MONDAY, JANUARY 12, 2015 — PRE-MEETING ACTIVITIES

9:30 to 10:15 a.m.

10:00 a.m.
1. Call to Order
2. Roll Call
3. Mission Statement, Moment of Silence and Pledge of Allegiance

10:05 a.m.
Board Reorganization
4. Election of the Board Chair
5. Approval of Agenda
6. Approval of December Minutes
7. Election of Vice Chair
8. Determination of Seating Arrangements
9. Election of Legislative Coordinator & Assistant Legislative Coordinator
10. Appointment of Board Attorney & Board Secretary

10:30 a.m.
11. Citizens’ Open Forum
12. Election of Board Members to Other Positions
13. Review of Appointments to be made by Chairman and Commissioner
14. Approval of Resolution for 2015 Board Meeting Dates

11:45 a.m.
15. Commissioner’s Report

RECEPTION
Landon State Office Building, Board Room, Suite 102, 900 SW Jackson, Topeka
Honoring newly elected and re-elected State Board of Education members

SWEARING-IN CEREMONY
Kansas Statehouse, South Steps, 10th and Jackson, Topeka
Oath of Office administered for elected state officials, including State Board

TUESDAY, JANUARY 13, 2015 — MEETING AGENDA

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

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

1. Call to Order
2. Roll Call
3. Mission Statement, Moment of Silence and Pledge of Allegiance

4. Election of the Board Chair
5. Approval of Agenda
6. Approval of December Minutes
7. Election of Vice Chair
8. Determination of Seating Arrangements
9. Election of Legislative Coordinator & Assistant Legislative Coordinator
10. Appointment of Board Attorney & Board Secretary
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12. Election of Board Members to Other Positions
13. Review of Appointments to be made by Chairman and Commissioner
14. Approval of Resolution for 2015 Board Meeting Dates
15. Commissioner’s Report
January 13, 2015

Noon

1:30 p.m. (IO) 16. Receive Special Education Advisory Council (SEAC) Annual Report page 41

1:50 p.m. (RI) 17. Receive Recommendation for Approval of Innovative District Applicant 63

2:05 p.m. (IO) 18. Update on K-12 Accreditation Process page 77

2:30 p.m. (IO) 19. Update on Kansas Migrant Education Program page 79

2:45 p.m. (AI) 20. Act on Program Standards for Professional Education, School Counselor and Agriculture page 81

3:05 p.m. (AI) 21. Act on new appointment to the Professional Standards Board page 121

3:15 p.m. Break

3:25 p.m. (IO) 22. Implementation of KCCR Science Standards Quarterly Update page 127

3:40 p.m. (IO) 23. Legislative Matters
   - Report K-12 Student Performance and Efficiency Commission Mtg pg 129

3:55 p.m. 24. Consent Agenda

   Routine Items

   (RI) a. Receive monthly personnel report page 131

   (AI) b. Act on program approval recommendations of the Evaluation Review Committee page 133

   (AI) c. Act on accreditation recommendations of the Evaluation Review Committee page 147

   (AI) d. Act on Ed-Flex Waivers page 159

   (AI) e. Act on recommendations of the Licensure Review Committee page 161

   (AI) f. Act on recommendations for licensure waivers page 165

   (AI) g. Act to approve local in-service education plan page 169

   (AI) h. Act to authorize State Board of Education Chair and Vice Chair to review specifications for State Board Attorney contract page 171

4:10 p.m. RECESS
WEDNESDAY, January 14, 2015
MEETING AGENDA

Landon State Office Bld.
900 SW Jackson St.
Board Room, 1st Floor
Topeka, KS 66612

7:30 a.m.

9:00 a.m.

9:05 a.m.

9:35 a.m.

10:20 a.m.

10:30 a.m.

10:40 a.m.

11:20 a.m.

11:30 a.m.

1. Call to Order
2. Roll Call
(AI) 3. Approval of Agenda

(IO) 4. Receive Career Technical Student Organizations’ Report and presentation by CTSO officers page 177

(IO) 5. Recognition of Kansas Superintendents and Principals of the Year pg 179

Break

(AI) 6. Act on recommendations of the Professional Practices Commission pg 181

(IO) 7. Board Reports & Requests for Future Agenda Items page 231
   a. Chairman’s announcement of committee assignments
   b. Communications Committee Report

(AI) 8. Act on Board Member Travel page 233

RECESS FOR LUNCH — Board members are invited to join the CTSO officers for lunch at the Capitol Plaza Hotel. Group transportation for Board members will be available. page 235

ADJOURN

PRE-MEETING ACTIVITY
Breakfast with the Special Education Advisory Council
Room 560, 5th Floor of Landon State Office Building
To: Kansas State Board of Education
From: Peggy Hill
Subject: Reorganization of the Board

Board Goals: Board Matters

Reorganization of the Board takes place every two years, which coincides with the election and/or re-election of Board members.

State Board members in odd-numbered districts take the Oath of Office during the year of a gubernatorial inauguration, being sworn in along with state elected officials and the Court. Members in even-numbered districts follow a schedule that includes administration of the Oath of Office in the Board Room the first day of the January meeting after the election.

During reorganization, the following actions occur:

a. Meeting is called to order by the current Vice-Chairman
b. Election of the Board Chairman occurs; new Chairman assumes the gavel and Chairman’s seat
c. Approval of the agenda and meeting minutes
d. Election of the Vice Chairman, who then takes designated place at the Board table
e. Other seating arrangements are chosen based on years of service:
   - John Bacon and Janet Waugh
   - Ken Willard
   - Sally Cauble
   - Carolyn Wims-Campbell
   - Kathy Busch, Deena Horst, Jim McNiece and Steve Roberts
   - Jim Porter
f. Election of Legislative Coordinator and Assistant Legislative Coordinator
g. Appointment of Board Attorney and Board Secretary
h. Election of Board Members to Other Positions (Policy Committee)
i. Review of Appointments to be made by Chairman and Commissioner
   - Descriptions are listed beginning on page 31. Inquiries of interest will be gathered at the meeting, then decisions announced during the Chairman’s Report on Wednesday.
PRE-MEETING FAREWELL RECEPTION
Guests and KSDE staff joined State Board members in a reception for outgoing Chairman Jana Shaver prior to the meeting. Mrs. Shaver, who did not seek re-election, began the first of her two terms on the Kansas State Board of Education in January 2007 representing District 9. Vice Chairman Sally Cauble and Interim Commissioner Brad Neuenswander acknowledged Mrs. Shaver’s service to the students of Kansas and presented a recognition plaque to her.

CALL TO ORDER
Chairman Shaver called the monthly meeting of the State Board of Education to order at 10 a.m. Tuesday, Dec. 9, 2014, 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         Steve Roberts
Carolyn Wims-Campbell  Jana Shaver
Sally Cauble        Janet Waugh
Deena Horst         Ken Willard

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

CHAIRMAN’S REMARKS
At her final meeting as Chairman and State Board member, Mrs. Shaver took a moment to recognize and thank fellow Board members for their individual and group contributions to the work of the Board. She also thanked the entire Kansas State Department of Education for its leadership and continued commitment to the students of Kansas.

APPROVAL OF AGENDA
Mrs. Horst moved to approve the one-day agenda. The Board did not meet a second day this month. Mr. Willard seconded. Motion carried 10-0.

APPROVAL OF NOVEMBER MINUTES
Mrs. Cauble moved to approve the set of combined minutes for special meetings Nov. 5, 6 and 7. Mrs. Busch seconded. Motion carried 10-0.

Mrs. Waugh moved to approve the minutes of the November regular Board meeting. Mrs. Horst seconded. Motion carried 9-0-1 with Mr. Bacon abstaining.

COMMISSIONER’S REPORT
Interim Commissioner Brad Neuenswander presented copies of the 2013-14 Kansas Accountability Report and highlighted the brochure’s contents, which follows along with the state report card. He also referenced a 50-state policy analysis created by the Education Commission of the States titled...
“Blueprint for College Readiness.” This summary comparison of states’ advancements in college and career readiness was distributed to Board members last month. Mr. Neuenswander noted that March 15 is the deadline for states to submit an extension of their ESEA waiver. The extension will enable Kansas to move forward on its initiatives for the next three years. Waivers are in place until Congress reauthorizes ESEA. Lastly, he reported on recent meetings of the PreK-16 Task Force and the Closing the Achievement Gap Task Force.

CITIZENS’ OPEN FORUM
Chairman Shaver declared the Citizens’ Forum open at 10:26 a.m. Those speaking were: Beau Bragg representing the Kansas Association of Health, Physical Education, Recreation and Dance, on the importance of recess in schools; Tina Thompson and Rebecca Clancy of Topeka Public Schools thanking Chairman Shaver and the State Board for their commitment to early childhood programs; Tom Krebs with the Kansas Association of State Boards (KASB) sharing identified priorities of the KASB delegate assembly; John Richard Schrock of Emporia discussing science education and his concern about grading systems in high school; Terry Collins with Kansas Association of Special Education Administrators regarding Emergency Safety Intervention (ESI) regulations; Vicki Vossler with the Holton Special Education Cooperative regarding ESI regulations; Karen Niemczyk with Beloit Special Education Cooperative regarding ESI regulations; Sarah Loquist with KASB regarding proposed revisions to ESI regulations; Catherine Johnson with the Disability Rights Center of Kansas, regarding amendments to the ESI regulations.

Chairman Shaver declared the Citizens’ Forum closed at 11:09 a.m.

RECOGNITION OF 2014 NATIONAL BLUE RIBBON SCHOOLS
Deputy Commissioner Dale Dennis introduced the principals from the six Kansas schools honored by the U.S. Department of Education as 2014 National Blue Ribbon Schools. Certificates of recognition were presented and representatives from each site shared specifics about his or her school, particularly efforts made to build relationships with students and customize instruction. Honorees were Marais des Cygnes Valley Elementary School, USD 456 Marais des Cygnes Valley, Principal Twila Wollenberg; Oatville Elementary School, USD 261 Haysville, Principal Shane Dent; Ogden Elementary School, USD 383 Manhattan-Ogden, Principal Jim Armendariz; St. Patrick Catholic School, Kingman, Principal Robert Lyall; Valley Falls Elementary School, USD 338 Valley Falls, Principal Susan Grey; and West Bourbon Elementary School, USD 235 Uniontown, Principal Tracy Smith. National Blue Ribbon Schools are distinguished for helping students achieve at high levels and for showing significant improvements in this endeavor. In addition to the school’s award, St. Patrick Principal Lyall was one of eight principals nationally to receive the Terrel H. Bell award for outstanding school leadership.

BREAK
The Board took a break from 11:50 a.m. to noon.

RECEIVE REVISED PROGRAM STANDARDS
Institutions of Higher Education utilize program standards to develop their educator preparation programs and establish professional learning requirements. Dr. Scott Myers, KSDE Director of Teacher Licensure and Accreditation, explained that program standards are reviewed by committees to ensure that they reflect new knowledge and skills educators need for effectiveness and student success in today’s world. Board members received three completed sets of revised standards for review: Professional Education, Agriculture, and School Counselor. Representatives from the respective standards revision committees explained the process, presented the standards and answered questions. Presenters were Dr. Judy Hughey from Kansas State University, Dr. Nancy Damron from Mid-America Nazarene University, and Kurt Dillon from KSDE. Board members will vote on the standards at their January meeting.
At 12:25 p.m., Chairman Shaver recessed the meeting for lunch until 1:30 p.m.

PRESENTATION ON KANSAS FOUNDATION FOR AGRICULTURE IN THE CLASSROOM
Headquartered in Manhattan, the Kansas Foundation for Agriculture in the Classroom offers teacher training and resources to help connect students to Kansas agriculture. KFAC Executive Director Cathy Musick noted that the Foundation has provided services in all 105 counties in Kansas over the years. Project-based learning models are coordinated with the state’s standards. Her staff hosts summer institutes for teachers and works with a number of state partners to increase educational opportunities about Kansas agriculture. Mrs. Musick showed examples of resources and lesson plans in use.

Board member John Bacon was absent for the afternoon session until 1:55 p.m.

ACTION ON AMENDMENT TO EMERGENCY SAFETY INTERVENTION REGULATIONS
Scott Gordon, KSDE legal counsel, summarized the content of K.A.R. 91-42-1 and K.A.R. 91-42-4, noting a proposed modification to paragraph 91-42-4(f) concerning additional administrative review measures. Mrs. Cauble moved at this time to not have an appeal process beyond what the regulations currently state. Mrs. Waugh seconded. Discussion followed. Motion failed on a 3-7 vote, with Mr. Roberts, Mrs. Busch, Mr. McNiece, Ms. Wims-Campbell, Mr. Bacon, Mr. Willard and Mrs. Horst in opposition. Mr. McNiece moved to approve submission of the amendment to the Emergency Safety Intervention regulations K.A.R. 91-42-1 and K.A.R. 91-42-4 to the Department of Administration and Office of the Attorney General for review. Ms. Wims-Campbell seconded. Motion carried 8-2 with Mrs. Waugh and Mr. Willard in opposition. Once the two state offices have completed their review of the proposed amendment, the State Board will set a public hearing date for comments.

LEGISLATIVE MATTERS
Deputy Commissioner Dale Dennis informed the Board of a new Microsoft Academy Program that will provide information technology education opportunities to high school students, including Microsoft certification exams at no cost. KSDE staff and the Kansas Board of Regents are working on the implementation of this program. He then shared a press release dated Dec. 9 from the Governor’s Office regarding an allotment plan for addressing a projected state budget shortfall in fiscal year 2015. He referenced some of the proposed expenditure reductions. Mr. Dennis also distributed the agenda for the Dec. 15 meeting of the K-12 Student Performance and Efficiency Commission.

The Board took a break until 3:25 p.m.

COMMUNICATIONS COMMITTEE UPDATE
Mr. McNiece announced that the Communications Committee plans to notify legislators of the National Blue Ribbon School award winners in their respective districts. Board members received suggested wording for the committee’s postcard project intended to inform and highlight educational achievements this legislative session. Other committee work focuses on increasing resources available to Board members, such as rosters of the various councils and advisory groups, and a Feb. 10 gathering with members of the House and Senate education committees.

ACTION ON PROFESSIONAL PRACTICES COMMISSION RECOMMENDATION
Calin Kendall, Chairman of the Professional Practices Commission, presented the recommendations on five applications for professional licensure brought before the PPC on Nov. 17, 2014. Mrs. Cauble moved to adopt the findings of fact and conclusions of the Professional Practices Commission. Mr. McNiece seconded. Motion carried 10-0.
CONSENT AGENDA

Mrs. Busch moved to approve the consent agenda. Mr. McNiece seconded. Motion carried 10-0. In the Consent Agenda, the Board:

- Received the monthly Personnel Report for November.
- Confirmed the unclassified special projects personnel appointments of Brittany Crabtree as Public Service Executive III on the Teacher Licensure and Accreditation team effective Nov. 5, 2014 at an annual salary of $59,999.94; John Baranski as Information Systems Manager I on the Information Technology team effective Nov. 10, 2014 at an annual salary of $61,838.40; and Randy Watson as Commissioner of Education effective July 1, 2015 at an annual salary of $175,000.
- Accepted the following recommendations for licensure waivers valid for one school year:
  - Adaptive Special Education — Kimberly Hanson, Brandon Olney, Ricky Moritz, USD 230; Jenna Hast, Juliana Dodson, John Thomas, USD 231; Sahra Gilgin, USD 232; Charles Lee, USD 244; Hailey Gifford, USD 253; Cody Stockwell, Tamyra Thaxton, Elizabeth Duggins, Elyssa Blackburn, Victoria Kelley, Heather Manley, USD 305; Sara Stecki, USD 383; Leslie Switzer, Caroline Spaulding, John Samuels, Natalie Pearson, USD 437; Jason Brown, Michael Bass, Terri Ward, Ronette Oestreich, USD 450; Tamilia Moore, Diane Elliott, Heather Ball, Mallory Hayes, USD 457; Krista Stratton, Lyle Pfannenstiel, Megan Hahner, USD 465; Jennifer Mendez, USD 469; Frederick Winter, USD 489; Robert Herron II, Amy Newman, Levi Wilson, Natalie Alewine, Patrick McArdrle, Stephanie Gonzales, Caitlin Parish, Cody Grauberger, Lauren Ranallo, Scott Conklin, Amanda Atchison, USD 500; Julie Pearce, Travis Hamilton, Amelia Otto, Bradley Taylor, Katherine Burget, Matthew Dunkin, Penny Williams, Amy Cline, Katherine Burton, USD 501; Tim Erickson, Michelle Hepner, D0605; Malinda Williams, Ryan Panko, Stephanie Groth, Jeffrey House, D0607; Laurie Bigham, LaVerma Gray, D0608; Rachel Zamaitis, D0609; Carly Andrasko, Debra Cummins, Glenn Bailey, Laura Hall, Lavona Swank, Petronella Pretorius, Sheri Richter, Sherry Polkinghorn, George Fowler, Joshua Sigmund, Ashley Calvin, Dwight Green, Jennifer Cole, Patricia Wolnik, D0613; Tori Olberding, D0616; Christopher Edwards, Anthony Lane, Ross Jameson, Amanda Hackney, Beth Carl, Bonnie Saunders, Kari Sutter, Kelli Sheahon, Mary Schrag, Patricia Satterfield, Teressa Hays, Amy Hammett, D0618.  
  - Deaf or Hard of Hearing — Myra Horton, USD 309; Andrea Blaswitz, USD 465. Early Childhood Special Education — Jennifer Schmidtberger, Laura Hines, USD 230; Nicole Kress, USD 244; Ashley Farrell, USD 290; April Hlad, USD 305; Marissa Goodrich, USD 383; Jessica Cornett, USD 389; Amber Archuleta, Amber Gerstberger, Chelsea Scheffer, Joni Dierker, Kelly Evans, USD 457; Christina Allen, Kaley Rodriguez, USD 465; Brianna Pettit, USD 475; Marie Simon, D0618; Rebecca Parkhill, D0620. Early Childhood/Preschool — Rita Boles, D0602. English as a Second Language — Amanda Brown, Ashley McConnell, Chelsea Venturella, Frances Janovitz, Jessica Brown, Kari Heide, Kelsey Montgomery, Kristin Oswald, Lauren Buckles, Megan Henley, Michelle King, Miles McGee, Olivia Johnson, USD 497. Functional Special Education — Sarah Bure, USD 231; Steven Fink, USD 373; Wendy Randall, USD 383; Jennifer Cook, USD 437; Connie Hughes, Ali Guthmiller, Kristin Rohlman, D0618; Erin Stottmann, Pamela Thompson, D0637. Gifted — Ashley Weeks, USD 244; Heidi Hawkinson-Penny, USD 437; Daniel Wilson, Judith Powell, USD 465; Jeffery Hargrove, USD 469; Henry Armknecht, USD 489; Denise Swiercinsky, USD 501; Amy Brown, D0607. Visual Impaired — Meneley Hogan, USD 457; Joan Brodbeck, USD 465.
- Approved the in-service education plan for Sedgwick County Area Educational Services Interlocal Cooperative #618.
- Issued Calendar Year 2015 licenses for commercial driver training schools to the following: Alefs Harley Davidson, Wichita; Behind The Wheel Defensive Driving School, Wichita; Behind The Wheel, Inc, Overland Park; Bi-State Driving School, Overland Park; Buggin’ & Cruisin’ Driving School, LLC, Leawood; Drive Right School of Johnson County, Overland Park; Drive Right School of...
• Authorized USD 313, Buhler, Reno County, to hold an election on the question of issuing bonds in excess of the district’s general bond debt limitation.

• Accepted the recommendation of the Evaluation Review Committee for limited accreditation for Barclay College through Dec. 31, 2017.

• Approved the waiver requests as presented from the following members of the Coalition of Innovative Districts: USD 333 Concordia, USD 201 Hugoton and USD 500 Kansas City Kansas.

