verify his skill expertise followed by seven months of military music training (March 1979 – September 1979). Mr. Williams continued in this military service assignment until 1992. His service included the 3rd Infantry Division Band based in Germany and the 1st Infantry Division Band at Ft. Riley. He ended his service in 1995 and completed his bachelor’s degree. Subsequently, he re-entered the military as a recruiter with a secondary assignment continuing as a musician until 2010. For the last several years, Joe has substituted for Rural Vista, including in the music classrooms.

Mr. Williams would bring to the classroom years of experience as a professional musician performing all over the world in dozens of countries. He has performed with numerous organizations, including vast experience in concert and marching bands as well as jazz bands/ensembles, and pit bands for musicals. He indicates he has played all genres of music ranging from classical, rock and roll, country and Dixieland. He was involved in international marching band competitions and drum and bugle shows, and has performed for a U.S. President and many other dignitaries in other countries.

Joe Williams will provide a unique educational opportunity for the music students in the Rural Vista USD. He meets the criteria significant experiences in music performance as a member of numerous, varied performance groups. His service and assignment as a musician in the military provide evidence of his talent and distinction in the music field. I recommend that the request of a Visiting Scholar license valid for the 2015-16 school year for Joe Williams be approved, based on meeting two of the established criteria.

Hugoton, USD 210 and Carlie Rooney

The Hugoton USD requests that Carlie Rooney be granted a Visiting Scholar license valid for the 2015-16 school year. Ms. Rooney will be assigned to teach courses in biology and physical science to students in 9th-10th grades.

Carlie Rooney completed a Bachelor of Science degree in Animal Science and Industry from Kansas State University in 2007 with a pre-veterinary/science option. A Master’s of Science in Animal Science was earned in 2009 from Kansas State University. During her master’s degree studies, Carlie was a graduate teaching assistant for over 300 undergraduate students, assisting in both the laboratory and lecture portions of two courses. She also conducted research and volunteered as an assistant in several other biology/animal science courses.

Ms. Rooney was employed by Gold Standards Labs as a Lab Manager and then as a Market Development Specialist from March of 2010 through February of 2014 in Garden City. Her work included presentations, handouts and other tools designed to educate producers on animal health and genetics, plus lectures, lab trials, lab procedures and diagnostic testing. Since 2014, she has been employed by Alltech, Inc. in Satanta as a sales manager for animal health and nutrition sales. This position has allowed her to stay current on animal health and related research. Ms. Rooney has presented and published on a variety of academia and industry related topics.
Item Title:
Act to approve local in-service education plans

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education act to approve the in-service education plans for Minneola USD 219 and Mill Creek Valley USD 329

Explanation of Situation Requiring Action:
In provisions of K.S.A. 72-9604, the State Board is charged with setting standards and criteria by which LEAs will establish and maintain an in-service education program for their licensed personnel. Additionally, the state education budget provides state funds, when available, to be used to reimburse portions of the LEAs’ in-service activities. Finally, LEAs must have approved by the State Board of Education a five-year in-service plan that includes appropriate activities for which reimbursement is available.

Specifically, S.B.R. 91-1-216(a)(b) stipulates that LEAs must develop and implement an in-service plan that includes the following: 1) establishment of a professional development council; 2) an assessment of in-service needs; 3) identification of goals and objectives; 4) identification of activities; and 5) evaluative criteria.

Over the years, almost all of the guidelines and report formats for the Kansas In-service Program have been merged into the Quality Performance Accreditation system. As a result, school districts have focused their in-service resources on the targets established by their respective buildings as identified through the school improvement process.

In compliance with S.B.R. 91-1-216(c) and S.B.R. 91-1-217(b)(3), the education agencies listed in the motion have submitted a proposed five-year in-service education plan. State department staff members have reviewed the plans using the State Board of Education approved criteria, and recommend approval of the plans.
Item Title:
Act on accreditation recommendations of 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 "Continuing Accreditation" for Donnelly College through December 21, 2020; "Continuing Accreditation" for Haskell Indian Nations University through December 31, 2019; and "Continuing Accreditation" for University of Kansas through December 31, 2021.

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 accreditation approval for the above institutions based on adopted State Board policies, procedures, and regulations. These are available for review by any member or members of the State Board. The review team's report and the institution's response to the report, along with the institutional report and/or institutional progress report, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared a written initial recommendation regarding the appropriate status to be assigned to the teacher education unit.

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 unit. 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 unit accreditation approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.
July 13, 2015

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Donnelly College

Introductory Statement:

On June 19, 2015, the Evaluation Review Committee reviewed the application for accreditation for Donnelly College.

Documents that were received and considered include the Institutional Report, Institutional Rejoinder, and the KSDE Team Report.

ACCREDITATION RECOMMENDATION

Recommend “Accreditation” through December 31, 2020.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Team Findings</th>
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<tbody>
<tr>
<td></td>
<td>Initial</td>
</tr>
<tr>
<td>1  Candidate Knowledge, Skills, and Dispositions</td>
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</tr>
<tr>
<td>2  Assessment System and Unit Evaluation</td>
<td>Met</td>
</tr>
<tr>
<td>3  Field Experiences and Clinical Practice</td>
<td>Met</td>
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<tr>
<td>4  Diversity</td>
<td>Met</td>
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<tr>
<td>5  Faculty Qualifications, Performance, and Development</td>
<td>Met</td>
</tr>
<tr>
<td>6  Unit Governance and Resources</td>
<td>Met</td>
</tr>
</tbody>
</table>

Next visit: Spring 2020

Areas for Improvement (AFI):

Standard 1-2, 4-6

None

**Standard 3**

**AFI 3.1** Candidate performance in field experiences are not tracked.

**Rationale 3.1** The UTEP Summative Assessment of Professional Dispositions does not indicate how field experiences are tracked beyond the document.

**AFI 3.2** Minimum performance expectations are unclear.

**Rationale 3.2** The descriptors need to be more explicit. For example, what determines a *one* and a *two*?
July 13, 2015

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Haskell Indian Nations University

Introductory Statement:

On June 19, 2015, the Evaluation Review Committee reviewed the application for accreditation for Haskell Indian Nations University.

Documents that were received and considered include the Institutional Report, waiver of Institutional rejoinder, and the KSDE-NCATE/CAEP Team Report.

ACCREDITATION RECOMMENDATION

Recommend “Accreditation” through December 31, 2019. The institution was required to submit documentation focused solely on Standard 2.

<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
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<tr>
<td>6</td>
<td>Unit Governance and Resources</td>
</tr>
</tbody>
</table>

Next visit: Fall 2019

Areas for Improvement (AFIs):

Standard 1, 3-6

None

Standard 2

Continued Areas for Improvement

AFI 2.1 The unit's assessment system has not fully implemented comprehensive and integrated assessment and evaluation measures to manage and improve its seven unit operations.

Rationale 2.1 The full implementation of the system's unit operations assessments will not occur until spring or summer 2015.

AFI 2.2 The unit has not completed steps to eliminate bias in assessments and has not established fairness, accuracy, and consistency of its assessment procedures and instruments.

Rationale 2.2 Policies for eliminating bias, establishing consistency, fairness and accuracy have been developed but have not been approved at all levels for complete implementation.
July 13, 2015

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for the University of Kansas

Introductory Statement:

On June 19, 2015, the Evaluation Review Committee reviewed the application for accreditation for the University of Kansas.

Documents that were received and considered include the Institutional Report, waiver of Institutional rejoinder, and the KSDE-NCATE/CAEP Team Report.

ACCREDITATION RECOMMENDATION

Recommend “Accreditation” through December 31, 2021.

<table>
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</tbody>
</table>

Standard 5 – At Target (attained)
Next visit: Spring 2021

Areas for Improvement (AFIs):
Standard 1-6
None
ACCREDITATION 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 accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

**Limited Accreditation.** This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

**Denial of Accreditation.** This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Unit Accreditation Board of NCATE render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation

**ACCREDITATION DECISIONS AFTER THE FIRST VISIT**

**1.** After an institution’s first accreditation visit, the ERC/UAB will render one of the following accreditation decisions:

**Accreditation for five years.** This accreditation decision indicates that the unit meets each of the six KSDE/NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution’s attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in NCATE’s action letter in preparation for its next visit. The next on-site visit is scheduled for five years following the semester of the accreditation visit.