• Approved funding for 12 Statewide Early Childhood, Special Education and Title Services Technical Assistance Project subgrants for a five-year total not to exceed $42,659,469, according to the following fiscal agents and yearly amounts: Scaling Up Integrated Accountability Support, Keystone Learning Services (Amount: Yr. 1 - $440,000, Yr. 2 - $440,000, Yr. 3 - $440,000, Yr. 4 - $440,000 and Yr. 5 - $440,000); Scaling-Up Technical Assistance System Network (TASN) Coordination, Pittsburg State University (Amount: Yr. 1 - $350,606, Yr. 2 - $350,606, Yr. 3 - $350,606, Year 4 - $350,606 and Year 5 - $350,606); Utah State University (Amount: Yr. 1 - $306,968, Yr. 2 - $306,968, Yr. 3 - $306,969, Yr. 4 - $306,968, and Yr. 5 - $306,968) and Keystone Learning Services (Yr. 1 - $213,326, Yr. 2 - $213,326, Yr. 3 - $213,325, Yr. 4 - $213,326, and Yr. 5 - $213,326); Scaling-Up the Technical Assistance System Network Eval., University of Kansas, Center for Research, Inc. (Amount: Yr. 1 - $544,000, Yr. 2 - $544,000, Yr. 3 - $544,000, Yr. 4 - $544,000 and Yr. 5 - $544,000); Scaling-Up Support for Students with Autism Spectrum Disorders (ASD) & Other Complex Needs, Keystone Learning Services (Amount: Yr. 1 - $1,514,000, Yr. 2 - $1,514,000, Yr. 3 - $1,514,000, Yr. 4 - $1,514,000 and Yr. 5 - $1,514,000); Scaling-Up Targeted District and Building Improvement Support, Southwest Plains Regional Service Center (Amount: Yr. 1 - $350,126, Yr. 2 - $350,126, Yr. 3 - $350,126, Year 4 - $350,126, and Year 5 - $350,126); Scaling-Up Support for the Recruitment and Retention of Special Education Staff: Employment, Recruitment Retention & Mentoring, Southeast Kansas Education Service Center (Amount: Yr. 1 - $250,000, Yr. 2 - $250,000, Yr. 3 - $450,000, Yr. 4 - $450,000 and Yr. 5 - $450,000) and Teachers of the Visually Impaired/ Certified Orientation & Mobility Specialists/Teachers of the Deaf: Kansas School for the Deaf (Amount: Yr. 1 - $25,000, Yr. 2 - $32,500, Yr. 3 - $85,500, Yr. 4 - $85,500 and Yr. 5 - $85,500) and Kansas School for the Blind (Amount: Yr. 1 - $73,395, Yr. 2 - $32,500, Yr. 3 - $85,500, Yr. 4 - $85,500 and Yr. 5 - $85,500); Scaling-Up Support and Professional Learning for Cross Content Instructional Practices: Co-Teaching, United Cerebral Palsy Seguin of Greater Chicago (Amount: Yr. 1 - $200,000, Yr. 2 - $200,000, Yr. 3 - $415,000, Yr. 4 - $415,000 and Yr. 5 - $415,000); Instructional Technology, United Cerebral Palsy Seguin of Greater Chicago (Amount: Yr. 1 - $250,000, Yr. 2 - $250,000, Yr. 3 - $250,000, Yr. 4 $250,000 and Yr. 5 - $250,000); Family Engagement, Kansas Parent Information Resource Center (Amount: Yr. 1 - $214,000, Yr. 2 - $214,000, Yr. 3 - $214,000, Yr. 4 - $214,000 and Yr. 5 - $214,000); Instructional Resources for Visually Impaired, Kansas School for the Blind (Amount: Yr. 1 - $204,917, Yr. 2 - $204,933, Yr. 3 - $204,933, Yr. 4 - $204,975 and Yr. 5 - $204,992); Scaling-Up Professional Learning for the Kansas Multi-Tier System of Supports (MTSS), Comprehensive Integrated Three Tiered Model of Prevention (CI3T), Keystone Learning Services.
CHAIRMAN’S REPORT
(01:55:14)

(Amount: Yr. 1 - $2,911,000, Yr. 2 - $2,911,000, Yr. 3 - $2,911,000, Yr. 4 - $2,911,000 and Yr. 5 - $2,911,000).

- Approved the 2015 Kansas STEM Mentoring Initiative subgrantees as recommended by the Kansas Volunteer Commission in an amount not to exceed $97,398, designated as follows for the period Jan. 1-Dec. 31, 2015: Boys and Girls Club of Lawrence $22,398; Reno County Communities That Care Association $25,000; Kansas Big Brothers Big Sisters $25,000; United Way of Franklin County Association $25,000.

- Approved the granting of Title IIA funds for Early Childhood Family Engagement Standards and Professional Development in the amount of $20,000 to Kansas Families and Schools Together, Inc.

Authorized the Commissioner of Education to negotiate and

- approve a contract with the University of Kansas Center for Research Inc. for Kansas STEM Mentoring Initiative technical assistance and training support in an amount not to exceed $17,711 during the 2015 calendar year.

BOARD REPORTS & REQUESTS FOR FUTURE AGENDA ITEMS

Chairman Shaver referenced items included in Board members’ folders, including two invitations for special events next month, a 2015 calendar of events from KSDE staff, and the initial details of the swearing-in ceremony set for Jan. 12. In addition, an outline of committee positions, both appointed and elected, was provided.

Board Attorney Mark Ferguson provided an update on the appeal in the Petrella case; reported that the lawsuit brought forth by the Citizens for Objective Public Education (COPE) has been dismissed; and noted that a lawsuit has been filed by Todd Puetz regarding the Board’s revocation of his license.

Mrs. Cauble noted that the Board Attorney and Board Secretary had been asked to update their respective position evaluation forms. These will be reviewed by the Policy Committee once it is named during Board reorganization.

For individual Board reports, Mr. Roberts commented on research he’d done on the teacher insight survey; Mr. Willard spoke about a national summit on education reform he attended in Washington D.C.; Mrs. Waugh attended a legislative conference; Ms. Wims-Campbell participated in the KSHSAA Executive Board meeting, the Kansas Association of School Boards’ Annual Convention, and filled in for Mr. Roberts at the Professional Standards Board’s last meeting; Mrs. Horst attended the K-12 Student Performance and Efficiency Commission’s meeting; Mr. McNiece worked with the service center at Clearwater to host a legislative forum for District 10 and made several school visits; Mrs. Busch celebrated American Education Week at three Wichita schools, visited Andover’s virtual school, and will attend the Kansas Learning First Alliance meeting Jan. 8. Several Board members were at the Kansas Teacher of the Year Banquet — Mrs. Waugh, Mrs. Cauble, Mrs. Shaver, Ms. Wims-Campbell, Mrs. Horst, Mr. McNiece and Mrs. Busch.

Mrs. Cauble announced that she was invited to be on a steering committee for the Education Commission of the States. Mrs. Waugh moved to authorize that Mrs. Cauble accept the invitation to be on the ECS steering committee. Mr. McNiece seconded. Motion carried 10-0.

Requests for Future Agenda Items: Mr. McNiece requested an update on virtual schools and a presentation on the Rose Standards.
BOARD MEMBER TRAVEL
Mr. Willard noted the addition of three events to his travel requests: Dec. 15 K-12 Student Performance and Efficiency Commission, Dec. 18 Sedgwick School Visit, and Dec. 22 McPherson legislative forum. Mrs. Busch moved to approve the travel requests and additions. Mrs. Horst seconded. Motion carried 9-0, with Mr. Bacon out of the room during the vote. Mrs. Busch suggested looking at the Board’s guidelines on travel and increasing efforts to stay within the budget.

PLANNING SESSION WITH NEW COMMISSIONER
Time was reserved on the agenda for Board members to visit openly with new Kansas Commissioner of Education Dr. Randy Watson about the transition period between now and July 1 when Dr. Watson officially takes over the position. Board members recommended his attendance at some key upcoming events such as the Feb. 10 dinner with House and Senate Education Committee members and the Board’s annual meeting at both the Kansas State School for the Blind and the Kansas State School for the Deaf. The conversation then focused on Dr. Watson’s visioning process with proposed forums in 12 Kansas counties to gather input for the direction of education in Kansas. It was decided to delay the Board’s annual retreat until late spring or summer.

ADJOURNMENT
Chairman Shaver adjourned the meeting at 5:20 p.m.

____________________________________
Jana Shaver, Chairman

___________________________________
Peggy Hill, Secretary
KANSAS STATE BOARD OF EDUCATION
Meeting Minutes
November 5, 2014

CALL TO ORDER
Chairman Jana Shaver called the Nov. 5, 2014 Special Meeting of the State Board of Education to order at 9:30 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  Steve Roberts
Carolyn Wims-Campbell  Jana Shaver
Sally Cauble  Janet Waugh
Deena Horst  Ken Willard

EXECUTIVE SESSION
After approval of the agenda, Mrs. Cauble moved to enter into executive session for 2 1/2 hours for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed. The session would begin at 9:33 a.m. and conclude at 12:03 p.m. Dr. Gillian Chapman was invited to join the session. Mrs. Horst seconded. Motion carried 10-0.

At noon, Chairman Shaver recessed the meeting for lunch.

MEETING RECONVENCES
At 2:10 p.m., Chairman Shaver reconvened the Wednesday meeting.

EXECUTIVE SESSION
Mrs. Cauble moved to enter into executive session for 2 1/2 hours for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed. The session would begin at 2:15 p.m. and conclude at 4:45 p.m. Dr. John Barge was invited to join the session. Ms. Wims-Campbell seconded. Motion carried 9-0 with Mrs. Waugh absent for the vote.

Mr. Roberts left the meeting at 3:15 p.m.

RECESS
At 4:45 p.m., Chairman Shaver recessed the day’s meeting until 9:30 a.m. Thursday.

________________________________________  ____________________________
Jana Shaver, Chairman                        Peggy Hill, Secretary
KANSAS STATE BOARD OF EDUCATION
Meeting Minutes
November 6, 2014

CALL TO ORDER
Chairman Jana Shaver called the Nov. 6, 2014 Special Meeting of the State Board of Education to order at 9:30 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       Steve Roberts
Carolyn Wims-Campbell Jana Shaver
Sally Cauble      Janet Waugh
Deena Horst       Ken Willard

APPROVAL OF AGENDA
Mr. Roberts moved to approve the day’s agenda. Mr. Willard seconded. Motion carried 10-0.

EXECUTIVE SESSION
Mrs. Cauble moved to enter into executive session for 2 1/2 hours for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed. The session would begin at 9:35 a.m. and conclude at 12:05 p.m. Dr. Randall Watson was invited to join the session. Ms. Wims-Campbell seconded. Motion carried 10-0.

At 11:52 a.m., Chairman Shaver recessed the meeting for lunch.

MEETING RECONVENES
At 1:15 p.m., Chairman Shaver reconvened the Thursday meeting.

EXECUTIVE SESSION
Mrs. Cauble moved to enter into executive session for 2 1/2 hours for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed. The session would begin at 1:20 p.m. and conclude at 3:50 p.m. Mr. Bradley Neuenswander was invited to join the session. Mrs. Waugh seconded. Motion carried 10-0.

ADJOURN
At 3:45 p.m., Chairman Shaver adjourned the meeting.

_____________________________   _______________________________
Jana Shaver, Chairman          Peggy Hill, Secretary
KANSAS STATE BOARD OF EDUCATION
Meeting Minutes
November 7, 2014

CALL TO ORDER
Chairman Jana Shaver called the Nov. 7, 2014 Special Meeting of the State Board of Education to order at 9 a.m. in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL
All members were present:

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

APPROVAL OF AGENDA
Mrs. Horst moved to approve the day’s agenda. Mr. Roberts seconded. Motion carried 10-0.

EXECUTIVE SESSION
Mrs. Cauble moved to enter into executive session for 1 hour for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed. The session would begin at 9:02 a.m. and conclude at 10:02 a.m. Wendy Fritz was invited to join the session. Mrs. Busch seconded. Motion carried 10-0.

At 10 a.m., Mrs. Cauble moved to extend the current executive session for the purpose of discussing personnel matters of non-elected personnel for 30 minutes until 10:30 a.m. Mrs. Waugh seconded. Motion carried 10-0.

At 10:30 a.m., the Board took a break.

At 10:35 a.m., Mr. Bacon moved to extend the same executive session for the purpose of discussing personnel matters of non-elected personnel for 25 minutes until 11 a.m. Mrs. Horst seconded. Motion carried 10-0.

ADJOURN
Chairman Shaver adjourned the meeting at 11 a.m.

__________________________________  ______________________________
Jana Shaver, Chairman  Peggy Hill, Secretary
CALL TO ORDER
Chairman Jana Shaver called the monthly meeting of the State Board of Education to order at 10 a.m. Wednesday, Nov. 12, 2014, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. The Board met on a Wednesday-Thursday schedule due to state offices being closed on Nov. 11.

ROLL CALL
All members were present:

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

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE
Chairman Shaver acknowledged special guests in attendance before reading the Board’s Mission Statement. She then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA
Mr. Willard moved to approve the agenda as presented. Ms. Wims-Campbell seconded. Motion carried 10-0.

APPROVAL OF THE OCTOBER MINUTES
Mrs. Horst moved to approve the minutes of the Oct. 14 Board meeting. Mr. Roberts seconded. Motion carried 10-0.

Ms. Wims-Campbell moved to approve the minutes of the Oct. 29 Special Board meeting. Mr. McNiece seconded. Motion carried 10-0.

KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION ANNUAL REPORT
Executive Director Gary Musselman noted highlights and changes during his review of the past year with the Kansas State High School Activities Association. He commented on bylaw changes, restructuring of its Board leadership due to new legislation, and the student advisory team. Mr. Musselman reminded the group that KSHSAA oversees school activities as well as athletics and it is a voluntary association that accredited schools join by choice. Finally, he touched on recent work with the recruitment of officials, the sports medical advisory committee and online course offerings.

CITIZENS’ OPEN FORUM
Chairman Shaver declared the Citizens’ Forum open at 10:36 a.m. Those speaking were: Shellie Stahly representing the Kansas Association of Health, Physical Education, Recreation and Dance talking about the importance of physical movement in the classroom; Steven Case describing work of the KU Center for STEM Learning to prepare secondary math and science teachers; Rosy Schmidt of Andover encouraging Board members to make unannounced visits to classrooms and discussing the Advanced Placement history course; Terry Collins with the Kansas Association of Special Education Administrators regarding the Emergency Safety Intervention (ESI) appeal process; Shawna Hinkle of Wichita
speaking about safety in the classroom for students with disabilities; Tonia Wade speaking about ESI regulations and the suggested appeal process; Rocky Nichols with the Disability Rights Center of Kansas presenting recommendations to amend ESI regulations. Shaver declared the Citizens’ Forum closed at 11:08 a.m.

**BREAK**

The Board took a break until 11:15 a.m.

**FIRST QUARTER REPORTS FROM KANSAS STATE SCHOOL FOR THE BLIND & KANSAS STATE SCHOOL FOR THE DEAF**

(01:08:55)

Madeleine Burkindine, Superintendent of the Kansas State School for the Blind and the Kansas State School for the Deaf, first reported on activities at KSSB. She shared information on partnership projects with area businesses designed to expand on-campus learning opportunities. She also discussed the scope of outreach efforts such as technical assistance and mentoring services, low vision clinics and the Braille Challenge. In conclusion, she shared excerpts from a news article featuring one of KSSB’s students and work of the school.

At KSSD, a new Bi-Lingual Learning Lab is being used for multiple purposes including video production and editing. Students are evaluating career options through a new Virtual Job Shadow program. She also discussed a newspaper article written about former KSSD principal, teacher and coach Luther “Dummy” Taylor who played in the 1905 World Series. Assistant Superintendent Luanne Barron reported on an accreditation visit and accomplishments that occurred following the visit.

**REPORT ON HISTORY, GOVERNMENT AND SOCIAL STUDIES STANDARDS**

(01:41:59)

KSDE Consultant Don Gifford provided some statistics about the College Board’s Advanced Placement U.S. History course and addressed concerns about the content of that coursework. AP courses are elective and do not replace Kansas’ standards for history, government and social studies. He explained that current state standards focus more on inquiry and discovery than strictly facts. Mr. Gifford then answered Board members’ questions.

**LUNCH**

At 12:05 p.m., Chairman Shaver recessed the meeting for lunch until 1:30 p.m.

11/12/2014

**P.M. Session**

(00:00:12)

**REPORT FROM KANSAS ASSOCIATION OF EDUCATION SERVICE AGENCIES**

The first presenter was Mike Cook, president of the Kansas Association of Education Service Agencies representing the seven service centers in Kansas. Dr. Cook is Executive Director at ESSDACK located in Hutchinson. He explained the makeup of the service centers, noting that some are multi-purpose and some are specialized in services, i.e. special education. There are no boundaries for operation and the service centers cooperate at many levels. Brad Pepper, Executive Director of the South Central Kansas Education Service Center at Clearwater, discussed his center’s focus on professional development and how member districts utilize services. Mike Bodensteiner, Director at Greenbush, talked about cooperative purchasing, administrative support services and the science education center at his location. The presenters then addressed questions from Board members.

**REPORT ON PEDAGOGY**

(00:53:31)

Educators were tasked with explaining the principles and practices of pedagogy, the art and science of teaching, to the State Board. Dr. Thomas Vontz from Kansas State University provided an overview of pedagogy. Kansas Teacher of the Year (2014) Jeff Baxter shared examples of how teachers interact with students to make the subject relevant and to develop tools of thought. Middle school teacher Jennifer Smith spoke about the developmental and psychological needs of learners in this age group. Marney Hay described the setup in her fourth grade classroom where multiple teaching techniques take place. They discussed the need to balance content and pedagogy. The presenters then addressed questions from Board members.
The Board took a break until 3:40 p.m.

**DISCUSSION OF EMERGENCY SAFETY INTERVENTION APPEALS RECOMMENDATION**

KSDE General Counsel Scott Gordon first introduced Kelli Broers as new assistant General Counsel at the agency. He then outlined how an administrative review process would function under the suggested appeal recommendation regarding use of Emergency Safety Interventions. He shared the role of the hearing officer in that process, which gives deference to the local School Board to solve matters, but gives parents the opportunity to have a third party review. He also referenced proposed language in K.A.R. 91-42-1 and 91-42-4. Questions and discussion followed.

Board member Mr. Roberts left the meeting.

**LEGISLATIVE MATTERS**

Deputy Commissioner Dale Dennis distributed and summarized the State General Fund Revenue Estimate for FY 2015, and first official assessments of FY 2016 and FY 2017. Consensus estimates are that General State Aid, Supplemental General State Aid and Capital Outlay be funded for FY 2015. Other handouts included the Nov. 14 agenda for the K-12 Student Performance and Efficiency Commission and 2014 general election results. In the continued discussion about possible legislative policy recommendations for the 2015 session, Mrs. Busch moved to support renewal of the statute allowing districts to continue to employ retired educators. Mrs. Horst seconded. Motion carried 9-0 with Mr. Roberts absent.

**CONSENT AGENDA**

Mrs. Cauble moved to approve the consent agenda. Mr. Willard seconded. Motion carried 8-0 with Mr. Roberts absent and Mr. Bacon out of the room for the vote. In the Consent Agenda, the Board:

- Received the monthly Personnel Report for October.
- Confirmed the unclassified special projects personnel appointments of Lonna Rocha as Program Consultant I on the Teacher Licensure and Accreditation team effective Oct. 1, 2014 at an annual salary of $37,980.80; Todd Reinert as Enterprise Architect on the Information Technology team effective Oct. 13, 2014 at an annual salary of $75,000.12; and Benjamen Alford as System Software Staff Consultant on the Information Technology team effective Oct. 20, 2014 at an annual salary of $56,118.40.
- Accepted the following recommendations for licensure waivers valid for one school year: *Adaptive Special Education* -- Rebecca Dopheide, Holly Glynn, Kelly See, USD 202; Staci Hash, USD 229; Lacie Arb, USD 243; Deana Bittinger, Rick Jones, USD 253; Debbie Beckmeyer, Martin Hesting, Lori Schmitt, USD 273; Marcy Janssen, USD 308; Julie Howard, USD 336; Kimberly Harriger, Ashley Sanchez, Caitlin Sheridan, USD 353; Lacy Schreck, USD 372; Kimberly Cassant, Gaye Pennington, USD 373; Kyle Finder, USD 405; Kylee Flaherty, Jennifer Magnall, Ricky Reed, USD 418; Douglas Alderman, Andrew Biery, Ursula Conley, Kassandra Dunlap, Kirsten Gilmartin, Robin Harmon, April Hayden, Brett Kramer, Robin Luke, Brianna Melius, Ryan Nuessen, Andrew Proctor, Joshua Runyan, Daniel Sheely, Sarah Slagle, Christopher Stevens, Amanda Stubbs, Jessica Talaferrro, Allison Tozier, Jessica Welch, USD 475; Mark Buckman, Kyleigh Edwards, Curtis Field, USD 497; Lauren Campbell, Sarah Coleman, Jill Hervey-Wigginton, Adam Livingston, Nicole Ragsdale, Jack Sampel, USD 500; Brittany Austin, Hope Brosius, Lucinda Evans, Rebecca Hackett, Jessy Hamilton, Rebecca Loie, Melissa Lord, Brittany Mathis, Monica Piro-Duffin, Ross Schaffer, Kalena Tannahill, Lexi Unruh, Chelsea Weber, Melissa Wichmann, William Wolff, USD 501; Lindsay Caudell, Jennifer Hughes, Camille Kerr, Michelle Mosher, Kimberley Robertson, Dallas Scothorn, Jeffrey Smith, Marla Smith, D0603; Alan Albers, Patricia Amaro, Janet Chambers, Jeffrey Davenport, Tim Erickson, Regina Fischer, Dianna Fisher, Lance Fuller Jr., Michael Gripe, Heather Hutchison, Katrina Riner,
Amy Turner, D0605; Mickaela Perez, D0611; Shari Powell, Michael Weeks, D0617; Brittni Robinson, D0636; Kalyn Thompson, D0637. *Early Childhood Special Education* — Christine Hill, USD 229; Andrew Torkelson, USD 253; Miranda Russell, USD 475; Kaitlyn Fangman, Sondra Moore, USD 501; Amanda Clasen, D0603; Wendy Grim, Danielle Ricke, D0605. *Early Childhood/Preschool* — Jessica Florio, USD 263; Ashlee Perkins, USD 396; Stephanie Ferguson, Raylynn Lester-White, USD 500. *English as a Second Language* — Bradley Cyr, USD 457. *Functional Special Education* — Charles Gladfelter, USD 260; Mandi Hill, USD 260; Diane Ziemer, USD 308; Molly Mosher, USD 475; Kasey Miller, Ann Pomatto, Jennifer Weaver, D0603. *Gifted* — Marci Malashchuk, USD 308; Janine Keeler, Kathy Murphy, USD 373; Paul Carver, USD 418; Ian Holman, USD 475; Thomas Dobelbower, Kelly Steele, USD 501; Adam Wilcox, D0603; Brice Gillig, D0605. *Library Media Specialist* — Mary Entwisle, USD 263. *Visual Impaired* — Charina Flores, USD 501.

- Accepted recommendations of the Licensure Review Committee as follows: *Approved Cases* — 2989 Alyssa Lada, 2995 Emily Brown, 2996 Miriam Cotterill, 2998 Meri Kain (K-6 elementary education), 3000 Alan LaPolice, 3002 Jenna Rycek, 3003 Terry Yoakam, 3008 Randy Davis (endorsement secondary 6-12 history, government, social studies, and professional level license), 3009 Jennifer Amrein. *Denied Case* — 3001 Billy Smith.

- Authorized the following districts to hold an election on the question of issuing bonds in excess of the district’s general bond debt limitation: USD 459, Bucklin, Ford County.

**EXECUTIVE SESSION**

Mrs. Cauble moved to enter into executive session for 30 minutes for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed. The session would begin at 5:05 p.m. and the open meeting would resume at 5:35. Mrs. Busch seconded. Motion carried 9-0 with Mr. Roberts absent.

**RECESS**

At 5:35 p.m., Chairman Shaver recessed Wednesday’s Board meeting until 9 a.m. Thursday.

__________________________   __________________________
Jana Shaver, Chairman       Peggy Hill, Secretary
CALL TO ORDER
Chairman Jana Shaver called the Thursday meeting of the State Board of Education to order at 9 a.m. on Nov. 13, 2014 in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL
All members were present:
John Bacon
Kathy Busch
Carolyn Wims-Campbell
Sally Cauble
Deena Horst
Jim McNiece
Steve Roberts
Jana Shaver
Janet Waugh
Ken Willard

APPROVAL OF AMENDED AGENDA
Chairman Shaver asked to amend the day’s agenda in order to resume discussion on the Emergency Safety Intervention appeals recommendation from the prior day since there were several Board members who still wished to comment. The addition would follow the morning break. Mrs. Busch moved to approve the agenda as amended. Mrs. Horst seconded. Motion carried 10-0.

ASSESSMENT UPDATE
Career Standards and Assessment Services Director Scott Smith updated the Board on assessment activities in October. He began by noting that 760 educators were registered for the assessment session the day before KSDE’s annual conference. Also in October, the Technical Advisory Committee met for two days to discuss such topics as field test design and enhancements to the test engine. Dr. Marianne Perie, from the Center for Educational Testing and Evaluation, and Dr. Smith also shared feedback from a statewide simulation of testing operations conducted Oct. 28 known as “Break KITE Day.” During the event, Kansas had more students testing at any one time than during the entire testing window last spring. This enabled all involved with assessment testing to check load balances and identify/correct potential problems before the assessment window opens this spring.

UPDATE ON INTRODUCTION OF ENERGY PATHWAY WITHIN CAREER TECH ED.
The Kansas Advisory Committee for Career and Technical Education has endorsed the Energy Pathway implementation within the STEM Career Cluster. Board members received an update from KSDE Program Consultant RJ Dake and members of the Kansas Energy Workforce Consortium. They heard from Sarah Whitman of KCP&L about the increased partnerships between education and industry; Ben Coltrane of Flint Hills Technical College about its power plant technology program; and Eileen Caspers of Topeka USD 501 about the vast careers available in the field of energy. There was discussion about reimbursable pathways and acceptance of credits within the Regents system.

ACTION ON APPOINTMENT OF COMMISSIONER OF EDUCATION
Mr. McNiece moved that the Kansas State Board of Education appoint Dr. Randy Watson to the position of Commissioner of Education to serve the Board and lead the Kansas State Department of Education with an effective start date and salary to be negotiated. Mr. Roberts seconded. Motion carried 7-3 with Ms. Wims-Campbell, Mrs. Cauble and Mrs. Waugh in opposition.

The Board took a break until 10:37 a.m.
COMMENTS FROM DR. RANDY WATSON
Dr. Randy Watson, current Superintendent of Schools for McPherson USD 418, briefly addressed the Board in acceptance of the Commissioner position, noting that he will be working with staff on the transition.

CONTINUED DISCUSSION ON ESI APPEALS RECOMMENDATION
Board members continued the discussion on the Emergency Safety Intervention Appeals Recommendation as an extension of Wednesday’s Agenda Item. KSDE Legal Counsel Scott Gordon and Board Attorney Mark Ferguson answered additional questions. The appeals process recommendation will be an action item in December.

COMMUNICATIONS COMMITTEE UPDATE
Communications Committee member Jim McNiece reminded Board members that receptions will be hosted in December and January to honor departing and incoming Board members. Among the current work of the committee is a focus on promoting student success, reviewing the committee’s strategic plan for the coming year and considering new ways to stay communicated with legislators and constituents. He also noted the planning stages of an evening event with Board members and those on the House and Senate Education committees. Suggested text for the proposed postcard project will be presented for discussion in December.

ACTION ON ESTABLISHING 2015 BOARD MEETING DATES
Chairman Shaver reviewed the proposed schedule of 2015 meeting dates. After hearing comments, Board members decided to keep a 4 p.m. start time for Legislative Conference Calls and delay setting retreat dates. Mrs. Cauble moved to approve the 2015 calendar with amended April meeting dates of Thursday the 16th and Friday the 17th. Ms. Wims-Campbell seconded. Motion carried 9-1 with Mr. Bacon in opposition.

BOARD REPORTS & REQUESTS FOR FUTURE AGENDA ITEMS
Board Attorney Mark Ferguson offered to answer any questions about his monthly summary of activity.

Mr. McNiece reported on the NASBE Annual Conference in October and his selection as 2016 President-elect; Mrs. Horst attended the NASBE conference and a dedication of the new middle school at Fort Riley; Ms. Wims-Campbell participated in the Common Sense About the Common Core workshop at Emporia State, Multicultural Pride Day at Kansas State, and the KSHSAA Executive Board meeting; Mrs. Cauble reported on meetings of the Interstate Migrant Education Council; Mr. Willard shared information from the NASBE conference; and Mr. Roberts will be meeting with Blue Valley schools about the teacher insight survey and announced that he is unable to attend the next Professional Standards Board meeting. Ms. Wims-Campbell will attend in his place.

Requests for Future Agenda Items: Mrs. Cauble requested a presentation about the Kansas Migrant Education Program and Mr. Bacon asked that Cathy Musick with the Kansas Foundation for Ag in the Classroom give an update to the Board.

BOARD MEMBER TRAVEL
Chairman Shaver asked that Board members be mindful of the travel budget and financial constraints. Several Board members offered to remove salary expense from recent and upcoming events. The following additions were made to this month’s travel requests: Mrs. Cauble Nov. 25 Pratt school visit, Dec. 3 superintendents’ meeting at Sublette, and March 20-23 National School Board Association meeting in Nashville; and Ms. Wims-Campbell Nov. 17 Professional Standards Board
meeting, plus Dec. 6-7 KASB annual conference. Mrs. Cauble moved to approve travel requests with the noted changes. Mrs. Horst seconded. Motion carried 10-0.

**ADJOURNMENT**
Chairman Shaver adjourned the meeting at 12:23 p.m.

____________________________________  ___________________________________
Jana Shaver, Chair                      Peggy Hill, Secretary
Following election of a Vice Chairman, seating selection is determined around the Board table.

Seniority
Janet & John  1999
Ken    2003
Sally     2007
Carolyn   2009
Kathy, Jim M, Deena, Steve   2013
Jim P.  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.
State Board of Education Member-Elected Positions

<table>
<thead>
<tr>
<th>Chair –</th>
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</thead>
<tbody>
<tr>
<td>Vice Chairman –</td>
</tr>
</tbody>
</table>

**Legislative Coordinator & Assistant Legislative Coordinator –**

<table>
<thead>
<tr>
<th>Board Policy Committee (3) –</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coalition of Innovative Districts (2) – Deena Horst and Jim McNiece appointed in July to serve until January 2017</td>
</tr>
</tbody>
</table>

KSHSAA Board of Directors (2 – one also serves on the Exec. Board)

- Carolyn Campbell’s appointment expires June 30, 2016 (reappointed April 2014) No action needed at this time.
- Jim McNiece’s appointment expires June 30, 2015 (two-year term began in July 2013)

KSHSAA Executive Board: Carolyn Campbell’s appointment expires June 30, 2016 (reappointed April 2014)

*Legislature changed makeup of KSHSAA Board in 2014.*

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**State Board of Education Member Committee Assignments**

*Appointments by Board Chairman*

<table>
<thead>
<tr>
<th>Committee Name /# of Appointments</th>
<th>Function &amp; Frequency of Meetings</th>
<th>Board Member(s) Currently Serving</th>
<th>Next term: 1/13/15 thru 12/31/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture in the Classroom 1 member</td>
<td>Serves as a liaison working with the Kansas Foundation for Ag in the Classroom. Meets about 6 times a year.</td>
<td>John Bacon</td>
<td></td>
</tr>
</tbody>
</table>
| Communications Committee 2 members | Discusses communication needs of the State Board, providing recommendations and guidance both to staff and Board members. Meets as needed. | Jim McNiece  
Sally Cauble | |
| Confidence in Kansas Public Education Task Force/ 1 member | Develops plans for promoting public education in Kansas and recognizing those who make major contributions to the advancement of public education. Meets 4-5 times a year. | Janet Waugh | |
| Education System Coordinating Council / 2 members | This council includes Board of Education representatives and the Kansas Board of Regents; developed after the P-20 Committee. Meets about 4 times a year. | Kathy Busch  
Sally Cauble | |
| Education Commission of the States / 1 member | Board’s appointee serves as a Commissioner on ECS. Each state has seven commissioners. Primary focus is education policy and research. Other commissioners appointed by Governor, KBOR and legislature (selected from House and Senate Education Committee) | Sally Cauble | No action needed. Sally was appointed May 2014 for two-year term. |

Continued to next page
<table>
<thead>
<tr>
<th>Committee Name / Function &amp; Frequency of Meetings</th>
<th>Board Member(s) Currently Serving</th>
<th>To serve next term: 1/13/15 thru 12/31/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas Association for Conservation &amp; Environmental Education / 1 member</td>
<td>Janet Waugh</td>
<td></td>
</tr>
<tr>
<td>Serves as an ex-officio member of the Board of Directors as a liaison between the State Board and KACEE. Meets twice a year, plus annual conference and membership meeting.</td>
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</tr>
<tr>
<td>Kansas Council for Economic Education / 1 member</td>
<td>Janet Waugh</td>
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<tr>
<td>Serves on the Board to help support teachers in educating youth to be literate in personal finance and economics.</td>
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<tr>
<td>Kansas Foundation for Excellence in Education / Kansas Teacher of the Year 1 member</td>
<td>Ken Willard</td>
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<tr>
<td>Serves on the Foundation’s Board of Directors and also on the Kansas Teacher of the Year selection committee; assists with presentation of awards at the state banquet. Meets once a year, plus the banquet.</td>
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<td></td>
</tr>
<tr>
<td>Kansas Learning First Alliance 1 member</td>
<td>Kathy Busch</td>
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</tr>
<tr>
<td>Ad hoc group consisting of all the major organizations/agencies to advocate for Kansas education and is affiliated with the National Learning First Alliance. Meets approximately 4 times a year.</td>
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</tr>
<tr>
<td>Kansas Master Teacher Selection Committee 1 member</td>
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<tr>
<td>Assists in the annual selection of Kansas Master Teachers, an awards program established by Emporia State. Meets 1 time a year, plus the Awards Banquet (April 1, 2015)</td>
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</tr>
<tr>
<td>KSSD/KNEA bargaining team 1 member</td>
<td>Deena Horst</td>
<td></td>
</tr>
<tr>
<td>Serves on this team to work on the collective bargaining contract for certified personnel at the Kansas State School for the Deaf. Meets as many times as needed.</td>
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<td></td>
</tr>
<tr>
<td>Liaisons to KSSD &amp; KSSB 2 members</td>
<td>Steve Roberts (KSSB) John Bacon (KSSD)</td>
<td></td>
</tr>
<tr>
<td>Serves as the State Board representative for various functions at each school and to become acquainted with the mission and work of the school. Meets as needed.</td>
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</tr>
<tr>
<td>Professional Standards Board Liaison 1 member</td>
<td>Steve Roberts</td>
<td></td>
</tr>
<tr>
<td>Serves as liaison to the Professional Standards Board which recommends policies and regulations on educator preparation and certification. Meets 4 times a year.</td>
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</table>

*Charter and Virtual Education Advisory Council* – The Virtual Education Task Force was previously a Commissioner’s Appointment, last held in 2012. The merged Charter and Virtual Education Advisory Council is not currently on the list of appointments, but can be added through Board consensus.

*Continued to next page*
### State Board of Education Member Committee Assignments – Current

**Appointments by Other Entities**

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Function</th>
<th>Board Member Serving on Committee</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interstate Migrant Education Council</td>
<td>Representative’s role is to enhance educational opportunities for migrant students and to help examine policy issues concerning coordination between public and private agencies, including all levels of government. Traditionally held by District 5 Board member.</td>
<td>Sally Cauble No action needed. Sally was appointed in August 2014 for two-year term.</td>
<td>Commissioner’s Appointment</td>
</tr>
<tr>
<td>Kansas Advisory Committee for Career and Technical Education (KACCTE)</td>
<td>Provides business and industry a unified voice to advocate and provide recommendations for continuous improvement for career and technical education. This includes working with groups to promote a seamless system for delivery of technical education between secondary and postsecondary. Meets 4 times per year.</td>
<td>Jana Shaver</td>
<td>Commissioner’s Appointment</td>
</tr>
<tr>
<td>Kansas Volunteer Commission</td>
<td>The KVC mission is to promote community service by administering grants to the AmeriCorps and Learn and Serve Programs in Kansas, strengthening volunteer centers, and encouraging volunteerism.</td>
<td>Jim McNiece</td>
<td>Governor’s Appointment</td>
</tr>
<tr>
<td>Next Generation Science Standards Capacity Building Subcommittee of the Review Committee</td>
<td>The Board’s liaison to the review committee of the Next Generation Science Standards.</td>
<td>Jana Shaver</td>
<td>Commissioner’s Appointment</td>
</tr>
</tbody>
</table>

### Nationally Chosen Positions Held By Board Members (must be approved by the Board before accepting)

- Education Commission of the States (ECS) Steering Committee – **Sally Cauble**
- NASBE Board of Directors from the Central Region – **Ken Willard**
- NASBE Secretary/Treasurer – **Ken Willard (2013)**
- NASBE New Member Rep – **Jim McNiece** (also Board liaison, appointed February 2014 by Bd. Chair) (President-elect for 2015)
- NASBE Governmental Affairs Committee – **Carolyn Campbell**
- Rural Education Committee Rep – **Steve Roberts**
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Peggy Hill
Interim Commissioner: Brad Neuenswander

Item Title: Resolution to Establish 2015 Board Meeting Dates

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education adopt the Resolution establishing the 2015 calendar of Board meeting dates, time and location.

Explanation of Situation Requiring Action:
The Kansas State Board of Education is required by Statute 72-7507 to meet at least once a month. During the month of January of each year, the Board shall adopt a Resolution specifying a regular meeting time of the Board, including hour of commencement, day of the week and month. The 2015 schedule of meeting dates is attached. All official actions of the State Board shall be taken at official meetings open to the public.
RESOLUTION

Be It Resolved that:

The Kansas State Board of Education shall conduct its regular meeting beginning at 10 a.m. on the second Tuesday and 9 a.m. on the second Wednesday of each month with the exception of April (2015) when said meetings will be held on the third Thursday and Friday; and with the exception of November (2015) when said meetings will be held the second Monday and Tuesday to avoid conflict with the Veteran’s Day holiday. Meetings are conducted at the Landon State Office Building (LSOB), 900 SW Jackson, Topeka, Kansas, unless otherwise indicated. Therefore, the Kansas State Board of Education regular meetings and legislative conference calls shall comply with the following schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting</th>
<th>Location</th>
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<tbody>
<tr>
<td>January 13-14</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
</tr>
<tr>
<td>January 30</td>
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<td>LSOB, Topeka</td>
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<tr>
<td>February 10-11</td>
<td>Regular Board Meeting</td>
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<tr>
<td>February 27</td>
<td>Legislative Conference Call – 4 p.m.</td>
<td>LSOB, Topeka</td>
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<tr>
<td>March 10</td>
<td>Regular Board Meeting</td>
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<tr>
<td>March 11</td>
<td>Annual Visit at KSSD / KSSB</td>
<td>Olathe / Kansas City</td>
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<tr>
<td>March 27</td>
<td>Legislative Conference Call – 4 p.m.</td>
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<tr>
<td>April 16-17</td>
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<tr>
<td>April 24</td>
<td>Legislative Conference Call – 4 p.m.</td>
<td>LSOB, Topeka</td>
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<tr>
<td>May 12-13</td>
<td>Regular Board Meeting</td>
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<td>June 9-10</td>
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<td>July 14-15</td>
<td>Regular Board Meeting</td>
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<tr>
<td>August 11-12</td>
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<tr>
<td>September 8-9</td>
<td>Regular Board Meeting</td>
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<tr>
<td>October 13-14</td>
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<td>November 9-10</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
</tr>
<tr>
<td>December 8-9</td>
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</tr>
</tbody>
</table>

CERTIFICATE
This is to certify that the above resolution was duly adopted by the Kansas State Board of Education on the 13th day of January, 2015.

___________________________
Peggy Hill
Secretary, Kansas State Board of Education
Interim Commissioner Brad Neuenswander will report on activities since the last Board meeting, and give a brief year-in-review summarizing accomplishments of the State Board in 2014.
To: Interim Commissioner Brad Neuenswander  
From: Colleen Riley, Brad Neuenswander  
Subject: Introduction of Special Education Advisory Council  
Date: 12/15/2014  
Board Goals: Develop active communication and partnerships with families, communities, business stakeholders, constituents, and policy partners

The Kansas Special Education Advisory Council (SEAC) serves as a liaison between the statewide populace and the Kansas State Board of Education (KSBE). In its role as a liaison, SEAC advises the KSBE on issues relevant to the area of education supports and services for students ages 3-21 with disabilities. The Kansas SEAC will work collaboratively to provide leadership for continuous improvement of educational systems to ensure equity and enhance learning for all students. Citizens of Kansas are encouraged to communicate with the Council and can address the SEAC during regularly scheduled meetings.

The SEAC is required to submit an annual report of its activities each year to the KSBE. Attached is a copy of the Kansas Special Education Advisory Council 2013-2014 Annual Report. Council members will be introduced at the January 2015 KSBE meeting and Bryan Wilson, SEAC Chairperson for the 2013-2014 year, will highlight Council activities.

Early Childhood Special Education and Title Services  
Phone: 785-296-3869  
Fax: 785-296-1413
The mission of the Kansas State Board of Education is to prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents. To accomplish this mission the State Board has identified five goals. They are as follows:

- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Promote and encourage best practices for early childhood programs.
- Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy makers.