**Accreditation for two years with a focused visit.** This accreditation decision indicates that the unit has met at least one of the KSDE/NCATE standards. When the ERC/UAB renders this decision, the unit maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within an established time period.

If accreditation for two years with a focused visit granted, the ERC/UAB will require a focused visit on the unmet standard(s) within two years of the accreditation decision. After a focused visit, the ERC/UAB will (1) continue accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit’s original accreditation cycle.

**Accreditation for two years with a full visit.** This accreditation decision indicates that the unit has not met one or more of the standards. When the ERC/UAB renders this decision, the unit has accredited status, but must satisfy provisions by meeting previously unmet standard(s) within an established time period.
If accreditation for two years with a full visit is granted, the ERC/UAB will require a full visit within two years of the semester of the accreditation decision. After a full visit, the ERC/UAB will (1) grant accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the accreditation visit occurred. This scheduling establishes and maintains the unit’s seven-year accreditation cycle.

1 “First accreditation” refers to institutions not accredited by NCATE at the time of their visit.

Denial of Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE/NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

Revocation of Accreditation. Following a full visit that occurs as a result of an accreditation for two years with a full visit decision, this accreditation decision indicates that the unit has not sufficiently addressed the unmet standard(s).

2 Accreditation can also be revoked by action of the UAB under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Unit Accreditation Board at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of NCATE to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.
ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the UAB/ERC will render one of the following decisions:

Accreditation for seven years. This accreditation decision indicates that the unit meets each of the six KSDE/NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution’s attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in NCATE’s action letter in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation for five years. This accreditation decision indicates that the unit meets each of the six KSDE/NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution’s attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in NCATE’s action letter in preparation for its next visit. The next on-site visit is scheduled for five years following the semester of the continuing accreditation visit.

Accreditation for two years with a focused visit. This accreditation decision indicates that the unit has not met at least one of the KSDE/NCATE standards. When the ERC/UAB renders this decision, the unit maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within an established time period.

If accreditation for two years with a focused visit granted, the ERC/UAB will require a focused visit on the unmet standard(s) within two years of the accreditation decision. After a focused visit, the ERC/UAB will (1) continue accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit’s original accreditation cycle.

Accreditation for two years with a full visit. This accreditation decision indicates that the unit does not meet one or more of the KSDE/NCATE standards, and has pervasive problems across the standards that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation for two years with a full visit is granted, the unit must schedule an on-site visit within two years of the semester in which the accreditation decision was rendered. The unit must address all KSDE/NCATE standards in effect at the time of the full review. Following the on-site review, the ERC/UAB will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the two-year visit.

Revocation of Accreditation. Following a comprehensive site visit that occurs as a result of a ERC/UAB decision to accredit for two years with a focused or full visit, this accreditation decision indicates that the unit does not meet one or more of the KSDE/NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.
Accreditation can also be revoked by action of the UAB under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Unit Accreditation Board at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of NCATE to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.
Item Title:
Act on program approval recommendations of 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 Kansas State University, Newman University, Tabor College and University of Saint Mary.

Explanation of Situation Requiring Action:
Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review programs for the above institutions based on adopted State Board policies, procedures, and regulations. These are available for review by any member or members of the State Board. The review team's report and the institution's response to the report, along with the institutional report and/or institutional progress report, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared a written initial recommendation regarding the appropriate status to be assigned to the teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted, the initial recommendation became the final recommendation. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

*If approved, new programs are always assigned the "new program approved with stipulation" status.
July 13, 2015

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Kansas State University

Introductory Statement:

On June 19, 2015, the Evaluation Review Committee reviewed the application for program approvals for Kansas State University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” for the following programs through December 31, 2022.