Janet Waugh
JWaugh1502@gmail.com

Steve Roberts
mmsmith@gmail.com

John W. Bacon
jwbacon@ksede.org

Carolyn L. Wims-Campbell
campbell49stoe@gmail.com

Sally Cauble, Vice-Chair
scauble@swkia.net

Deena Horst
deenahorstfinc.net

Kenneth Willard
kwillard84@gmail.com

Kathy Busch
kathybusch@gmail.com

Jana Shaver, Chairman
jshaver@cablenet.net

Jim McNiece
nemcnn@yahoo.com
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Secretary’s Report

The overarching focus of Kansas special education is to improve outcomes for students with exceptionalities and their families. Services for students with exceptionalities in Kansas are continuously improving because of the dedication and commitment of many exemplary teachers and administrators who are supported by concerned and invested parents who work in partnership with the schools. Another Kansas asset, often overlooked because of their work behind the scenes of Kansas education, is the Special Education Advisory Council (SEAC). The primary motivation for individuals to accept appointments to SEAC is the focus on quality improvement in the Kansas education system, particularly as it relates to students with exceptionalities. The SEAC members voluntarily meet on a regular basis, study issues of significance, provide a representative advocacy function, and advise the Special Education Services team and Kansas State Board of Education (KSBE) on matters of special education. This report summarizes the activity and accomplishments of SEAC for the 2013 – 2014 school year.

SEAC continues to function as an advisory panel to the Kansas State Board of Education. SEAC advises the State Board in six key areas as required by the implementing regulations of the Individuals with Disabilities Education Act (IDEA), and by Kansas Statutes. Those areas include:

- Advise the State Education Agency (SEA) of unmet needs within the state in the education of children with exceptionalities;
- Comment publicly on any rules and regulations proposed by the state regarding the education of children with;
- Advise the SEA in developing evaluations and reporting on data to the secretary under Section 618 of the Act;
- Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act; and
- Advise the SEA in developing and implementing policies relating to the coordination of services for children with exceptionalities.
- Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.

SEAC has represented its constituencies well during the past year and has been productively engaged in fulfilling its legal commitments and mission on behalf of students. SEAC’s 2013 – 2014 accomplishments are wide ranging. To summarize, SEAC has been involved in these activities of importance:

- Ongoing collaboration between SEAC and the Kansas State Interagency Coordinating Council
- Provided feedback to KSDE Early Childhood Special Education and Title (ECSET) Services Team on the Annual Performance Report submitted to the Office of Special Education Programs (OSEP)
- Provided feedback to KSDE ECSET on the State Personnel Development Grant (SPDG) on the following areas:
  - Support to Early Career Special Education Teachers
  - Implementation of effective Co-teaching methods across districts
  - Expansion of Tertiary Behavior supports within Kansas Multi-Tier System of Supports (MTSS)
- Provided feedback to the KSDE ECSET on the implementation of the Kansas Elementary and Secondary Education Act (ESEA) Flexibility Waiver
- Provided feedback to the KSDE ECSET on the technical assistance provided to districts in the following areas:
  - Kansas Integrated Accountability System (KIAS)
  - Kansas State Board of Education regulations - Emergency Safety Interventions
- Provided feedback on the Kansas Technical Assistance System Network (TASN)
- Provided forum for public comment on disability issues
SEAC serves a valuable role in representing the stakeholders in Kansas regarding special education services. There is no question that because of SEAC investment in the future, students with exceptionalities will have a better chance of fulfilling their lifelong dreams. The State of Kansas is fortunate to have an active and involved SEAC.

Colleen Riley,
Director Early Childhood, Special Education, and Title Services
Secretary of the Kansas Special Education Advisory Council
Introduction

The Special Education Advisory Council (SEAC) held five meetings during the 2013 - 2014 school year. The January meeting was a two day meeting and included members of the Kansas State Board of Education (KSBE).

The SEAC priority areas for 2013 - 2014 reflected the following areas:

- **Priority Area 1:** Advise the State Education Agency (SEA) of unmet needs within the state in the education of children and youth with exceptionalities;
- **Priority Area 2:** Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities;
- **Priority Area 3:** Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the Act;
- **Priority Area 4:** Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act;
- **Priority Area 5:** Advise the SEA in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities; and
- **Priority Area 6:** Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.

Kansas Special Education Advisory Council

The major responsibilities of the council are to advise, consult and provide recommendations to the Kansas State Board of Education regarding matters concerning special education services. The SEAC is composed of individuals in, or concerned with, the education of children with exceptionalities. The council performs such duties as specified by law, statute or regulation and as outlined in the Kansas SEAC manual.

The primary role of the council is as an advocate for achieving excellence, equity, and lifelong learning opportunities for all students in Kansas. As such, it is committed to representing individuals with diverse and changing educational needs. The role of advocate presupposes a sensitivity and responsiveness to these needs. This responsibility leads the SEAC to support the vision and mission of KSBE, the Division of Learning Services (DLS) and the Early Childhood, Special Education, and Title Services team.
**Vision**
Schools will work with families and communities to prepare students with exceptionalities for success.

**Mission**
The mission of the Kansas State Board of Education is to prepare Kansas students for lifelong success through rigorous academic instruction, 21st century career training, and character development according to each student's gifts and talents.

**SEAC Goal**
The Kansas Special Education Advisory Council will advocate for an educational system that achieves excellence, equity, and lifelong learning for all individuals in Kansas.

**SEAC Beliefs**
The Kansas Special Education Advisory Council is committed to lifelong learning. SEAC believes that:

- Partnerships increase collaboration for better services.
- Visionary leadership is essential for appropriate services to meet the needs of all students.
- Innovation is essential to the process of lifelong learning.
- All child service systems must be provided in an integrated and collaborative manner.
- Education is an evolving process that requires innovation, continuous growth, and evaluation.
- The needs of individuals in a diverse community must be met.

**Council Membership**
The 2013 – 2014 SEAC was composed of nineteen members and one non-voting ex-officio member, all of whom are concerned with the education of children and youth with exceptionalities and includes the state director of special education. SEAC members include individuals with disabilities or parents of children with exceptionalities. The 2013 - 2014 membership included:
<table>
<thead>
<tr>
<th>Council Member</th>
<th>Voting Member</th>
<th>Address</th>
<th>Representation</th>
<th>Fulfills Require</th>
<th>Board Region</th>
<th>Appointment Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luanne Barron</td>
<td>Yes</td>
<td>Kansas State School for the Deaf</td>
<td>Public Charter Schools</td>
<td>7</td>
<td>6/30/2014 (1st term)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>450 E Park Street Olathe KS 66061</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(913) 791-0513 (913) 375-0477</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:Lbarron@kssdb.org">Lbarron@kssdb.org</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesli Girard</td>
<td>No</td>
<td>Families Together, Inc. 5611 SW Barrington Court South, Suite 120</td>
<td>Parent Training and Information Center</td>
<td>No</td>
<td>4</td>
<td>(Ex-Officio)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topeka KS 66614 (785) 233-4777 (785) 608-7455</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:lesli@familiestogetherinc.org">lesli@familiestogetherinc.org</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debora Howser</td>
<td>Yes</td>
<td>USD 383 Manhattan 2031 Poyntz Ave Manhattan KS 66502</td>
<td>LEA Official</td>
<td>No</td>
<td>4</td>
<td>6/30/2015 (1st term)</td>
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<tr>
<td></td>
<td></td>
<td>(785) 587-2000 (785) 817-7093</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:deborah@usd383.org">deborah@usd383.org</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penny Lawson (Past Chair)</td>
<td>Yes</td>
<td>USD 495 Larned 823 West 5th St Larned KS 67550</td>
<td>Department of Corrections - Juvenile</td>
<td>Yes</td>
<td>5</td>
<td>6/30/2014 (2nd term)</td>
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<tr>
<td></td>
<td></td>
<td>(620) 285-7364</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:penny.lawson@usd495.net">penny.lawson@usd495.net</a></td>
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<tr>
<td>Karen Kroh</td>
<td>Yes</td>
<td>Archdiocese of KCKCS 12615 Parallel Parkway Kansas City KS 66109</td>
<td>Private Schools</td>
<td>No</td>
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<td>6/30/2016 (2nd term)</td>
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<tr>
<td></td>
<td></td>
<td>(913) 721-1570 (913) 669-1357</td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:kkroh@archkckcs.org">kkroh@archkckcs.org</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shawn Mackay</td>
<td>Yes</td>
<td>USD 512 Shawnee Mission 9555 W 123rd St Overland Park KS 66213</td>
<td>Teacher</td>
<td>No</td>
<td>2</td>
<td>6/30/2015 (2nd term)</td>
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<tr>
<td></td>
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<td>(913) 993-7150 (913) 206-2580</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:shawnmackay@smsd.org">shawnmackay@smsd.org</a></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Dr. Judy Martin</td>
<td>Yes</td>
<td>USD 231 Gardner Edgerton 231 E Madison Gardner KS 66030</td>
<td>Homeless Children</td>
<td>No</td>
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<td>6/30/2016 (1st term)</td>
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<td>(913) 856-2080 (913) 206-2580</td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:martinj@usd231.com">martinj@usd231.com</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mike Martin</td>
<td>Yes</td>
<td>2009 Carline Rd Girard KS 66743</td>
<td>Parent of a child or person with a disability</td>
<td>Yes</td>
<td>9</td>
<td>6/30/2015 (2nd term)</td>
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<tr>
<td></td>
<td></td>
<td>(620) 231-7551 (620) 249-4793</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:mmartin@frontenac249.org">mmartin@frontenac249.org</a></td>
<td></td>
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Secretary to SEAC: Colleen Riley, Director of Early Childhood, Special Education, and Title Services, KSDE
<table>
<thead>
<tr>
<th>Council Member</th>
<th>Voting Member</th>
<th>Address</th>
<th>Representation</th>
<th>Fulfills Require</th>
<th>Board Region</th>
<th>Appointment Expires</th>
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<tbody>
<tr>
<td>Dr. Ann Matthews</td>
<td>Yes</td>
<td>USD 437 Auburn-Washburn 5928 SW 53rd Topeka KS 66610 (785) 339-4000 (785) 633-2316 <a href="mailto:matthann@usd437.net">matthann@usd437.net</a></td>
<td>Administrator of Exceptional Programs</td>
<td>No</td>
<td>4</td>
<td>6/30/2014 (2nd term)</td>
</tr>
<tr>
<td>Diane Plunkett</td>
<td>Yes</td>
<td>Fort Hays State University 600 Park St, Suite RH 241 Hays KS 67601 (785) 628-5845 <a href="mailto:dmplunkett@fhsu.edu">dmplunkett@fhsu.edu</a></td>
<td>IHE Special Education</td>
<td>Yes</td>
<td>5</td>
<td>6/30/2015 (1st term)</td>
</tr>
<tr>
<td>Dr. Matthew Ramsey</td>
<td>Yes</td>
<td>Benedictine College 1020 N 2nd Street Atchison KS 66002 (913) 360-7387 <a href="mailto:mramsey@benedictine.edu">mramsey@benedictine.edu</a></td>
<td>Related Services</td>
<td>No</td>
<td>1</td>
<td>6/30/2016 (2nd term)</td>
</tr>
<tr>
<td>Dr. Joan Robbins (Chair Elect)</td>
<td>Yes</td>
<td>USD 229 Blue Valley 15020 Metcalf Overland Park, KS 66283 913-239-4209 <a href="mailto:robbins02@bluevalleyk12.org">robbins02@bluevalleyk12.org</a></td>
<td>LEA Official</td>
<td>Yes</td>
<td>3</td>
<td>6/30/2014 (1st term)</td>
</tr>
<tr>
<td>Anne Roberts</td>
<td>Yes</td>
<td>KVC Behavioural Healthcare Inc. 21350 W 153rd St Olathe KS 66061 (913) 322-4900 <a href="mailto:aroberts@kvc.org">aroberts@kvc.org</a></td>
<td>Foster Care Agency</td>
<td>No</td>
<td>3</td>
<td>6/30/2014 (2nd term)</td>
</tr>
<tr>
<td>Dr. Robb Scott</td>
<td>Yes</td>
<td>Assistant Professor Fort Hays State University 600 Park Street RH 210A Hays KS 67601 (785) 236-8158 <a href="mailto:rbscott2@fhsu.edu">rbscott2@fhsu.edu</a></td>
<td>Vocational, community or business organization concerned with provision of transition services</td>
<td>No</td>
<td>5</td>
<td>6/30/2016 (1st term)</td>
</tr>
<tr>
<td>Vicki Sharp</td>
<td>Yes</td>
<td>5209 W 68th Prairie Village KS 66208 (913) 634-5330 <a href="mailto:lynn5209@gmail.com">lynn5209@gmail.com</a></td>
<td>Parent of a child with Giftedness</td>
<td>Yes</td>
<td>2</td>
<td>6/30/2014 (2nd term)</td>
</tr>
<tr>
<td>SueAnn Wanklyn</td>
<td>Yes</td>
<td>1461 20th Rd Frankfort KS 66427 (785) 799-4531 <a href="mailto:swanklyn@yahoo.com">swanklyn@yahoo.com</a></td>
<td>Parent of a child or person with a disability</td>
<td>Yes</td>
<td>6</td>
<td>6/30/2014 (2nd term)</td>
</tr>
<tr>
<td>Bryan Wilson (Chair)</td>
<td>Yes</td>
<td>USD 259 Wichita 201 N Water Wichita KS 67202 (316) 973-4453 (316) 841-5515 <a href="mailto:bwilson@usd259.net">bwilson@usd259.net</a></td>
<td>Local Education Official</td>
<td>No</td>
<td>8</td>
<td>6/30/2016 (2nd term)</td>
</tr>
<tr>
<td>Stacie Clarkson</td>
<td>Yes</td>
<td>Special Education Director SEKESC 947 W HWY 47 Girard, KS 66062 (620) 330-0209 (620) 724-6281 <a href="mailto:stacie.clarkson@greenbush.org">stacie.clarkson@greenbush.org</a></td>
<td>Other state agency involved in financing or delivery of services to exceptional children And Department of Corrections - Adult</td>
<td>No</td>
<td>9</td>
<td>6/30/2014 (replacement )</td>
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</tbody>
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* These representatives fulfill the majority requirement; persons who are individuals with a disability or parent of children with a disability and who may represent another required area.

ǂ Non-voting ex-officio member.
Council Leadership

The chair for the 2013-2014 year was Bryan Wilson. He was unanimously elected to fulfill the obligations of the chair at the April 2013 council meeting.

Operational Standards

The SEAC's 2013-2014 meeting schedule was as follows:

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Location</th>
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<tbody>
<tr>
<td>July 24, 2013</td>
<td>Wichita Hyatt</td>
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<tr>
<td>September 17, 2013</td>
<td>KSDE</td>
</tr>
<tr>
<td>November 20, 2013</td>
<td>KSDE</td>
</tr>
<tr>
<td>January 15-16, 2014</td>
<td>KSDE</td>
</tr>
<tr>
<td>April 16, 2014</td>
<td>KSDE</td>
</tr>
<tr>
<td>May 23, 2014</td>
<td>Conference Call</td>
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</tbody>
</table>

The Council must conduct a minimum of four regular meetings. The 2013-2014 year exceeded this standard by holding five meetings, one of which was a two-day meeting which included meeting with members of the Kansas State Board of Education.

Official minutes of the meetings were kept, reviewed at each following meeting for accuracy, and posted on the KSDE Special Education Services website at http://www.ksde.org/Default.aspx?tabid=561.

A public comment period was offered at each regular SEAC meeting, and written public comment was accepted throughout the year.

Council Accomplishments

SEAC members represented the council at the annual Council for Exceptional Children Conference, the Kansas Multi Tier System of Supports Symposium, The Annual Kansas Summer Leadership Conference for Special Education Administrators, The Tri-State Law Conference, Brustein and Manasevit Fiscal Conference, and the KSDE Annual Conference.
Special Education Advisory Council  
Summary of Activities by Priority Area  
2013-2014

The Kansas Special Education Advisory Council will advocate for an educational system that achieves excellence, equity, and lifelong learning for students with exceptionalities in Kansas by:

Priority Area 1: Advise the Special Education Administrators (SEA) of unmet needs within the state in the education of children and youth with exceptionalities:

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Data Sources</th>
<th>Action Completed</th>
</tr>
</thead>
</table>
| 1.1 Increase awareness and understanding of provision of services from the public perspective | • Families Together (PTI)  
• Public Comment  
• Written Testimony | 7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14, 5/23/14 |
| 1.2 Promote the role of SEAC functions to the legislature, other advisory councils, committees, parents, and organizations | • IEP Meetings  
• Public forums  
• Statewide projects  
• Website  
• Conferences  
• TASN  
• KDHE  
• SICC  
• KPIRC  
• Families Together Inc. (PTI) | 7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14, 5/23/14 |
| 1.3 Evaluate the working conditions of special education teachers in Kansas. Study relevant issues including licensure & endorsement and assist with dissemination of related information | • SPDG  
• KSDE TEAL and SES teams  
• E-Mentoring Project  
• TASN | 7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14 |

Priority Area 2: Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities:

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Data Sources</th>
<th>Action Completed</th>
</tr>
</thead>
</table>
| 2.1 Study and provide comment on proposed federal and state laws and regulations and assist in implementation of changes. | • Personnel Report  
• KSDE  
• Testimony  
• Public Comment  
• Stakeholder Meetings | 7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14 |
| 2.2 Emergency Safety Interventions (including Seclusion and Restraint) | • KAN-DIS Data  
• Personnel Reports  
• Public Comment  
• Stakeholder Meetings  
• Disability Rights Center of Kansas  
• Kansas Association of School Boards  
• Families Together (PTI)  
• KPIRC  
• Parents | 7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14, 5/23/14 |
Priority Area 3: Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the Act:

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Data Sources</th>
<th>Action Completed</th>
</tr>
</thead>
</table>
| 3.1 Provide oversight of the implementation of federal and state special education laws and regulations to ensure Kansas has effective systems in place to monitor compliance and support improved achievement and outcomes for children & youth with exceptionalities | • Data for SPP Indicators  
• Data and review of due process hearings, mediation and formal complaints  
• Kansas Integrated Accountability System (KIAS) Data  
• KAN-DIS  
• KSSC | 7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14 |
| 3.2 Assist in the dissemination of information in the area of early childhood and secondary transition to help ensure Kansas can demonstrate compliance with IDEA 2004 and regulations. | • SICC  
• SEAC Members | 7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14 |
| 3.3 Analyze the data on the educational progress of students with exceptionalities and make recommendations to enhance their educational program, services, and achievement. | • Member reports  
• Graduation/drop-out rates  
• EC outcomes  
• State Assessment Data  
• Suspension/Expulsion Data  
• APR/SPP Data  
• Post-secondary outcomes  
• Emergency Safety Intervention (ESI) Data | 7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14 |
| 3.4 As stakeholders, assist in the interpretation of Kansas data in reporting to the public and federal government. | • APR and SPP Data | 7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14 |

Priority Area 4: Advise the SEA in developing corrective action plans to address findings identified in Federal Monitoring reports under Part B of the Act:

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Data Sources</th>
<th>Action Completed</th>
</tr>
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<tbody>
<tr>
<td>4.1 As a result of the onsite focused monitoring conducted by OSEP, Kansas had to make changes to the KIAS in the areas of secondary transition and the review of updated data as interpreted by OSEP in Memo 09-02.</td>
<td>• KIAS</td>
<td>7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14</td>
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</table>

Priority Area 5: Advise the SEA in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities.

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Data Sources</th>
<th>Action Completed</th>
</tr>
</thead>
</table>
| 5.1 Enhance school-family-community partnerships by encouraging and developing coordinated programs and/or services. | • Presentation by KSSC  
• Families Together (PTI)  
• KPIRC  
• Family Voices | 7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14 |
5.2 Improve communication & collaboration between SEAC & SICC Councils to enhance services to children & families in Kansas.

- SICC
- Families Together (PTI)
- Family Voices

7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14

5.3 Promote and enhance the blending of services between special and general education, including federal, state, and local programs (Title I, Special Ed.)