Early Childhood Unified (I, B-K) Continuing Program
Areas for Improvement:
Standards 1-8
None

Agriculture (I, 6-12) Continuing Program
Areas for Improvement:
Standards 1-6
None
July 13, 2015

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Newman University

Introductory Statement:

On June 19, 2015, the Evaluation Review Committee reviewed the application for program approvals for Newman University.

Documents that were received and considered include the Upgrade Reports and the KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” through December 31, 2019.

Early Childhood Unified (I, B-Gr3) Program Upgrade
Areas for Improvement:
Standard 1-8
None

Building Leadership (A, PreK-12) Program Upgrade
Areas for Improvement:
Standard 1-6
None
July 13, 2015

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Tabor College

Introductory Statement:

On June 19, 2015, the Evaluation Review Committee reviewed the application for program approvals for Tabor College.

Documents that were received and considered include the Upgrade Reports and the KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend “Approved” through December 31, 2017.

Biology (I, 6-12) Upgrade
Areas for Improvement:
Standards 1-18
None

Chemistry (I, 6-12) Upgrade
Areas for Improvement:
Standards 1-13
None

Mathematics (I, 6-12) Upgrade
Areas for Improvement:
Standards 1-9
None
July 13, 2015

To: Dr. Randy Watson, Commissioner
From: Evaluation Review Committee
Subject: Final Recommendation for new program approval for University of Saint Mary

Introductory Statement:

On June 19, 2015, the Evaluation Review Committee reviewed the application for new program approval for 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 June 30, 2017.

ESOL (A, PreK-12) New Program

Areas for Improvement:

Standards 1-10

None
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

Item Title:
Act on renewal of contract with USD 500 to use KSSB facilities for Head Start classrooms

Board Goals:
Governmental responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education authorize the Kansas State School for the Blind's (KSSB) Superintendent to enter into a contract with USD 500 for use of KSSB facilities for the USD 500 local Head Start Program during the 2015-2016 school year in an amount not to exceed $30,000.

Explanation of Situation Requiring Action:
The Kansas State School for the Blind desires to enter into a contract with USD 500 for the use of KSSB facilities to house two classrooms of the district Head Start Program during the 2015-2016 school year. The approximate $30,000 is part of a federal Head Start grant awarded to Kansas City, Kansas USD 500 and paid by them to KSSB.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Request from USD 251, North Lyon 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 251, North Lyon County, Lyon 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 251, North Lyon County, Lyon County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If voters approve such action, the district could issue the bonds. USD 251 plans to use the bond proceeds to pay the costs to: (1) acquire a site; (2) construct, furnish and equip a new K-12 school building, including, but not limited to, classrooms, gymnasium, auditorium and cafeteria and including new football, track, baseball and softball facilities, all to replace existing school buildings and facilities; and (3) demolish existing school buildings, if necessary.

Based upon the following criteria, staff recommends that this bond application be approved.
1. The community was involved in the process of the building proposal.
2. All required forms were properly filed with us, along with an appropriate notice for the election.
3. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
4. An outside consultant was utilized in determining the school district needs.
5. The age of the existing building(s) appears to justify a bond election.
6. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
7. Several buildings are being consolidated under this proposal.
# Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

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<thead>
<tr>
<th>Unified School District 251 (North Lyon County)</th>
<th>County: Lyon</th>
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<tbody>
<tr>
<td>1. Current equalized assessed tangible valuation *</td>
<td>$89,742,886</td>
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<td>2. Percentage of bond debt limit</td>
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<td>3. Amount of bond debt limit</td>
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<td>4. State Aid Percentage</td>
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* Includes assessed valuation of motor vehicle

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<tr>
<th>Percent of Equalized Assessed Valuation - Current Year</th>
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<tr>
<td>5. Amount of bond indebtedness at present time</td>
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<tr>
<td>6. Amount of bond indebtedness requested</td>
</tr>
<tr>
<td>7. Total amount of bond indebtedness if request approved (Lines 5 + 6)</td>
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<tr>
<td>8. Estimated amount of bond indebtedness authorized without approval</td>
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<tr>
<td>9. Amount of bond indebtedness above bond debt limit requested</td>
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<th>Forms Requested</th>
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<tr>
<td>(X) 5-210-118 General Information</td>
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<tr>
<td>(X) 5-210-106 Resolution</td>
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<tr>
<td>(X) 5-210-108 Publication Notice</td>
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<tr>
<td>(X) 5-210-110 Application</td>
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<tr>
<td>(X) 5-210-114 Equalized Assessed Valuation</td>
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<tr>
<td>July 20, 2015</td>
<td>Craig Neuenswander</td>
</tr>
<tr>
<td>Date</td>
<td>Director, School Finance</td>
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<tr>
<td>July 20, 2015</td>
<td>Dale M. Dennis</td>
</tr>
<tr>
<td>Date</td>
<td>Deputy Commissioner</td>
</tr>
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</table>
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating:
Tate Toedman

Director:
Colleen Riley

Commissioner:
Randy Watson

Item Title:
Act on recommendations for funding the Stewart V. McKinney Homeless 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 the 2015-2016 McKinney-Vento Children and Youth Homeless grants

Explanation of Situation Requiring Action:
The Kansas State Department of Education received $396,128 for the 2015-2016 federal education for McKinney-Vento Homeless Children and Youth Program. The grants are competitive from federal formula funds from the United States Department of Education. The purpose of the Education of Homeless Children and Youth Program is to ensure that all homeless children and youth have equal access to the same free, appropriate education - including public preschool education - provided to other children. The grant program will provide direct services to homeless children and youth that enable homeless students to enroll in, and achieve success in school. Services will be provided through programs on school grounds or at other facilities and shall, to the extent practical, be provided through existing programs and mechanisms that integrate homeless children and youth with non-homeless children and youth. Services provided shall not replace the regular academic program and shall be designed to expand upon or improve services provided as part of the schools' regular academic program.

The following have been recommended for approval:

USD 202 Turner $10,000
USD 233 Olathe $35,000
USD 259 Wichita $138,000
USD 261 Haysville $20,000
USD 383 Manhattan-Ogden $20,000
USD 457 Garden City $20,000
USD 475 Geary County $19,000
USD 500 Kansas City $95,000
USD 501 Topeka $39,128
Item Title:
Act to continue School Improvement Grant Awards, 1003(g)

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

Recommended Motion:
It is moved that the Kansas State Board of Education approve the school improvement grant continuation awards for FY 2015.

Explanation of Situation Requiring Action:
The Kansas State Department of Education will award funds on a competitive basis to schools that have been identified as Priority Schools under the 2012 Elementary and Secondary Education Act (ESEA) Flexibility Waiver. Districts may apply for Title I School Improvement Grants (SIG) on behalf of individual schools. The purpose of the grant is to improve student achievement in the Priority Schools. The school must implement one of four school intervention models: turnaround model, transformation model, restart model, or school closure.

Below is the list of schools that will receive continuation awards using federal FY 2014 funds:

USD 501 Topeka, Quincy Elementary $547,145
USD 501 Topeka, Ross Elementary $662,137
USD 501 Topeka, Scott Magnet Elementary $705,643
USD 501 Topeka, Shaner Elementary $860,048
USD 500 KCK, Douglass Elementary $760,000
USD 500 KCK, New Stanley Elementary $760,000
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act to continue contract with Smoky Hill Education Service Center for professional learning services

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 a contract with the Smoky Hill Central Kansas Education Service Center to support KSDE and the Kansas Professional Learning Team’s 2015-16 Scope of Work in providing professional learning across Kansas.

Explanation of Situation Requiring Action:
The Kansas Professional Learning Team has been formed with members from each of the seven Kansas education service centers, an additional seven district/building level personnel from each of the seven geographic areas represented by the service centers and approximately 10 other members from school districts not represented by service centers. Each member has committed to providing days throughout the year to assist KSDE in educating Kansas educators around issues and initiatives of the state department.