- KSDE
- KDHE
- KITS
- KPIRC
- Families Together (PTI)
- Family Voices

7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14

Priority Area 6: Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Data Sources</th>
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<tbody>
<tr>
<td>6.1 Enhance education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.</td>
<td>Member Reports</td>
<td>7/24/13, 9/17/13, 11/20/13, 1/15-16/14, 4/16/14</td>
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<tr>
<td>ACRONYMS</td>
<td>DESCRIPTION</td>
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<tr>
<td>ADA:</td>
<td>Americans with Disabilities Act</td>
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<tr>
<td>ADHD:</td>
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<tr>
<td>AMAO:</td>
<td>Annual Measurable Achievement Objective</td>
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<tr>
<td>AMO:</td>
<td>Annual Measurable Objective</td>
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<tr>
<td>APR:</td>
<td>Annual Performance Report</td>
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<tr>
<td>ASES:</td>
<td>Assessment for Special Education Students</td>
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<tr>
<td>AYP:</td>
<td>Adequate Yearly Progress</td>
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<tr>
<td>BCA:</td>
<td>Budget Control Act of 2011</td>
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<tr>
<td>CADRE:</td>
<td>Consortium for Appropriate Dispute Resolution In Special Education (OSEP Project)</td>
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<tr>
<td>CAP:</td>
<td>Corrective Action Plan</td>
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<tr>
<td>CAR:</td>
<td>Consolidated Annual Report</td>
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<tr>
<td>21st CCLC:</td>
<td>Century Community Learning Centers</td>
<td></td>
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<tr>
<td>CCR:</td>
<td>College and Career Readiness</td>
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<tr>
<td>CCSSO:</td>
<td>Council of Chief State School Officers</td>
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<tr>
<td>CEIS:</td>
<td>Coordinated Early Intervening Services</td>
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<tr>
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<td>Center on Education Policy</td>
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<td>CETE:</td>
<td>Center for Educational Testing and Evaluation</td>
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<td>COSF:</td>
<td>Child Outcome Summary Form</td>
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<td>U.S. Department of Justice</td>
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<td>U.S. Department of Justice Civil Rights Division</td>
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<td>DOJ OJJDP:</td>
<td>U.S. Department of Justice’s Office of Juvenile Justice and Delinquency Prevention</td>
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<td>DOL:</td>
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### ACRONYMS (Continued)

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<th>Acronym</th>
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<td>Early Childhood Special Education</td>
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<td>Early Complaint Resolution</td>
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<td>U.S. Department of Education</td>
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<td>Federal Funding Accountability and Transparency Act</td>
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<td>FFY</td>
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<td>FR</td>
<td>Federal Register</td>
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<td>Free or Reduced-Price Lunch</td>
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<td>Fiscal Year</td>
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<td>GAAP</td>
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<td>GAO</td>
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<td>GAPS</td>
<td>Grant Administration &amp; Payment System</td>
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<td>GASB</td>
<td>Government Accounting Standards Board</td>
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<td>General Services Administration</td>
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<td>GSTAD</td>
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<td>HELP</td>
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<td>U.S. Department of Health, Education, &amp; Welfare</td>
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<td>HHS</td>
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<td>HQT</td>
<td>Highly Qualified Teacher</td>
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<tr>
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<td>IDEA</td>
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<td>Individuals with Disabilities Education Improvement Act</td>
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<td>IEE</td>
<td>Independent Educational Evaluation</td>
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<td>IEP</td>
<td>Individualized Education Program</td>
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<td>Individual Growth and Development Indicators</td>
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<td>IHE</td>
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<td>Infinitec</td>
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<td>JJA</td>
<td>Juvenile Justice Authority</td>
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<td>KACCRRA</td>
<td>Kansas Association of Child Care Resources and Referral Agencies</td>
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<td>KAMM</td>
<td>Kansas Assessment of Modified Measures</td>
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<td>Kansas Discipline database</td>
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<td>KASEA</td>
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<td>KDHE</td>
<td>Kansas Department of Health and Environment</td>
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<td>KEEB</td>
<td>Kansas Education Employment Board TASN Project</td>
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<td>KERC</td>
<td>Kansas Education Resource Center website</td>
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<td>Kansas Head Start Association</td>
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<td>KHSSCP</td>
<td>Kansas Head Start State Collaboration Project</td>
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<td>KIAS</td>
<td>Kansas Integrated Accountability System</td>
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<td>Kansas Integrated Data Management and Support System (TASN Project)</td>
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<td>KLN</td>
<td>Kansas Learning Network</td>
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<tr>
<td>KPIRC</td>
<td>Kansas Parent Information Resource Center AND TASN Partner</td>
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**ACRONYMS (Continued)**

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<th>Acronym</th>
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<tr>
<td>KSBE: Kansas State Board of Education</td>
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<td>KSDE: Kansas State Department of Education</td>
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<tr>
<td>KSSC: Kansas Secondary Connections (KSDE TASN Project)</td>
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<tr>
<td>KSTARS: Kansas Statewide Technical Assistance Resource System</td>
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<td>LAS-Links: Language Assessment System Links</td>
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<tr>
<td>LD: Learning Disability</td>
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<tr>
<td>LEA: Local Education Agency</td>
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<tr>
<td>LEAMIS: Local Education Agency Management Information System</td>
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<tr>
<td>LEP: Limited English Proficient</td>
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<tr>
<td>LETRS: Language Essentials for Teachers of Reading and Spelling</td>
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<tr>
<td>LI: Low Incidence</td>
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<tr>
<td>LOD: Levels of Determination</td>
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<tr>
<td>LRE: Least Restrictive Environment</td>
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<td>LRP: Least Restrictive Placement</td>
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<td>LSD: Learning Services Division, KSDE</td>
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<tr>
<td>MCREL: Mid-continent Research for Education and Learning</td>
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<tr>
<td>MDT: Multidisciplinary Team</td>
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<td>MFS: Maintenance of Financial Support</td>
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<td>MIS: Management Information System</td>
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<td>MOA: Memorandum of Agreement</td>
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<td>MOE: Maintenance of Effort</td>
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<td>MOU: Memorandum of Understanding</td>
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<td>MPRRC: Mountain Plains Regional Resource Center</td>
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<tr>
<td>MTSS: Multi-Tier System of Supports</td>
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<tr>
<td>NAICS: North American Industry Classification System</td>
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<td>NASDCTEC: National Association of State Directors of Career Technical Education Consortium</td>
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<tr>
<td>NASDSE: National Association of State Directors of Special Education</td>
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<tr>
<td>NASTID: National Association of State Title I Directors</td>
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<tr>
<td>NCELA: National Clearinghouse for English Language Acquisition</td>
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<tr>
<td>NCCRES: National Center for Culturally Responsive Educational Systems (OSEP Project)</td>
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<td>NCES: National Council on Education Statistics</td>
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<tr>
<td>NCLB: No Child Left Behind Act of 2011, which amends ESEA</td>
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<tr>
<td>NCSEAM: National Center for Special Education Accountability Monitoring</td>
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<tr>
<td>NCSET: National Center on Secondary Education and Transition</td>
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<tr>
<td>NDPC-SD: National Dropout Prevention Center for Students with Disabilities</td>
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<tr>
<td>NECTAC: National Early Childhood Technical Assistance Center</td>
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<tr>
<td>NLTS2: National Longitudinal Transition Study 2</td>
<td></td>
</tr>
<tr>
<td>NPSO: National Post School Outcomes</td>
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<tr>
<td>NRCLD: National Research Center on Learning Disability's</td>
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</table>
NSTTAC: National Secondary Transition Technical Assistance Center

ACRONYMS (Continued)

N&D: Neglected & Delinquent
NRS: National Reporting System for Adult Education Programs
OCR: Office of Civil Rights
OELA: U.S. Department of Education’s Office of English Language Acquisition
OESE: U.S. Department of Education’s Office of Elementary & Secondary Education
OGC: Office of General Counsel
OHI: Other Health Impairment
OMB: Office of Management and Budget
ONPE: U.S. Department of Education’s Office of Non-Public Education
OPE: U.S. Department of Education’s Office of Postsecondary Education
OSEP: U.S. Department of Education’s Office of Special Education Programs
OSERS: U.S. Department of Education’s Office of Special Education & Rehabilitative Services
OT: Occupational Therapy
OVAE: U.S. Department of Education’s Office of Vocational & Adult Education
OWS: Outcomes Web System
PAR: Personnel Activity Report
PCRN: Perkins Collaborative Resource Network
PD: Professional Development
PDL: Program Determination Letter
PELS: Preschool English Language Survey
PFY: Preceding Fiscal Year
PII: Personally Identifiable Information
PIMS: Performance Information Management Service
PLAAP: Present Levels of Academic Achievement and Functional Performance
PLAS: Persistently Lowest-Achieving Schools
POS: Programs of Study
PPA: Per Pupil Allocation
Project SPOT: Supporting Program Outcomes and Teachers (KSDE Project)
Project STAY: Supporting Teachers and Youth (KSDE Project)
Project Success: Math, Reading, LRE TASN project
PTA: Parent Teacher Association
PTI: Parent Training Information Center (Families Together)
RBSD: Results Based Staff Development
RDA: Results Driven Accountability
RFP: Request for Proposal
RMS: Risk Management Services
RTI: Response to Intervention
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<th>Description</th>
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<tr>
<td>SASA</td>
<td>Student Achievement &amp; School Accountability Office</td>
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<td>SEA</td>
<td>State Education Agency</td>
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<tr>
<td>SEAC</td>
<td>Special Education Advisory Council</td>
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To: State Board of Education
From: Interim Commissioner Brad Neuenswander & Coalition of Innovative Districts
Subject: Receive Recommendations for Approval of Innovative District Applicant
Date: 12/22/2014

Dec. 1 was the deadline for school districts to apply for innovative status in this cycle. The Coalition of Innovative Districts met Dec. 16 in Salina. At that time, the Coalition Board received a presentation from USD 364 Marysville, which was the only new district applicant for innovative status. The Coalition unanimously approved the request.

Representatives of USD 364 will be at the January State Board of Education meeting to present the district’s application and answer questions. As defined by statute, the Kansas State Board of Education will receive the Coalition’s recommendations on approved applications. The State Board has 90 days to either grant or deny the granting of authority to operate as an innovative district.
Innovative District Summary

District Name/USD #: Marysville - USD #364

District Superintendent: Bill Mullins

Local School Board President: Sonya Stohs

Date Approved by Local Board: 11/12/14

District Address: 211 South 10th Street

City Marysville 66508

Street

Zip

Contact Name: Bill Mullins

Title: Superintendent

Email: bmullins@usd364.org Phone: (785) 562-5308

District Classification: ○ Urban ○ Suburban ○ Rural

KSHSAA Rating: 3A

Number of Schools in District: 1

Elementary Middle/Junior High

1 Other (please specify) 7-12 Junior/Senior High

Current District Enrollment: 696

Percent of students who qualify for free or reduced lunch: 43.97 %

Signature of Superintendent

Date: 11-25-14

Signature of School Board President

Date: 11-25-14
USD #364 - Marysville

Celebrating 125 years of Bulldog History while preparing for the future

District of Innovation Application

November 24, 2014
Innovative District Application – USD #364

USD #364 in Marysville is in the process of undergoing significant changes in our District. Mr. Bill Mullins began work as our superintendent on July 1, 2014. During his first few months on the job, we have engaged in many meaningful conversations about the vision, mission, and core beliefs of our school district. These conversations are on-going and these statements will likely be revised over the next few months. The current vision statement for the district is “Empowering learners for life-long success”. The most recent mission statement for the district is “Lead by example and expect success”. The current statements that make up our core beliefs are as follows:

- All students can and should experience success
- Effort and engagement lead to continuous improvement
- People – our most valuable asset
- Collaboration leads to learning and growth
- Our curriculum should be challenging, rigorous, and relevant
- Character development is the foundation of our success

As a district, we are committed to building a culture based on Trust, Respect, and Responsibility. We want this culture to extend beyond the school walls and out to our entire community. The Marysville community has always supported the school district and the students by giving generously to help finance specific clubs, organizations, and projects. The Marysville community is a rural farming community located in Marshall County in Northeast Kansas. Marysville is the county seat with a relatively stable population count compared to some of the surrounding communities. The population of the city of Marysville is around 3300 with a student population in the district of around 700 students PK-12. Marysville has a solid economic base with multiple manufacturing plants in town along with a hospital. The city also has a solid Main Street Program to go along with other restaurants and retail establishments in the community.

Introduction

Marysville Public Schools are committed to providing a high quality education for all of the children that we serve. We believe strongly that all children should graduate high school with choices and options for their future. We also believe that students who graduate college and career ready will have more choices and options than those students who do not. Marysville High School currently offers two options for students one being a college-prep curriculum and the other track being a technical option. We are currently working on plans to eliminate these options and adding a College and Career Readiness Requirement as a part of our Graduation Requirements. We currently offer seven Career Pathways at Marysville High School and we would like to expand this program by developing internship programs with local business, community partners, and self-employed individuals in our area. Our students currently have access to four programs through Highland Community College. We hope to provide more access for our students by investigating potential partnerships with other community colleges in our area. We currently offer six different concurrent credit courses through Highland Community College plus additional on-line college courses that students take as an independent study.
As a district, we feel that we have done a good job of preparing our highest performing students for post-secondary success. However, we recognize that we can get better at serving all of our students. Our Board of Education is concerned about our average ACT scores being below the average for the State of Kansas. The teachers in the district share this concern, but we also recognize that we have a higher percentage of students taking the ACT than the overall statewide percentage. As a district, we are lagging behind the State of Kansas as a whole in terms of the percentage of high school graduates enrolled in post-secondary institutions. This trend has been pretty consistent since 2007 with a few exceptions. The percentage of Marysville graduates that are required to take remedial coursework in college has typically been well below the state average since 2007. The passing rates for students who are required to take remedial courses have been mixed with some years being above the state average and other years being below the state average. Math has consistently been the college class that requires the most remediation followed by English and Reading. Marysville has exceeded the state average for two out of the last three years in which data is available for the percentage of students enrolled in post-secondary education who have earned at least one year of college credit. Marysville is also consistently outperforming the state on the percentage of students earning college degrees.

The Board of Education for USD #364 is committed to improving the academic performance of our students in all subject areas on all tests that measure student performance. The Board is specifically interested in boosting the ACT scores of our students because this test is most closely aligned to college admissions and scholarships. The Board has established a goal of implementing a 1:1 initiative by January 2016 with the focus on improving teaching and learning for all students in our district. As a district, we embrace this goal, but we also recognize that putting an electronic device in front of the students does not solve every problem that we face. In fact, it probably increases the number of challenges we will face each day. We do believe that with proper training and support, the increased use of technology in our classrooms will lead to an increase in student achievement.

In preparing the District of Innovation Application for USD #364 – Marysville, we have considered the application of our fellow North Central Kansas League school at Concordia. We seek to have the same exemptions that they requested in their application along with four additional exemptions to be described shortly. The Concordia application references four specific areas some of which may have already been remedied by changes in state regulations. The four areas in Concordia's application are 1) licensing and recertification challenges, 2) Advanced District Accreditation being used instead of the state Accreditation model, 3) the ability to create new pathways as needed to meet the employment needs of their community, and 4) the freedom to award local credit for extra-curricular activities. We would like to learn from Concordia and apply the lessons they have learned to help us improve our district.

USD #364 – Marysville would also like to seek the following exemptions as a District of Innovation. First, we would like to receive an exemption from the requirements to complete evaluations within the first sixty days of each semester for teachers who are in their first three years of teaching or who are in their first year in our district. We feel that the requirements of the McRel Teacher Evaluation System do not align with the timeline requirements that are currently in state law. The second exemption that we would like to pursue would allow our students to receive academic credit for participating in an
internship or a mentoring opportunity that is related to a career pathway. We would like to offer our students the same opportunities for pathways that would be available to students living in a metropolitan area such as Wichita, Topeka, or Lawrence. Because of our location and the size of our district, we would need to offer internships and mentoring opportunities to help reach all of our students. In order to receive academic credit for an internship or a mentoring opportunity, the students would have to demonstrate their competency in each of the areas of the Competency Profile Sheet for the course. The third exemption that we would like to pursue may not even require an exemption at all. We would like to add two elements to the Graduation Requirements for Marysville High School beginning with the class of 2019. We would add a College and Career Readiness Requirement for all students. All students would be required to pass a minimum of 2 elective CTE Credits and meet one of the following five criteria 1) Earn at least 18 hours of College Credit, 2) Successfully complete a total of 3 elective CTE Credits from a minimum of four different career pathways, 3) Successfully finish a completer program within a career pathway and earn a certificate based on an end of pathway exam, 4) Earn a Industry Recognized Certificate from an approved program of study, or 5) Successfully complete two years of an approved post-secondary program of study. The second option described above will allow students who are undecided about their futures time to explore and learn more about various career options. The second element that would be added to the Graduation Requirements is a testing component. Graduates of Marysville High School would be required to successfully complete two exams from the following list of five exams in order to qualify for graduation: ACT, ACT WorkKeys, CPASS, ASVAB, or Compass/Asset. This testing requirement will help prepare them for their next steps after high school. As a district, we have made a financial commitment to pay for each of our juniors to take one of these exams.

The final exemption that we are seeking is to be released from the Kansas Assessment Program. As a district, we have made the decision to align ourselves with the ACT Aspire series of assessments. These assessments are aligned to the ACT and they meet all of the requirements of the federal legislation related to testing. This request would be similar to the request that the McPherson School District successfully used to petition the Federal Government and receive a waiver from "No Child Left Behind" testing requirements. In addition to the ACT Aspire, as a district we have started the process of developing performance assessments at each grade level related to writing. We will be developing these further in the coming months so that implementation can begin in 2015-16. There will be three performance assessments related to writing each year for grades 3-10. These performance assessments will cover Narrative Writing, Expository/Informative Writing, and Argument/Persuasive Writing. These assessments will be used to determine if students are learning specific content standards related to Science, Social Studies, and Health.

**Sixty Day Requirement**

Kansas Statute 72-9003 requires that all teachers in their first and second year of teaching be evaluated twice annually by the 60th day of each semester. This law was originally introduced in 1973 and it has been amended several times over the years. The last revision occurred in 2006. In recent years, the process of teacher evaluations have changed dramatically but this law has not changed to accommodate the increased amount of time and attention that must be devoted to teacher evaluations. USD #364 in
Marysville has adopted the McRel Teacher Evaluation System. The amount of time that it takes to complete the McRel Teacher Evaluation System with fidelity is significant. We believe that following the McRel Teacher Evaluation System with fidelity is more important to the long-term success of our teachers and our district than meeting the deadline of the statute. The administrators in our district are in the classrooms observing teaching and learning almost daily doing Classroom Walkthroughs. The administrators are also actively involved in the task of improving teaching and learning everyday. We expect the administrators to be visible and to work towards creating a culture of high expectations and accountability. Our administrators can be more effective by granting us the freedom to vary from the 60 day requirement in the statute.

Another thing to consider related to requiring all teachers in their first two years of employment at our school to have two evaluations completed by the 60th day of each semester is related to the process of not renewing contracts for teachers with this level of experience. We have started discussions about the process that administrators will be required to follow before recommending that a teacher's contract not be renewed. We take the responsibility of supporting our teachers and helping them improve very seriously. We will have a procedure in place prior to the 2015-16 school year that clearly defines the steps that an administrator must follow to support teachers prior to making the recommendation that their contracts not be renewed. We believe the process that we will put in place will be clearly defined and it will protect teachers from receiving a non-renewal recommendation that is not warranted. I expect that the policy we put in place will provide more support than has been available through the traditional method of requiring evaluations by the 60th day of each semester.

**Internships and Mentoring**

Conversations in our district have started to change over the past few months relative to the characteristics of an ideal graduate from Marysville High School. We have also been talking about our core beliefs along with the mission and vision of our school district. Recently our conversation has been focused on our graduation requirements and on the courses that we are able to offer at our junior high and high school. During this conversation, we discussed courses we currently offer and our concerns about not having enough course offerings to match the interests of all students. The conversation about our graduation requirements which will be discussed later in this application and the conversations which have been ongoing with members of our community really pushed us to think about how internships and mentoring could benefit our students and our community.

We would like to develop internship and mentoring programs within our community and throughout our county that would allow our students an opportunity to gain specific knowledge, skills, and competencies related to specific Career and Technical Education courses. We would seek to pair our students with qualified individuals, according to KSDE’s new regulations for teaching requirements, in our community and county for internships and mentoring opportunities. We would prefer internships but mentoring programs would allow more students to participate without creating problems related to liability insurance and other related issues for the companies and individuals working with our students. We also believe that internships and mentoring programs make sense for our district because of the student enrollment in our district. As a district, we are unable to employ enough teachers to provide all
of the pathways that might be of interest to our students. We believe that we can find enough
companies and individuals in the community to provide internships and mentors for all of our students.
By focusing on internships and mentors we can provide more opportunities for our students without
adding additional staff members. In order to receive any academic credit for an internship or a
mentoring program, the student would need to demonstrate that they have met the requirements listed
on the Competency Profile Sheet for each internship or mentoring opportunity. We are still having
some discussions about who would be eligible to participate in the internships and mentoring programs,
but we anticipate these programs would be open to juniors and seniors who are in good standing at the
school. We have had some initial conversations with specific business owners and civic groups in the
community and the responses have been very favorable.