Each member will participate in preparation of training materials and the development of a consistent message to be delivered to the field. They will then make themselves available to deliver this message to the schools, districts, and educator groups that they represent and as requested by KSDE staff working directly with the Kansas Professional Learning Team.

Each of the seven service centers will receive $4000. Individual regional and school district representatives will receive $1000.
ITEM TITLE:
Act on contract with MetaMetrics for Lexiles and Quantiles Linking study

BOARD GOALS:
Provide an effective educator in every classroom

RECOMMENDED MOTION:
It is moved that the Kansas State Board of Education authorize the Commissioner of Education to approve a contract with MetaMetrics for Lexiles and Quantiles Linking Study, to report yearly Lexile and Quantile Measures beginning in 2015-2016 school year in an amount not to exceed $197,165 yearly.

EXPLANATION OF SITUATION REQUIRING ACTION:
KSDE is recommending to enter into a contract with MetaMetrics for the purposes of:

1) Conducting a research-based linking study to link the Kansas State Assessment in English Language Arts and Mathematics with the Lexile and Quantile Frameworks for Reading and Mathematics, respectively.
2) Reporting Lexile and Quantile measures on individual reports as well as on any aggregated report for each student in grades 3-8 and 10 with the Kansas Assessment in English Language Arts and Mathematics beginning in the 2015-2016 school year.

KSDE had originally contracted with MetaMetrics in 2008 to conduct a linking study for the above purposes. Beginning in 2009, Lexile scores aligned to the previous Kansas State Assessment in Reading had been provided to school districts. Due to the adoption of new standards and the development of new Kansas Assessments, it is necessary to initiate a new linking study if KSDE is to provide schools with information about their Lexile and Quantile Scores for instructional purposes.

The Lexile and Quantile Frameworks are a registered trademark assessment measure of MetaMetrics. No other company exists that provides the exact assessment measures for Reading and Mathematics. The computer algorithms that produce Lexile and Quantile measures are proprietary to and are available only from MetaMetrics Inc. Additionally, MetaMetrics is the sole proprietor of the Lexile and Quantile Framework.

The contract cost to KSDE is $197,165 per year. KSDE would like to enter into this first-year contract with the possibility of continued contracts through 2019-2020 school year based on the availability of funding. The key components of this contract include:

- A Lexile and Quantile Linking Study
- A license for the use of Lexile and Quantile measures for each student in Grades 3-8 and 10
- Customized MetaMetrics products to support statewide implementation of Lexile/Quantile Measures from the Kansas State Assessment; such as:
  - KSDE Specific Lexile and Quantile Web Content and Online Resources
  - KSDE Customized State Lexile and Quantile Maps
- State Leaders Ongoing Professional Learning Opportunities and Support for Statewide Implementation of the Lexile and Quantile Measures
- Project Management Support
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Pat Bone
Director: Colleen Reilly
Commissioner: Randy Watson

Agenda Number: 16 n.
Meeting Date: 8/11/2015

Item Title:
Act on contract with University of Kansas Center for Research, Inc. for English Learners Improvement Initiative

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 the University of Kansas Center for Research, Inc. to provide professional development aimed at implementing quality instruction for English Learners (ELs) for the 2015-2016 school year in an amount not to exceed $31,579 to be paid out of federal Title III - English Language Acquisition funds.

Explanation of Situation Requiring Action:
The professional development initiative is aimed at implementing quality instruction for English Learners (ELs) and will target the bottom percentage of districts identified or re-identified as “on improvement” with regard to EL annual progress. During the 2015-2016 school year, districts to be determined by KSDE, will participate in a series of trainings aimed at raising awareness, increasing knowledge, and improving practice in ways that are research-based and shown to positively impact EL educational outcomes and language proficiency.
To: Kansas State Board of Education

From: Peggy Hill

Subject: Monthly Board Reports & Requests for Future Agenda Items

These updates will include:

1. Committee Reports
2. Board Attorney’s Report
3. Individual Board Member Reports and Requests for Future Agenda Items
4. Chairman’s Report
   - Discussion of NASBE nominating committee selections; candidates information provided
May 28, 2015

Sharon Cannon, Manager of Special Projects
National Association of State Boards of Education
333 John Carlyle Street
Suite #530
Alexandria, VA 22314

Dear Ms. Cannon,

On behalf of the Arkansas State Board of Education, please accept our nomination of Dr. Jay Barth for the position of President-Elect for the NASBE Board.