The rationale behind this request is that we would still be using “teachers” who meet the new criteria
published by the state of Kansas to serve as mentors and to supervise the internships. They would
provide instruction to individuals or small groups of students either on the high school campus or at
another location that is appropriate for the internship or mentoring opportunity. Students would not
receive credit for a course unless they had satisfied the requirements for the Competency Profile Sheet
for a course.

**Graduation Requirements**

We are not sure that we need an exemption for this portion of our application, but we feel like this is an
important part of our overall plan. We do believe that it is directly related to our desire to implement
internship and mentoring programs that connect our students with our community.

We want to do a better job of making sure that our graduates are college and career ready when they
receive their high school diplomas. We are proposing to change our graduation requirements to include
4 credits of English and 4 credits of Math for all students. We are also proposing that all students meet
a College and Career Readiness Requirement in order to receive a diploma from Marysville High School.
These discussions are ongoing as we present this application. The current status of our discussion would
allow students to meet the College and Career Readiness Requirement through one of the five different
criteria described below:

1. Students would earn 2 CTE Elective Credits and earn 18 hours of college credit
2. Students would earn a total of 3 CTE Elective Credits from four different Career Pathways
   recognized by the Kansas Department of Education
3. Students would successfully complete a Career Pathway program recognized by the Kansas
   Department of Education including a CPASS Examination at the end of the coursework
4. Students would earn an Industry Recognized Certificate from an approved course of study from
   Highland Community College or similar program
5. Students would successfully complete two years of an approved course of study from Highland
   Community College or similar program
We believe that by allowing students to choose from these five different options to demonstrate their College and Career Readiness that we can appeal to all students and still allow them the opportunity to participate in other elective programs such as Art, Band, Choir, and Drama.

We also seek to add a testing requirement to our graduation requirements. Again, our goal is to better prepare our students for success beyond high school. We are proposing that all students must successfully take two exams from the following list of five exam options:

- ACT
- ACT WorkKeys
- CPASS
- ASVAB
- Compass/Asset

The term “successfully take” was selected not to require a specific test score but to imply that the test was taken seriously and good effort was demonstrated by the student taking the exam. As a district, we have made a financial commitment to pay for one of these assessments for juniors each year.

We feel that these discussions and pending actions will raise the bar for student expectations in USD #364. Furthermore, we believe that by raising the bar we will produce graduates who are better prepared for success in college and/or a career.

**ACT Aspire**

We are seeking an exemption from the Kansas Assessment Program with the intention of using the ACT Aspire instead. As a district, we have already made a commitment to purchase the Comprehensive Test Package from ACT. This package includes classroom assessments, interim assessments, and summative assessments for students in grades 3 through 10. We have elected to do this because of the consistency and stability of the ACT testing system. The ACT Aspire summative assessments at the end of each year for students in grades 3 through 10 will include Reading, English, Math, and Science. The classroom assessments and interim assessments will also assess these same subjects. The testing footprint from the ACT Aspire will involve science more than the Kansas Assessment Program and it will also cover more in terms of English. In addition to the ACT Aspire program for students in grades 3 through 10, our district testing plan will require all juniors to take one of the following assessments at no cost to the student:

- ACT
- ACT WorkKeys
- CPASS
- ASVAB
- Compass/Asset
Our district testing program will also include three writing assessments at each grade level. These three writing assessments will cover the following three different genres of writing:

- Narrative
- Informative/Expository
- Persuasive/Argument

These writing assessments will include content from a variety of subjects and will likely include content from History and Government every year.

We are seeking an exemption from the Kansas Assessment Program because our community places a high priority on the ACT Exam. We believe that the Kansas Assessment Program and ACT Aspire intend to prepare students to be college and career ready upon graduation from high school. However, we believe that the ACT Aspire is better aligned with the ACT which is a nationally recognized exam and is backed by years of research and data. As a district, we are concerned about developing an aligned PK-12 curriculum to guide teaching and learning in our district. If we were to try to predict the future of testing in the state of Kansas and across the country we would most likely have trouble making accurate predictions. We feel that the tests our students take later this year will look different in years to come. We are concerned about trying to hit a moving target that has been on the move for the past three or four years. We believe the ACT Aspire Exams and the ACT itself will be largely unchanged in the next five to ten years and we believe that focusing our efforts on a target that is unlikely to move will benefit teaching and learning in our district.

We also seek this exemption because of the success of the McPherson School District in applying and receiving a NCLB waiver from the federal government which allows them to use the ACT Aspire instead of the Kansas Assessment Program. As stated earlier in this narrative, we feel that we can learn valuable lessons from Concordia, McPherson, and the other districts that have earned the distinction of being a District of Innovation. We feel that if the federal government believed in McPherson’s plan for measuring student achievement that we should do everything we can to learn from McPherson and try to give students in Marysville the same opportunities for success.

School and Community Support

One of the board members at Marysville brought the idea of becoming a District of Innovation to our attention last spring. Over the past few months, we have assembled two different councils or committees to consider the option of becoming a District of Innovation along with having discussions about how we as a district can get better. The Superintendent’s Council of Excellence — Staff and the Superintendent’s Council of Excellence — Community have been meeting since September to have these discussions. Our high school principal has engaged the members of our President’s Club in similar discussions about our District Technology Plan and becoming a District of Innovation. We have had tremendous support about all of the ideas that make up our application. At the November 12th Board of Education meeting our board voted 7-0 to support this application to become a District of Innovation. Please find the following examples of what the staff, students, and community have to say about our application and the work that we are doing:
My name is Matt Schmelze and I reside in Marysville KS. As a parent of 3 children (one who is already in the school system) I feel it is my duty to do what's best for my children. I have read and reviewed the concepts that Mr. Mullins, the School Board, and the committees have proposed for USD 364. I feel these ideas will enhance the education of our children as they go through school and help prepare them for whatever choice they decide to make after graduating high school. Please consider letting the district adopt these changes so our children can receive the best education they can.

**Matt Schmelze, Parent and Community Member**

"Meeting the demands of college and career readiness will require utilization of all school stakeholders (Parents, students, teachers, community members) to ensure student achievement. Providing learning experiences through mentoring programs and internships will increase student knowledge of 21st century skills as well as the ability to achieve success in their college and career endeavors."

**Darren Schroeder - Marysville Jr/Sr High School Principal**

As a member of the Marysville community, we are very impressed with Mr. Mullin's enthusiasm and vision for Marysville schools. Having the support of the staff, students, school board and community, we are hopeful this endeavor will fast track forward.

**Sue Grauer – Community Member**

USD 364 has a long history of being on the forefront of innovative methods. Knowing that we are cutting edge has really given our staff, students, and community a sense of pride and accomplishment. If we are allowed to become a District of Innovation our school community will be further enhanced by the knowledge that we strive to provide excellence for all of our students.

**Kathy Totten – Teacher, Marysville Elementary School**

"I believe in putting all of our energy in preparing the students for the ACT as it is the test that is most relevant to them. Doing well on the nationally recognized ACT means a student is able to opt out of remedial college classes and qualify for college scholarships. This is motivating for students, parents, and teachers."

**Mickie Crowther - Marysville Jr/Sr High Math teacher**

As an educator and a parent I strongly support the idea of becoming a District of Innovation. Please consider our application to assist our district as we work to move our students to a higher level of learning and living.

**Michele Mintzmyer - Marysville Elementary School First Grade Teacher**

I believe implementing this program would be very beneficial for everyone. Being a freshman, I don't have many opportunities to study in the field I am interested in which is medicine. By allowing me to have the opportunity to do an internship to count as high school credit, this will allow me to better decide if I see this as a future career.

Having the ACT as our primary test, the teachers can focus and better prepare us for this test. This will give us the opportunity to get a higher score. Getting this higher score, will help us get more scholarships for college. By having these opportunities, it will help me decide my future career. These opportunities will help us make decisions for the future.

**Katherine Lauer – Marysville High School Class of 2018**
I believe here at Marysville Elementary and USD 364 we would benefit from becoming a District of Innovation. We have new administration at all the buildings and the district office that are dedicated to providing the best educational experience possible.

We feel we are working hard to improve in areas that we need to improve in. We recognize that constant improvement is needed and I think becoming a district of innovation can help us do that.

*Jason Wheeler – Principal Marysville Elementary*

The development of the “District of Innovation Application” has been a community effort, involving teachers, students, parents and patrons. I feel that Marysville presents a somewhat unique opportunity for the student that is not going to college because of the relative large number of manufacturing companies in the area. Because of my local career experience I can assure the State Board that these local companies are willing to commit time and money to insure that the proposed internship and mentoring programs will succeed. With the additional graduation requirements for college bound students I feel that they will be far better prepared to meet the rigors of higher education.

*John C Schmidt – Community Member*

As the School Board President I feel that being a District of Innovation will allow us to provide a higher quality education to all students. This will allow them to become well rounded, contributing members of society by experiencing a comprehensive academic program in a safe and nurturing environment conducive to learning. USD 364 has built a strong sense of community by building partnerships between its employees, the students, their families, businesses and other constituencies. Becoming a District of Innovation will allow us to expand and build new partnerships to benefit our students and our community.

*Sonya Stohs – USD #364 School Board President*

As a school, it is important for us to prepare our students for success. Living in a rural community can present challenges in terms of opportunities for our students. Currently, we are unable to offer courses that may be relevant to the student’s future plan of study or career. As mentioned in the District of Innovation application, it would greatly benefit our students to offer these additional opportunities to our students to better prepare them for their future in being college and career ready. This, among other topics mentioned in the District of Innovation application will support our district in efforts to better serve all of our students.

*Mistie Slate – Marysville Junior/Senior High Counselor*

Going on 5 years at Marysville Public Schools, I have seen the standard of achievement that USD 364 displays. However, even the best can be made better. I support USD 364’s proposition to become a District of Innovation and its requested exemptions, which I believe can greatly benefit not only our staff, but myself and my peers. For example, as a junior, one of my major concerns is the ACT test. As I am considering my college choices, I have come to realize the importance of the ACT test and would like to see a greater effort to help students such as myself become prepared for this important exam. In addition, I believe an internship/mentoring program is an excellent way for students to make a real-world connection to their future careers. Personally, I am interested in Veterinary Medicine, but few classes currently offered can help me attain skills within this industry. I would love to see a hands-on internship/mentoring program so that students can learn and apply skills outside the traditional classroom setting. Exemptions and programs such as these can help our school district grow and better serve our students and communities. Please consider USD #364 Marysville Public Schools request.

*Grace Luebke – Marysville High School Class of 2016*
To: Interim Commissioner Brad Neuenswander  
From: Scott Myers, Brad Neuenswander  
Subject: Update on K-12 Accreditation Process  
Date: 12/17/2014  
Board Goals: Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

Teacher Licensure and Accreditation staff will update the Board on the Accreditation Advisory Council’s work on the proposed steps that schools and districts will follow during each year of the process and KSDE staff’s vision for the online application through which schools and districts will complete those steps.
To: Interim Commissioner Brad Neuenswander
From: Doug Boline, Colleen Riley, Brad Neuenswander
Subject: Migrant Education in Kansas Update
Date: 12/18/2014
Board Goals: Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

Doug Boline, Assistant Director for Early Childhood, Special Education and Title Services team, will provide an update to the State Board on the Migrant Program in Kansas.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Susan Helbert
Director: Scott Myers
Deputy Commissioner: Brad Neuenswander
Interim Commissioner: Brad Neuenswander

Item Title:
Act on program standards for professional education, school counselor and agriculture

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education approve the revised educator preparation program standards for professional education, school counselor and agriculture.

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

Standards revision work groups are completing the task of revising all program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. In December, the first three completed sets of revised standards were presented for review: Professional Education Agriculture; and School Counselor. Approval of the standards is requested. Once approved, the IHEs have access to develop new programs around the standards or to revise their current programs to align to the updated standards.

Staff and representatives from the respective standards revision committees will be available to present a crosswalk between the old and revised standards and to answer questions.
Kansas Licensure Standards
Professional Education
Kansas Licensure Standards for Professional Education

**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.**

<table>
<thead>
<tr>
<th>Function 1: The teacher understands how learners grow and develop.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge (CK):</strong></td>
</tr>
<tr>
<td>1.1.1CK The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes.</td>
</tr>
<tr>
<td>1.1.2CK The teacher understands the role of language and culture in learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function 2: The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge (CK):</strong></td>
</tr>
<tr>
<td>1.2.1CK The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function 3: The teacher designs and implements developmentally appropriate, relevant, and rigorous learning experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge (CK):</strong></td>
</tr>
<tr>
<td>1.3.1CK The teacher knows how to use instructional strategies that promote student learning.</td>
</tr>
<tr>
<td>1.3.2CK The teacher knows how to make instructional decisions that build on learners’ strengths and needs.</td>
</tr>
</tbody>
</table>
**Standard 2: Learning Differences.** The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

**Function 1:** The teacher uses an understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
<th>Professional Skills (PS):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1CK The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</td>
<td>2.1.4PS The teacher uses strategies and accesses resources, including specialized assistance and services to meet particular learning differences or needs.</td>
</tr>
<tr>
<td>2.1.2CK The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</td>
<td>2.1.5PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</td>
</tr>
<tr>
<td>2.1.3CK The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</td>
<td>2.1.6PS The teacher brings multiple perspectives to the discussion of content, including attention to learner’s personal, family, and community experiences and cultural norms.</td>
</tr>
</tbody>
</table>

**Function 2:** The teacher uses an understanding of differences in individuals, cultures, and communities to enable each learner to meet rigorous standards.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
<th>Professional Skills (PS):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1CK The teacher understands and identifies differences in appropriate approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</td>
<td>2.2.3PS The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in multiple ways.</td>
</tr>
<tr>
<td>2.2.2CK The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate each learner’s experiences, cultures, and community into instruction.</td>
<td>2.2.4PS The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</td>
</tr>
<tr>
<td>2.2.5PS The teacher designs instruction to activate prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</td>
<td>2.2.5PS The teacher designs instruction to activate prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</td>
</tr>
</tbody>
</table>
**Standard 3: Learning Environment.** The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

**Function 1:** The teacher works with others to create environments that support individual and collaborative learning.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.1.1CK The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</td>
<td>3.1.3PS The teacher manages the learning environment to actively engage all learners appropriately by organizing, allocating, and coordinating the resources of time, space and learner’s attention.</td>
</tr>
<tr>
<td>3.1.2CK The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines and organizational structures.</td>
<td>3.1.4PS The teacher uses a variety of methods to engage learners by evaluating the learning environment and by observing and collaborating with learners to make appropriate adjustments.</td>
</tr>
</tbody>
</table>

**Function 2:** The teacher works with others to create environments that include teacher and student use of technology.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.2.1CK The teacher understands digital citizenship, knows safe and appropriate technology tools for teachers and students, and their effective use in classrooms.</td>
<td>3.2.2PS The teacher works collaboratively with technology leaders to promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</td>
</tr>
<tr>
<td>3.2.3PS The teacher intentionally builds learner capacity to collaborate through applying effective academic activities and discussions in virtual and classroom environments.</td>
<td>3.2.3PS The teacher intentionally builds learner capacity to collaborate through applying effective academic activities and discussions in virtual and classroom environments.</td>
</tr>
</tbody>
</table>

**Function 3:** The teacher works with others to encourage positive social interaction, active engagement in learning, and self-motivation.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
<th>Professional Skills (PS):</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1CK The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-governance, self-direction, and ownership of learning.</td>
<td>3.3.2PS The teacher collaborates with learners, families and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry.</td>
</tr>
<tr>
<td>3.3.3PS The teacher develops learning experiences that engage learners in collaboration, self-governance, self-directed learning and that extend learner interaction with ideas and people locally and globally.</td>
<td>3.3.4PS The teacher collaborates with learners and</td>
</tr>
</tbody>
</table>


colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3.3.5PS The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the diverse backgrounds and differing perspectives learners bring to the learning environment.
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

**Function 1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.1.1CK The teacher understands major concepts, assumptions, debates, the process of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</td>
<td>4.1.4PS The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.</td>
</tr>
<tr>
<td>4.1.2CK The teacher understands common misconceptions that occur in learning the discipline and how to guide learners to accurate conceptual understanding.</td>
<td>4.1.5PS The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline and appropriateness for his/her learners.</td>
</tr>
<tr>
<td>4.1.3CK The teacher has a deep knowledge of Kansas College and Career Ready Standards and their learning progressions for the discipline(s) s/he teaches.</td>
<td>4.1.6PS The teacher uses supplementary resources and technologies effectively to ensure accessibility, rigor, and relevance for all learners.</td>
</tr>
</tbody>
</table>

**Function 2:** The teacher creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.2.1CK The teacher knows and uses the academic language of the discipline and knows how to make it accessible, relevant, and rigorous.</td>
<td>4.2.3PS The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</td>
</tr>
<tr>
<td>4.2.2CK The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.</td>
<td>4.2.4PS The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</td>
</tr>
<tr>
<td></td>
<td>4.2.5PS The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</td>
</tr>
<tr>
<td></td>
<td>4.2.6PS The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.</td>
</tr>
<tr>
<td></td>
<td>4.2.7PS The teacher creates opportunities for students to learn, practice, and master academic</td>
</tr>
</tbody>
</table>
language in their content.

4.2.8PS The teacher accesses school and/or district based resources to evaluate the learner’s content knowledge in their primary language.
**Standard 5: Application of Content.** The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

**Function 1:** The teacher engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</thead>
<tbody>
<tr>
<td>5.1.1CK The teacher understands how cross-curricular themes interlace and provide an in-depth learning experience.</td>
<td>5.1.3PS Using content specific pedagogy, the teacher creates interdisciplinary lessons connecting content themes and literacy.</td>
</tr>
<tr>
<td>5.1.2CK The teacher understands varied communication methods are used as vehicles for gaining and expressing learning, and for gaining an understanding of and expressing multiple perspectives.</td>
<td>5.1.4PS The teacher develops learners’ communication skills by creating interdisciplinary learning opportunities requiring the employment of varied forms of communication tailored to given audiences and purposes.</td>
</tr>
<tr>
<td></td>
<td>5.1.5PS The teacher facilitates learning opportunities that require examination of issues from multiple perspectives, expanding understanding of local and global issues.</td>
</tr>
</tbody>
</table>

**Function 2:** The teacher facilitates learning opportunities involving critical and creative thinking.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</tr>
</thead>
<tbody>
<tr>
<td>5.2.1CK The teacher understands thinking processes which lead to creative and critical analysis.</td>
<td>5.2.3PS The teacher facilitates innovative learning experiences that require creative and critical analysis.</td>
</tr>
<tr>
<td>5.2.2CK The teacher understands the role of high level questioning to promote independent thinking.</td>
<td>5.2.4PS The teacher engages learners through experiences requiring analysis of complex issues resulting in inventive solutions through original thinking.</td>
</tr>
<tr>
<td></td>
<td>5.2.5PS The teacher engages learners in questioning and challenging assumptions and processes to foster innovative thinking and problem solving.</td>
</tr>
</tbody>
</table>

**Function 3:** Through concept-based teaching, the teacher incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</thead>
<tbody>
<tr>
<td>5.3.1CK The teacher understands the concepts that govern his/her content area.</td>
<td>5.3.4PS The teacher creates concept-based lessons, which facilitate conceptual and philosophical understandings.</td>
</tr>
<tr>
<td>5.3.2CK The teacher understands how concept based teaching leads to conceptual and philosophical understandings.</td>
<td>5.3.5PS The teacher facilitates the application of conceptual and philosophical understandings to</td>
</tr>
<tr>
<td>5.3.3CK</td>
<td>The teacher understands the role information literacy skills play in understanding issues and solving problems independently and collaboratively.</td>
</tr>
<tr>
<td>5.3.6PS</td>
<td>Through the use of varied technologies and resources, the teacher facilitates the acquisition and application of that knowledge to solve real world problems.</td>
</tr>
</tbody>
</table>
**Standard 6: Assessment.** The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