Dr. Jay Barth brings to the Arkansas State Board a distinctive record of research and advocacy across a wide range of education issues at the state and federal levels. Dr. Barth is the M.E. and Ima Graves Peace professor and Bill and Connie Bowen Odyssey professor of politics and director of civic engagement projects at Hendrix College. He has served on the Hendrix College faculty since 1994. Dr. Barth was appointed to the Arkansas State Board by Governor Mike Beebe in July 2012. His term expires in 2019.

Dr. Barth has served on the Task Force on Best Practices in After-School and Summer Programs, was named Arkansas Professor of the Year by the Carnegie Foundation for the Advancement of Teaching, and received the Steiger Congressional Fellowship from the American Political Science Association. He previously served on the staff of the late U.S. Sen. Paul Wellstone, D-Minn. Currently, Dr. Barth serves as Senior Southern Area Director for the NASBE Board of Directors.

Dr. Barth is a dedicated state board member and will be an exceptional leader for the NASBE Board. Please consider Dr. Jay Barth for the position of President-Elect.

Respectfully,

Sam Ledbetter, Chair
State Board of Education
Dr. Jay Barth, a member of the Arkansas State Board of Education since 2012 and Southern Regional Director for NASBE, is M.E. and Ima Graves Peace Professor of Politics and Bill and Connie Odyssey Professor and Director of Civic Engagement Projects at Hendrix College. Barth’s academic work includes research on the politics of the South, state government and politics, LGBT politics, political communication (particularly radio advertising), and the achievement gap in Arkansas. He is the co-author (with the late Diane D. Blair) of the second edition of Arkansas Politics and Government: Do the People Rule? (University of Nebraska Press, 2005) and a series of reports on public policy in Arkansas including Ripe for Reform: Arkansas as a Model for Social Change. A native of central Arkansas, Barth attended Hendrix College, graduating magna cum laude in 1987 with a bachelor’s degree in American Studies. He received a master’s degree in 1989 and a doctorate in 1994 in political science from the University of North Carolina at Chapel Hill. A member of the Department of Politics and International Relations at Hendrix since 1994, he is a five-time recipient of a Hendrix senior class’s Faculty Appreciation Award that recognizes a faculty member who has shown “excellence in instruction and concern for the welfare of Hendrix students.” In 2007, Barth was named Arkansas Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE).

Barth blends his academic work with work in the public arena. In addition to his State Board of Education service, he served as a member of Arkansas Governor Mike Beebe’s Task Force for Best Practices in After-School and Summer Programs and as a member of the Arkansas Non-Legislative Commission on the Study of Landlord-Tenant Laws. Barth also has leadership roles on a variety of national and local nonprofit boards. Barth serves as Arkansas affiliate representative on the board of the American Civil Liberties Union and as a member of the board of the ACLU of Arkansas, as Board Vice-Chair for the Arkansas Advocates for Children and Families, and as a member of the board of the Arkansas Interfaith Alliance, the Arkansas Single Parent Scholarship Fund, and the Downtown Little Rock Community Development Corporation. He has formerly chaired the Arkansas Out of School Network, Just Communities of Arkansas, and the Single Parent Scholarship Fund of Pulaski County (Ark.) and served as faculty representative to the Hendrix College Board of Trustees. Barth was named the 2014 winner of the Southern Political Science Association’s Diane Blair Award, presented biennially to a political scientist who has played an outstanding role in politics and/or government during their career at the local, state, national or international level and, in 2015, Just Communities of Arkansas presented Barth its Humanitarian Award.
June 4, 2015

National Association of State Boards of Education
c/o Sharon Cannon
333 John Carlyle Street, Suite 530
Arlington, VA 22314

To Whom It May Concern,

On May 12, 2015 the Michigan State Board of Education unanimously approved the nomination of Dr. Richard Zelle for the office of NASBE President-elect. Dr. Zelle currently serves as Central Area Director on the NASBE Board of Directors and is also a member of the Public Education Positions Committee.