**Function 1:** The teacher understands how to use multiple measures to monitor and assess individual student learning.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
<th>Professional Skills (PS):</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1CK  The teacher understands the difference between formative and summative assessment.</td>
<td>6.1.4PS  The teacher designs assessment plans with a balance between formative and summative assessments.</td>
</tr>
<tr>
<td>6.1.2CK  The teacher understands the multiple methods of assessment and how to select assessments based that are both reliable and valid based on the specific learning goals and learner needs.</td>
<td>6.1.5PS  The teacher designs assessments aligned with the learning goals, utilizing multiple measures that maintain validity and reliability.</td>
</tr>
<tr>
<td>6.1.3CK  The teacher understands the role of feedback in learner achievement and can supply feedback in a variety of communication modes.</td>
<td>6.1.6PS  The teacher differentiates assessments and assessment environments based on learner needs.</td>
</tr>
<tr>
<td>6.1.7PS  The teacher provides effective feedback and shares this with learners in a variety of communication modes.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 2:** The teacher understands how to engage learners in self-assessment.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
<th>Professional Skills (PS):</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.1CK  The teacher knows when to engage learners in analyzing their own assessment results.</td>
<td>6.2.4PS  The teacher engages learners in analyzing their own assessment data.</td>
</tr>
<tr>
<td>6.2.2CK  The teacher knows how and when to engage learners in setting goals for future achievement.</td>
<td>6.2.5PS  The teacher guides learners through a process of analyzing their own thinking and learning, resulting in goal setting using data.</td>
</tr>
<tr>
<td>6.2.3CK  The teacher knows how to prepare learners for assessments.</td>
<td>6.2.6PS  The teacher engages learners in the assessment process through appropriate feedback utilizing technology and other communication modes.</td>
</tr>
</tbody>
</table>

**Function 3:** The teacher understands how to make informed decisions.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
<th>Professional Skills (PS):</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3.1CK  The teacher knows how to analyze and report assessment data to understand patterns and gaps in learning based on given learning goals.</td>
<td>6.3.4PS  The teacher works independently and collaboratively to examine test and other performance data to understand patterns and gaps in learning based on given learning goals.</td>
</tr>
<tr>
<td>6.3.2CK  The teacher knows how to use data to guide planning and instruction.</td>
<td>6.3.5PS  The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s differentiated needs and to guide planning and instruction.</td>
</tr>
<tr>
<td>6.3.3CK  The teacher knows how to provide relevant feedback to all learners.</td>
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<table>
<thead>
<tr>
<th>instruction accordingly.</th>
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</thead>
<tbody>
<tr>
<td>6.3.6PS The teacher communicates feedback from assessments to assist students in making relevant decision.</td>
</tr>
</tbody>
</table>
**Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Function 1:** The teacher plans instruction that supports every student in meeting rigorous learning goals.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7.1.1CK The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</td>
<td>7.1.3PS The teacher develops and evaluates plans in relation to short- and long-range goals.</td>
</tr>
<tr>
<td>7.1.2CK The teacher knows when and how to adjust plans based on assessment information and learner responses.</td>
<td>7.1.4PS The teacher systematically adjusts plans to enhance each student’s learning.</td>
</tr>
</tbody>
</table>

**Function 2:** The teacher plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</thead>
<tbody>
<tr>
<td>7.2.1CK The teacher understands content and content standards and how these are organized in the curriculum.</td>
<td>7.2.4PS The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</td>
</tr>
<tr>
<td>7.2.2CK The teacher understands how integrating cross-disciplinary skills in instruction engages learners in applying content knowledge in relevant ways.</td>
<td>7.2.5PS The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.</td>
</tr>
<tr>
<td>7.2.3CK The teacher knows when and how to access multiple types of resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</td>
<td></td>
</tr>
</tbody>
</table>

**Function 3:** The teacher plans instruction based on knowledge of learners and the community context.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7.3.1CK</td>
<td>The teacher understands learning theory, human development, cultural diversity, community context, and individual differences and how these impact ongoing planning.</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>7.3.2CK</td>
<td>The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</td>
</tr>
<tr>
<td>7.3.3PS</td>
<td>The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</td>
</tr>
<tr>
<td>7.3.4PS</td>
<td>The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</td>
</tr>
<tr>
<td>7.3.5PS</td>
<td>The teacher plans for instruction based on formative, informative, and summative assessment data, prior learner knowledge, and learner interest.</td>
</tr>
</tbody>
</table>
**Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

<p>| Function 1: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections. |</p>
<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</thead>
<tbody>
<tr>
<td>8.1.1CK The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</td>
<td>8.1.5PS The teacher uses appropriate strategies and resources to differentiate instruction to meet the needs of individuals and groups of learners.</td>
</tr>
<tr>
<td>8.1.2CK The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</td>
<td>8.1.6PS The teacher continuously monitors student learning, engages learners in assessing their progress and setting goals, and adjusts instruction in response to student learning needs.</td>
</tr>
<tr>
<td>8.1.3CK The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</td>
<td>8.1.7PS The teacher collaborates with learners to design and implement relevant and rigorous learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</td>
</tr>
<tr>
<td>8.1.4CK The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for rigor, quality, accuracy, and effectiveness.</td>
<td>8.1.8PS The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, co-teacher, audience) in relation to the content and purposes of instruction and the needs of learners.</td>
</tr>
</tbody>
</table>

<p>| Function 2: The teacher understands and uses a variety of instructional strategies to encourage learners to build skills to apply knowledge in relevant ways. |</p>
<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</thead>
<tbody>
<tr>
<td>8.1.10PS The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</td>
<td>8.1.9PS The teacher engages all learners in developing higher order questioning skills and the metacognitive processes.</td>
</tr>
<tr>
<td>8.2.1CK</td>
<td>The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.</td>
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</tr>
<tr>
<td>8.2.2CK</td>
<td>The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</td>
</tr>
<tr>
<td>8.2.3PS</td>
<td>The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</td>
</tr>
<tr>
<td>8.2.4PS</td>
<td>The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</td>
</tr>
<tr>
<td>8.2.5PS</td>
<td>The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, visual representation, and viewing.</td>
</tr>
</tbody>
</table>
**Standard 9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Function 1:** The teacher engages in ongoing professional learning.

<table>
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<tr>
<th>Content Knowledge (CK):</th>
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<tbody>
<tr>
<td>9.1.1CK The teacher understands the laws related to learner rights and teacher responsibilities (educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, and reporting situations related to possible child abuse).</td>
<td>9.1.3PS The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in using social media.</td>
</tr>
<tr>
<td>9.1.2CK The teacher understands ethical practice, and upholds the Kansas Educator Code of Conduct focused on the best interests of their students, and responsibilities to the student(s) and families, the district, and the profession.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 2:** The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
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</tr>
</thead>
<tbody>
<tr>
<td>9.2.1CK  The teacher understands the role and goals of reflection in professional growth.</td>
<td>9.2.3PS  The teacher effectively uses student data, self assessment, teaching evaluations/observations, school and district goals, and problem solving strategies to analyze and reflect on his/her practice related to all stakeholders, and to plan for professional growth.</td>
</tr>
<tr>
<td>9.2.2CK  The teacher understands how the elements of the evaluation protocol corresponds with professional learning experiences or opportunities.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

**Function 1:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
<th>Professional Skills (PS):</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1.1CK The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</td>
<td>10.1.2PS The teacher is able to incorporate multiple measures of student learning with a clear focus on improving teacher practice.</td>
</tr>
<tr>
<td>10.2.1CK The teacher understands the importance of the multiple roles of teachers with regards to the diversity of learners, families, colleagues, other school professionals, and community members and interacts with each appropriately in planning, instructing, collaborating, mentoring, learning, leading, etc.</td>
<td>10.2.3PS The teacher is an active participant in professional learning communities, recognizing that all teachers share responsibility for student success.</td>
</tr>
<tr>
<td>10.2.2CK The teacher knows how to collaborate with families, colleagues, other school professionals, and community members to contribute to a common culture that supports high expectations for student learning.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 2:** The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

<table>
<thead>
<tr>
<th>Content Knowledge (CK):</th>
<th>Professional Skills (PS):</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2.1CK The teacher understands the importance of the multiple roles of teachers with regards to the diversity of learners, families, colleagues, other school professionals, and community members and interacts with each appropriately in planning, instructing, collaborating, mentoring, learning, leading, etc.</td>
<td>10.2.3PS The teacher welcomes families; participates in regular two-way, meaningful communication; supports student successes; advocates for every child; shares power with the families and professionals involved with each individual student; and collaborates with appropriate school and community resources (PTA.org, n. d.).</td>
</tr>
<tr>
<td>10.2.2CK The teacher knows how to collaborate with families, colleagues, other school professionals, and community members to contribute to a common culture that supports high expectations for student learning.</td>
<td>10.2.4PS The teacher provides information to families about the instructional programs, each individual student’s progress, and ways that they can be engaged in learning activities (Danielson, 2013).</td>
</tr>
<tr>
<td>10.2.3PS The teacher works with colleagues in a leadership role to examine teacher practice and student data to plan and jointly meet the needs of learners.</td>
<td>10.2.5PS The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, to identify common goals, and monitor and evaluate progress toward those goals.</td>
</tr>
<tr>
<td>10.2.4PS The teacher provides information to families about the instructional programs, each individual student’s progress, and ways that they can be engaged in learning activities (Danielson, 2013).</td>
<td></td>
</tr>
</tbody>
</table>
Kansas Licensure Standards
School Counselor
Kansas Licensure Standards for School Counselor

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

**Standard 1:** The professional school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practice; and preparation standards, professional credentialing practices, legal and ethical behaviors.

**Function 1:** The professional school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practices.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1.CK The counselor understands the philosophical, social, and historical foundations of contemporary education, learning theories and counseling practices.</td>
<td>1.1.3.PS The counselor implements a data-driven comprehensive school counseling program based on philosophical, social, legal, and historical foundations.</td>
</tr>
<tr>
<td>1.1.2.CK The counselor understands the traditional and transformed role and function of the school counselor.</td>
<td>1.1.4.PS The counselor utilizes appropriate strategies in articulating and disseminating information on the role and function of the counselor.</td>
</tr>
</tbody>
</table>

**Function 2:** The professional school counselor has graduate level educational preparation based on professional standards, is licensed with professional credentialing practices and practice legal and ethical behaviors.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1.CK The counselor understands the ethical standards and principles and legal issues related to school counseling and how they apply to professional activities.</td>
<td>1.2.5.PS The counselor practices legal and ethical behavior in professional activities.</td>
</tr>
<tr>
<td>1.2.2.CK The counselor understands professional preparation standards, including credentialing and accreditation practices.</td>
<td>1.2.6.PS The counselor applies knowledge of professional preparation standards for obtaining credentialing.</td>
</tr>
<tr>
<td>1.2.3.CK The counselor identifies resources and professional organizations relevant to school counselors and their professional development.</td>
<td>1.2.7.PS The counselor engages in relevant professional development activities and implements new skills in counseling and counselor program.</td>
</tr>
<tr>
<td>1.2.4.CK The counselor understands the importance of lifelong professional development, staying current in research and best practice.</td>
<td>1.2.8.PS The counselor demonstrates current data-driven approaches and techniques for effective counseling with current needs, issues and trends.</td>
</tr>
</tbody>
</table>
**Standard 2:** The professional school counselor possesses the knowledge and skills to plan, organize, implement, and evaluate a comprehensive, developmental, results-based school counseling program.

**Function 1:** The professional school counselor demonstrates the ability to implement a data-informed district-wide, comprehensive, developmental school counseling program based on the ASCA program components aligned with district missions and goals.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1.CK The counselor understands how the counseling curriculum integrates with the overall school curriculum.</td>
<td>2.1.4.PS The counselor develops and utilizes appropriate strategies for integrating other school personnel into the counseling program.</td>
</tr>
<tr>
<td>2.1.2.CK The counselor understands the management and consultation skills needed for program development, implementation, promotion, and maintenance.</td>
<td>2.1.5.PS The counselor disseminates information for program development and implementation.</td>
</tr>
<tr>
<td>2.1.3.CK The counselor is aware of additional services and referral sources that can help meet learners’ needs</td>
<td>2.1.6.PS The counselor consults with community referral sources and uses these sources to assist learners in meeting their developmental needs.</td>
</tr>
</tbody>
</table>

**Function 2:** The professional school counselor demonstrates legal and ethical uses of assessment, measurement, and data to implement learner and program evaluation to enhance student learning and program effectiveness.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1.CK The counselor understands the principles, practices and applications of needs assessment and program evaluation.</td>
<td>2.2.2.PS The counselor uses assessment processes to analyze counseling programs and make adjustments.</td>
</tr>
<tr>
<td>2.2.3.PS The counselor utilizes appropriate research data, program evaluation and other appraisal methods in continual program evaluation.</td>
<td>2.2.4.PS The counselor uses assessment of learners’ needs as a basis for program development and implementation.</td>
</tr>
<tr>
<td>2.2.5.PS The counselor uses data to identify and effectively address the existing gaps between and among different groups of learners.</td>
<td>2.2.6.PS The counselor accomplishes measurable program objectives demonstrating skills in promotion, implementation, integration and management of programming.</td>
</tr>
</tbody>
</table>
**Standard 3** The professional school counselor understands and demonstrates appropriate counseling skills to address the needs of individuals throughout the stages of human development, possesses knowledge of related human behavior at all developmental levels and in multicultural contexts, and the impact of the stages and behaviors on learning and family dynamics.

**Function 1:** The professional school counselor demonstrates theory based counseling skills to address the developmental needs of individuals across the lifespan and in multicultural contexts.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.1.1.CK The counselor understands the theories of individual and family development and transition across the lifespan.</td>
<td>3.1.4.PS The counselor applies knowledge of individual and family development in counseling learners.</td>
</tr>
<tr>
<td>3.1.2.CK The counselor understands the theories of learning and personality as they relate to the developmental process.</td>
<td>3.1.5.PS The counselor applies techniques in individual and group counseling and classroom lesson design appropriate to the developmental stages of learners.</td>
</tr>
<tr>
<td>3.1.3.CK The counselor understands the typical needs of learners at each developmental stage.</td>
<td>3.1.6.PS The counselor applies knowledge of developmental stages in implementing programs, strategies and interventions with individual and group counseling and classroom lesson design.</td>
</tr>
</tbody>
</table>

**Function 2:** The professional school counselor implements data-informed interventions within a multi-tier approach, collaborations, and consultations to enhance school success and family transitions.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
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<tbody>
<tr>
<td>3.2.1.CK The counselor understands the dynamics of normal and abnormal behavior.</td>
<td>3.2.2.PS The counselor applies knowledge of the dynamics of normal and abnormal behavior in addressing the needs of all learners through the use of the multi-tier approach including counselor consultation, assessment, and referral.</td>
</tr>
<tr>
<td></td>
<td>3.2.3.PS The counselor applies data-informed programs and interventions designed to enhance learner character development and social emotional learning (e.g. include resilience, perseverance, empathy and self-discipline).</td>
</tr>
</tbody>
</table>
**Standard 4:** The professional school counselor understands the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom lesson design to promote academic, career, and personal/social development of learners.

**Function 1:** Professional school counselors demonstrate using technology as a counseling tool in individual, group and classroom counseling to promote academic, career and personal/social development of learners.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>4.1.1.CK The counselor understands the major theories of individual and group counseling.</td>
<td>4.1.7.PS The counselor demonstrates skills in theoretical-based counseling interventions consistent with current best practice and professional research.</td>
</tr>
<tr>
<td>4.1.2.CK The counselor understands the basic counseling skills and how technology can enhance the counseling program.</td>
<td>4.1.8.PS The counselor uses legally and ethically appropriate responsive services in the counseling process.</td>
</tr>
<tr>
<td>4.1.3.CK The counselor understands individual and group counseling strategies and methods.</td>
<td>4.1.9.PS The counselor demonstrates skill of effective strategies and methods, including technology, in individual and group counseling and classroom lesson design.</td>
</tr>
<tr>
<td>4.1.4.CK The counselor understands characteristics and behaviors that influence the counseling process, including age, gender, social, and cultural diversity.</td>
<td>4.1.10.PS The counselor implements a school counseling core curriculum in the counseling program that meets the academic, career and personal/social developmental needs of learners.</td>
</tr>
<tr>
<td>4.1.5.CK The counselor understands counseling theories and techniques for group and classroom lessons designed to promote academic, career, and personal/social development of learners.</td>
<td></td>
</tr>
<tr>
<td>4.1.6.CK The counselor understands the importance of personal, cultural, and behavioral characteristics in the counseling process.</td>
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</tbody>
</table>

**Function 2:** The professional school counselor implements a developmentally appropriate data-informed program respectful of personal, cultural, and behavioral characteristics. (Examples of best practice interventions include multi-tiered approaches, peer helper programs, individual plans of study, career mentoring, healthy decision-making processes, and responsive services to address change, stress, transition, grief, and crisis situations.)

<table>
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</thead>
<tbody>
<tr>
<td>4.2.1.PS The counselor applies the principles of the multi-tiered approach that may include, but not limited to peer helper programs, individual plans of study, career mentoring, crisis intervention, grief and bereavement counseling, and suicide prevention models responsive services to address change, stress, and transition within the context of a comprehensive school counseling program.</td>
<td></td>
</tr>
<tr>
<td>4.2.2.PS The counselor demonstrates knowledge of personal, cultural and behavioral characteristics in the counseling process.</td>
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</table>

**Function 3:** The professional school counselor demonstrates effective communication and leadership in the school setting.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.3.1.PS The counselor demonstrates effective communication and leadership in implementation of crisis intervention, grief and bereavement counseling, and suicide prevention models.</td>
<td></td>
</tr>
</tbody>
</table>
### Standard 5: The professional school counselor understands and demonstrates legal and ethical use of assessment, evaluation, and research in multicultural contexts.

**Function 1:** The professional school counselor selects and implements best practice of using assessment, evaluation, and research to enhance the learning of all learners.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>5.1.1.CK The counselor understands the basic types of research.</td>
<td>5.1.6.PS The counselor evaluates assessment instruments to determine their appropriateness for use in counseling all learners.</td>
</tr>
<tr>
<td>5.1.2.CK The counselor understands legal, ethical, and counselor best practice procedures for interpreting and disseminating learner data.</td>
<td>5.1.7.PS The counselor implements traditional and digital procedures for managing, interpreting, and disseminating data obtained through assessment, research, and program evaluation.</td>
</tr>
<tr>
<td>5.1.3.CK The counselor understands the appropriate technology in analysis, management, and storage of data.</td>
<td>5.1.8.PS The counselor utilizes appropriate programs, techniques, technology and methods of assessment in counseling learners.</td>
</tr>
<tr>
<td>5.1.4.CK The counselor understands the ethical standards and counselor best practice for selecting, administering, and interpreting assessment instruments and techniques.</td>
<td></td>
</tr>
<tr>
<td>5.1.5.CK The counselor understands how diversity affects individual and group assessment.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 2:** The professional school counselor implements theory-based strategies in the counseling curriculum designed to improve the learning and achievement of all learners based on school mission and program goals.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1.PS The counselor uses appropriate academic and behavioral data to implement strategies in school counseling core curriculum, individual and group counseling, classroom lessons, and closing the gap action plans.</td>
<td>5.2.2.PS The counselor uses learner and program data to design and implement action plans aligning with the school mission and school counseling program goals.</td>
</tr>
<tr>
<td>5.2.3.PS The counselor implements technology in conducting research and program evaluation using legal and ethical standards and counselor best practices.</td>
<td>5.2.4.PS The counselor demonstrates ethical standards and best practice strategies for selecting, administering, and interpreting assessment; and evaluation instruments and techniques in counseling.</td>
</tr>
</tbody>
</table>
**Standard 6:** The professional school counselor has knowledge of career development and applies a multi-tier approach for counseling all learners through their developmental stages.

**Function 1:** The professional school counselor implements data-informed and developmentally appropriate individual, group, and classroom career development processes and counseling.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1.CK The counselor understands the relationship between academic experiences and future careers.</td>
<td>6.1.6.PS The counselor facilitates understanding of the relationship between learning and work, career and labor market information and resources, and career information systems in assisting learners in career development.</td>
</tr>
<tr>
<td>6.1.2.CK The counselor understands various career development theories.</td>
<td>6.1.7.PS The counselor utilizes various theories of career development in the counseling process based on the needs and developmental stage of the learner.</td>
</tr>
<tr>
<td>6.1.3.CK The counselor understands the developmental stages in career planning throughout lifespan.</td>
<td>6.1.8.PS The counselor demonstrates skill in enhancing learner decision-making, goal-setting, personal/social, transition, and post-secondary planning.</td>
</tr>
<tr>
<td>6.1.4.CK The counselor understands a variety of factors related to career development including work, employability skills, family, community, economics, diverse populations, and gender issues.</td>
<td>6.1.9.PS The counselor collaborates with other educators to implement college and career ready, social emotional character education, and/or other curricular designed to prepare learners for post high school academic and career success.</td>
</tr>
<tr>
<td>6.1.5.CK The counselor understands the various programs, techniques, technology, and methods of assessment for assisting learners in career planning.</td>
<td></td>
</tr>
</tbody>
</table>

School Counselor

Page 7
**Standard 7:** The professional school counselor understands the significance and demonstrates the skills of teaming and consultation, collaboration, and coordination in developing programs to facilitate the positive interaction between learners and their environment.