Dr. Zelle has served as Michigan's State Board of Education Treasurer and NASBE Delegate. He has been a member of NASBE’s 21st Century Learner Study Group, and he was the Chair of NASBE’s Study Group on Rural Education.

Please feel free to contact Marilyn Schneider, State Board Executive, by telephone at 517-373-3902 or by e-mail at schnelderm@michigan.gov, if you have questions or need additional information.

Sincerely,

[Signature]

John C. Austin
President
State Board of Education

Enclosures
NASBE BOARD OF DIRECTORS
2015 NOMINATIONS FORM
NASBE PRESIDENT-ELECT

Nominator's Name: Eileen Welser
State: Michigan
Region: Central

According to the NASBE Bylaws, to be eligible to serve as President-elect, individuals shall
- Be a member of a dues-paying state board of education,
- Have current or prior service on the Board of Directors, or have chaired a study group, the Governmental Affairs Committee, or the Public Education Positions Committee.
- Not be in their final year of a term of service on their state board of education
- Present a letter of support from their state board of education.

NOMINEE FOR PRESIDENT-ELECT
Name: Dr. Richard A. Zelle
Address: 15 Timberlane Court, Dearborn, MI 48126
Telephone (home and work): cell 313-802-1146

Biographical information:

Dr. Richard Zelle is in his fifth year of an eight-year term of office (exp. 1/1/2019) as a Member of Michigan's State Board of Education. He has served Michigan's Board as NASBE representative (2011-12) and as Treasurer (2013-14).

Ordained in the Lutheran Church-Missouri Synod, he has served Lutheran Parochial schools in the city of Detroit for most of his professional life, publishing a study of Detroit conditions in *When Lutheran Schools Close* (Lambert Academic Press, 2014). He has taught in private and public schools, most recently as Pastor and Headmaster at St. John's Lutheran Church & School in Taylor, Michigan, as well as Adjunct Professor of Education at Concordia University, Ann Arbor. He helped organize Detroit's Old Redford Academy, a public school academy (charter school) in 1999-2001, and served as president of the board of Detroit's Woodward Academy, 2005-2009.

His experience as both a private school and charter school educator has given fellow Board members a better understanding of our state's larger K-12 educational opportunities. As a minister and Board member, his commitment to service is his way of life. He helps our Board reach for deeper meaning beyond surface explanations, including how systems often fail their original design intent and the complexity of educating the whole child. He works cheerfully and tirelessly to dissect and defuse educational conflicts, then builds consensus. He always remembers that a glass half full is much more useful than a glass half empty.
Dr. Zelle has been a committed NASBE participant. He has worked at many levels for NASBE, serving on the policy committee, and the Deeper Learning study Committee, and chairing the Rural Education study group. He serves on the Board of Directors for the Central Region. He is prepared to devote the time necessary to learn how to lead, then to lead NASBE for the good of its members and the children we serve.

**Statement of Interest:**

I have participated in NASBE since my election as Michigan's NASBE delegate in 2011. I have deeply appreciated the variety of views, experiences and perspectives the organization offers and frankly consider this opportunity to learn from others' experience the greatest asset NASBE has to offer. Serving on the positions committee, Deeper learning study group, chairing the Rural Education study group, and on the Board of Directors has given me an opportunity to observe many colleagues in action, as well as to provide documents of real value to inform policy-makers in many states. I have also observed the staff changes over the past 5 years and appreciate the value of strong leadership of Kris Amundson, and team spirit and helpfulness of NASBE staff in general. I would be deeply honored and excited to serve as President-elect of this important organization. I would give personal priority to inviting the participation of state boards which have not seen the value that comes from participation in NASBE.
To: Board Members

From: Peggy Hill

Subject: Board Member Travel

Travel requests submitted prior to the meeting will be considered for approval by the Board.

Upcoming deadlines for reporting salary/payroll information to the Board office are:

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