**Function 1:** The professional school counselor demonstrates leadership and conducts theory based consultation and collaboration with families, school colleagues, and community stakeholders.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (CK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.1.CK The counselor understands team dynamics.</td>
<td>7.1.5.PS The counselor applies principles of team dynamics.</td>
</tr>
<tr>
<td>7.1.2.CK The counselor knows that teaming involves integrating the components of the counseling program.</td>
<td>7.1.6.PS The counselor integrates the components of the counseling program to enhance learner development.</td>
</tr>
<tr>
<td>7.1.3.CK The counselor is aware of the collaborative roles in teaming and knows the function of other school personnel as consultants.</td>
<td>7.1.7.PS The counselor collaborates and consults with other school personnel in assessing and meeting the needs of learners.</td>
</tr>
<tr>
<td>7.1.4.CK The counselor understands the importance of collaboration, coordination and consultation with other school personnel.</td>
<td>7.1.8.PS The counselor utilizes collaboration, coordination, and consultation in the teaming process to promote change.</td>
</tr>
</tbody>
</table>

**Function 2:** The professional school counselor facilitates the positive interactions between learners and their environment.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2.1.CK The counselor is aware of community support services and appropriate referral procedures.</td>
<td>7.2.3.PS The counselor serves as a leader in the school and community relations to promote and support learner success.</td>
</tr>
<tr>
<td>7.2.2.CK The counselor utilizes community support services and makes appropriate referrals to community resources and community agencies.</td>
<td>7.2.4.PS The counselor provides team leadership to the school and community in a crisis.</td>
</tr>
<tr>
<td></td>
<td>7.2.5.PS The counselor communicates and collaborates with key stakeholders to identify needs and strategies and promote learner achievement and success.</td>
</tr>
</tbody>
</table>
**Standard 8:** The professional school counselor understands social and cultural diversity across developmental stages and is able to identify appropriate counseling practices.

**Function 1:** The professional school counselor positively influences school culture by addressing the social justice, identity development, character development and social emotional learning of all learners in a diverse world.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1.1.CK The counselor is cognizant of the impact social and cultural differences may have on learning and achievement and the results driven best counseling practices for all learners.</td>
<td>8.1.4.PS The counselor develops the skills and techniques necessary to work with learners of varied social and cultural backgrounds.</td>
</tr>
<tr>
<td>8.1.2.CK The counselor is knowledgeable of one's own social and cultural heritage and how it affects counseling practices.</td>
<td>8.1.5.PS The counselor identifies and addresses issues unique to specific social and cultural groups that affect the counseling process.</td>
</tr>
<tr>
<td>8.1.3.CK The counselor understands how social and cultural differences affect counseling practices.</td>
<td>8.1.6.PS The counselor influences a positive school culture of respect and dignity for all learners by addressing social justice, identity development, character development, and social emotional learning of all learners.</td>
</tr>
</tbody>
</table>

**Function 2:** The professional school counselor demonstrates cultural competency by implementing individual and group counseling interventions and classroom lessons addressing the needs of all learners.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.1.PS The counselor uses appropriate techniques to address the needs of diverse populations.</td>
<td>8.2.2.PS The counselor creates and implements classroom lessons that recognize social and cultural diversity.</td>
</tr>
</tbody>
</table>
Kansas Licensure Standards
Agricultural Education
Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

**Standard 1: Learner Difference.** The teacher of agriculture provides opportunities for learners who bring unique individual differences to the learning process and provides learners with supportive individual experiential learning opportunities through the National FFA Organization (FFA) and supervised agricultural experience (SAE), to ensure that each student learns new knowledge and skills.

**Function 1:** The teacher provides experiential learning through FFA.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 CK The teacher understands the advisor’s function and responsibilities to maintain an FFA Chapter.</td>
<td>1.1.4 PS The teacher advises and manages an FFA Chapter.</td>
</tr>
<tr>
<td>1.1.2 CK The teacher knows the structure of the National FFA Organization.</td>
<td></td>
</tr>
<tr>
<td>1.1.3 CK The teacher knows the opportunities and benefits of the National FFA Organization to students.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 2:** The teacher provides experiential learning through SAE.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1 CK The teacher knows SAE opportunities for students</td>
<td>1.2.4 PS The teacher supervises Student SAE’s</td>
</tr>
<tr>
<td>1.2.2 CK The teacher understands the procedure for assisting students in developing an SAE.</td>
<td>1.2.5 PS The teacher assist students in identifying their personal career goals.</td>
</tr>
<tr>
<td>1.2.3 CK The teacher understands financial record keeping for SAE.</td>
<td></td>
</tr>
</tbody>
</table>
### Standard 2: Content Knowledge. The teacher of agriculture will possess knowledge of agriculture in the areas of animal systems, plant systems, power, structural and technical systems, agribusiness systems, environmental service and natural resource systems, biotechnology systems, and food products and processing systems.

#### Function 1: The teacher possesses a knowledge of animal systems.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 CK The teacher knows career opportunities in animal systems.</td>
<td>2.1.5 PS The teacher integrates knowledge of animal systems into instructional planning, delivery, and assessment</td>
</tr>
<tr>
<td>2.1.2 CK The teacher understands current practices in animal systems.</td>
<td></td>
</tr>
<tr>
<td>2.1.3 CK The teacher is aware of current issues in animal systems.</td>
<td></td>
</tr>
<tr>
<td>2.1.4 CK The teacher understands relevance of animal systems to the consumer.</td>
<td></td>
</tr>
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</table>

#### Function 2: The teacher possesses a knowledge of plant systems.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 CK The teacher knows career opportunities in plant systems.</td>
<td>2.2.5 PS The teacher integrates knowledge of plant systems into instructional planning, delivery, and assessment</td>
</tr>
<tr>
<td>2.2.2 CK The teacher understands current practices in plant systems.</td>
<td></td>
</tr>
<tr>
<td>2.2.3 CK The teacher is aware of current issues in plant systems.</td>
<td></td>
</tr>
<tr>
<td>2.2.4 CK The teacher understands relevance of plant systems to the consumer.</td>
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#### Function 3: The teacher possesses a knowledge of power, structural and technical systems.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1 CK The teacher knows career opportunities in power, structural and technical systems.</td>
<td>2.3.1 PS The teacher integrates knowledge of power, structural and technical systems into instructional planning, delivery, and assessment</td>
</tr>
<tr>
<td>2.3.2 CK The teacher understands current practices in power, structural, and technical systems.</td>
<td></td>
</tr>
<tr>
<td>2.3.3 CK The teacher is aware of current issues in power, structural, and technical systems.</td>
<td></td>
</tr>
<tr>
<td>2.3.4 CK The teacher understands relevance of power, structural and technical systems to the consumer.</td>
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</table>

#### Function 4: The teacher possesses a knowledge of agribusiness systems.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.1 CK The teacher knows career opportunities in agribusiness systems.</td>
<td>2.4.5 PS The teacher integrates knowledge of agribusiness systems into instructional planning,</td>
</tr>
</tbody>
</table>
2.4.2 CK  The teacher understands current practices in agribusiness systems.

2.4.3 CK  The teacher is aware of current issues in agribusiness systems.

2.4.4 CK  The teacher understands relevance of agribusiness systems to the consumer

**Function 5:** The teacher possesses a knowledge of environmental service and natural resource systems.

<table>
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<tbody>
<tr>
<td>2.5.1 CK  The teacher knows career opportunities in environmental services and natural resource systems.</td>
<td>2.5.5 PS  The teacher integrates knowledge of environmental service and natural resource systems into instructional planning, delivery, and assessment.</td>
</tr>
<tr>
<td>2.5.2 CK  The teacher understands current practices in environmental service and natural resource systems.</td>
<td></td>
</tr>
<tr>
<td>2.5.3 CK  The teacher is aware of current issues in environmental service and natural resource systems.</td>
<td></td>
</tr>
<tr>
<td>2.5.4 CK  The teacher understands relevance of environmental service and natural resource systems to the consumer.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 6:** The teacher possesses a knowledge of biotechnology systems

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6.1 CK  The teacher knows career opportunities in biotechnology systems.</td>
<td>2.6.1 PS  The teacher integrates knowledge of biotechnology systems into instructional planning, delivery, and assessment.</td>
</tr>
<tr>
<td>2.6.2 CK  The teacher understands current practices in biotechnology systems.</td>
<td></td>
</tr>
<tr>
<td>2.6.3 CK  The teacher is aware of current issues in biotechnology systems.</td>
<td></td>
</tr>
<tr>
<td>2.6.4 CK  The teacher understands relevance of biotechnology systems to the consumer.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 7:** The teacher possesses a knowledge of food products and processing systems

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7.1 CK  The teacher knows career opportunities in food products and processing systems.</td>
<td>2.7.5 PS  The teacher integrates knowledge of food products and processing systems into instructional planning, delivery, and assessment</td>
</tr>
<tr>
<td>2.7.2 CK  The teacher understands current practices in food products and processing systems.</td>
<td></td>
</tr>
<tr>
<td>2.7.3 CK  The teacher is aware of current issues in food products and processing systems.</td>
<td></td>
</tr>
<tr>
<td><strong>2.7.4 CK</strong> The teacher understands relevance of food products and processing systems to the consumer.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 3: Content Knowledge.** Knowledgeable teachers of agriculture are able to integrate core reading, writing, mathematics, and science content into instruction in agriculture.

**Function 1:** The teacher integrates reading content into agricultural content and instruction.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 CK The teacher identifies reading strategies appropriate for agricultural content.</td>
<td>3.1.2 PS The teacher incorporates reading strategies into instruction in agriculture.</td>
</tr>
</tbody>
</table>

**Function 2:** The teacher integrates writing content into agricultural content and instruction

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 CK The teacher identifies writing strategies appropriate for agricultural content.</td>
<td>3.1.2 PS The teacher incorporates writing strategies into instruction in agriculture.</td>
</tr>
</tbody>
</table>

**Function 3:** The teacher integrates mathematics content into agricultural content and instruction

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 CK The teacher identifies math principles appropriate for agricultural content.</td>
<td>3.1.3 PS The teacher incorporates math principles into instruction in agriculture.</td>
</tr>
<tr>
<td>3.1.2 CK The teacher utilizes correct math terminology in agricultural content.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 4:** The teacher integrates science content into agricultural content and instruction

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 CK The teacher identifies science principles appropriate for agricultural content.</td>
<td>3.1.3 PS The teacher incorporates science principles into instruction in agriculture.</td>
</tr>
<tr>
<td>3.1.2 CK The teacher utilizes correct science terminology in agricultural content.</td>
<td></td>
</tr>
</tbody>
</table>
**Standard 4: Content Knowledge.** Knowledgeable teachers of agriculture are able to apply knowledge in real world agricultural settings and address life and career skills, critical thinking and communication skills, and information, media and technology skills to assure learner mastery of the content.

**Function 1:** The teacher applies life and career skills to assure learner mastery of agricultural content.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1 CK The teacher defines the role of Supervised Agricultural Experiences in life and career skill development.</td>
<td>4.1.2 PS The teacher utilizes Supervised Agricultural Experiences to reinforce student development of life and career skills.</td>
</tr>
</tbody>
</table>

**Function 2:** The teacher applies critical thinking and communication skills to assure learner mastery of agricultural content.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 CK The teacher solves problems using critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams.</td>
<td>4.2.3 PS The teacher utilizes meaningful FFA and SAE student engagement activities to promote critical thinking and communication.</td>
</tr>
<tr>
<td>4.2.2 CK The teacher uses oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</td>
<td>4.2.4 PS The teacher utilizes various laboratory experiences to develop student critical thinking and communication skills.</td>
</tr>
</tbody>
</table>

**Function 3:** The teacher applies information, media and technology skills to assure learner mastery of agricultural content.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.1 CK The teacher identifies appropriate information technology tools and strategies for delivery of agricultural content.</td>
<td>4.3.2 PS The teacher utilizes information, media and technology in classroom and laboratory instruction.</td>
</tr>
</tbody>
</table>
### Standard 5: Instructional Practice

Effective instructional practice requires that teachers of agriculture are able to: plan for classroom and laboratory learning, create valid and reliable assessments of learning, and practice instructional strategies in classroom and laboratory settings within the areas of animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

#### Function 1: The teacher develops assessments for use in classroom and laboratory learning in animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.1 CK The teacher identifies and practices creation of multiple forms of traditional and authentic assessments appropriate to the content area and level of cognition.</td>
<td>5.1.2 PS The teacher constructs and implements multiple forms of valid and reliable assessments appropriate to the content area and level of cognition.</td>
</tr>
</tbody>
</table>

#### Function 2: The teacher plans for classroom and laboratory learning in animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1 CK The teacher has knowledge of how to integrate Kansas core standards into agricultural curriculum.</td>
<td>5.2.4 PS The teacher develops instructional plans.</td>
</tr>
<tr>
<td>5.2.2 CK The teacher has knowledge of Kansas agriculture competencies.</td>
<td>5.2.5 PS The teacher implements and maintains approved career pathways.</td>
</tr>
<tr>
<td>5.2.3 CK The teacher has knowledge of instructional strategies and tools appropriate to agriculture in classroom and laboratory settings.</td>
<td>5.2.6 PS The teacher plans course curriculum units and sequence for a comprehensive agriculture education program.</td>
</tr>
</tbody>
</table>

#### Function 3: The teacher provides classroom instructional opportunities for student learning in animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3.1 CK The teacher identifies teaching strategies appropriate to agricultural content.</td>
<td>5.3.2 PS The teacher uses teaching strategies appropriate to agricultural content.</td>
</tr>
</tbody>
</table>

#### Function 4: The teacher provides laboratory instruction opportunities for student learning in animal systems, plant systems, power and technical and structural systems, agribusiness systems, natural resources and environmental service systems, biotechnology systems, and food products and processing systems.

<table>
<thead>
<tr>
<th>Content Knowledge (CK)</th>
<th>Professional Skills (PS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4.1 CK The teacher identifies specific safety issues in various agricultural laboratory settings.</td>
<td>5.4.3 PS The teacher utilizes best agricultural management practices in laboratory settings.</td>
</tr>
<tr>
<td>5.4.2 CK The teacher has knowledge of agricultural equipment, materials, and practices.</td>
<td>5.4.4 PS The teacher safely operates and maintains agricultural equipment.</td>
</tr>
</tbody>
</table>
Standard 6: Professional Responsibility. Teachers of agriculture engage in meaningful and intensive professional learning by participating in professional organizations, study, self-reflection and collaboration.

<table>
<thead>
<tr>
<th>Function 1: The teacher participates in Professional Organizations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge (CK)</strong></td>
<td><strong>Professional Skills (PS)</strong></td>
</tr>
<tr>
<td>6.1.1 CK  The teacher identifies the benefits to joining the different professional organizations available in agricultural education.</td>
<td>6.1.2 PS The teacher attends local, district, and state professional meetings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function 2: The teacher regularly examines practice through self-reflection</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge (CK)</strong></td>
<td><strong>Professional Skills (PS)</strong></td>
</tr>
<tr>
<td>6.2.1 CK  The teacher follows self-reflection guidelines.</td>
<td>6.2.2 PS The teacher modifies practice based on self-reflection.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function 3: The teacher regularly examines practice through collaborator feedback</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge (CK)</strong></td>
<td><strong>Professional Skills (PS)</strong></td>
</tr>
<tr>
<td>6.3.1 CK  The teacher seeks out collaborator feedback.</td>
<td>6.3.2 PS The teacher modifies practice based on collaborator feedback.</td>
</tr>
</tbody>
</table>
REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Staff Initiating:** Scott Myers  
**Director:** Scott Myers  
**Deputy Commissioner:** Brad Neuenswander  
**Interim Commissioner:** Brad Neuenswander

**Item Title:**  
Act to approve 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 Kathryn Beougher to a partial term on the Professional Standards Board to run from Jan. 13, 2015 through June 30, 2015.

**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 who was nominated to fill a vacancy as a representative of Special Education Administrators on the Professional Standards Board.

Staff will be available to answer questions regarding this appointment.
<table>
<thead>
<tr>
<th>Current Members</th>
<th>Position</th>
<th>Size of District</th>
<th>Term Ends</th>
<th>Board District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addis, Shelley</td>
<td>Teacher, Public, Elementary school</td>
<td>6,943</td>
<td>June 2017 (2nd)</td>
<td>10–McNiece</td>
</tr>
<tr>
<td>Tanglewood</td>
<td>Derby USD 260</td>
<td>Derby, KS 67037</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bancroft, Adam</td>
<td>Teacher, Special Education</td>
<td>50,357</td>
<td>June 2016 (2nd)</td>
<td>8–Busch</td>
</tr>
<tr>
<td>Dean Ray Stucky</td>
<td>Wichita USD 259</td>
<td>Wichita, KS 67220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td>4545 North Broadway circle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tammy Bartels</td>
<td>Member, Kansas PTA</td>
<td>NA</td>
<td>June 2017 (1st)</td>
<td>NA</td>
</tr>
<tr>
<td>Kansas PTA</td>
<td>President</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>715 SW Tenth</td>
<td>Topeka, KS 66612</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topeka, Kansas</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Compagnone, Nick</td>
<td>Administrator, Accredited Non-Public</td>
<td>NA</td>
<td>June 2015 (2nd)</td>
<td>NA</td>
</tr>
<tr>
<td>St Mary School</td>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>304 E Cloud</td>
<td>Salina, KS 67401</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Compton, Amy</td>
<td>Teacher, Public, Elementary school</td>
<td>2,210</td>
<td>June 2015</td>
<td>9–Shaver</td>
</tr>
<tr>
<td>Jefferson School</td>
<td></td>
<td></td>
<td>(completing)</td>
<td></td>
</tr>
<tr>
<td>Independence USD</td>
<td>446</td>
<td>Independence, KS 67301</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erickson, Paul</td>
<td>Administrator, Public Elementary School</td>
<td>432</td>
<td>June 2016 (1st)</td>
<td>7–Willard</td>
</tr>
<tr>
<td>Inman Elementary</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>School Inman USD</td>
<td>448</td>
<td>Inman, KS 67546-6555</td>
<td></td>
<td></td>
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<tr>
<td>Goering, Jonathan</td>
<td>Teacher, Public Middle School</td>
<td>20,837</td>
<td>June 2016 (1st)</td>
<td>1–Waugh</td>
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<tr>
<td>Northwest Middle</td>
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<td></td>
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<tr>
<td>School Kansas City</td>
<td>USD 500</td>
<td>Kansas City, KS 66104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landever, Gwen</td>
<td>Unit Head, IHE Private</td>
<td>NA</td>
<td>June 2015 (1st)</td>
<td>NA</td>
</tr>
<tr>
<td>University of St</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary, Overland Park</td>
<td>Campus</td>
<td>Overland Park, KS 66215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mercer, Deb</td>
<td>Unit Head, IHE Public</td>
<td>NA</td>
<td>June 2016 (1st)</td>
<td>NA</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>6 Bluemont Hall</td>
<td>Manhattan, KS 66506-5301</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O’Dea, Denise</td>
<td>Administrator, Chief Public School</td>
<td>1,518</td>
<td>June 2015 (2nd)</td>
<td>4–Wims-Campbell</td>
</tr>
<tr>
<td>Wamego USD 320</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>510 East Highway</td>
<td>24</td>
<td>Wamego, KS 66547</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td>Nominees</td>
<td>Size of District</td>
<td>Nominating Organization</td>
<td>Nominee is a . . .</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
<td>------------------</td>
<td>-------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Special Education Administrator</td>
<td>Kathryn Beougher</td>
<td>8,156</td>
<td>USA</td>
<td>Assistant Exceptional Student Director, Geary County USD 475</td>
</tr>
</tbody>
</table>
Teaching and School Administration Professional Standards Advisory Board (PSB)
The Professional Standards Board was created by statute K.S.A. 72-8502. The Professional Standards Board meets four times per year and is composed of 21 members who are appointed for up to two three-year terms of office by the Kansas State Board of Education. This includes 7 public school classroom teachers, 1 chief public school administrator, 3 building level public school administrators, 1 area vocational school teacher, 1 public school special education administrator, 1 accredited non-public school teacher, 1 accredited non-public school administrator, 1 Board of Regents university dean of the school of education, 1 faculty or administrative representative from a private teacher education institution, 1 member of a parent-teacher association, and 1 member of a local board of education. The Professional Standards Board is responsible for developing and recommending for adoption rules and regulations for professional standards governing educator preparation and admission to and continuance in the profession of teaching and school administration, including the requirements for continuing education for educators.

Regulations Committee (Regs)
The Regulations Committee meets as needed and is composed of ten members appointed for up to two three-year terms of office by the Professional Standards Board. This includes three each from classroom teachers, school administrators, higher education, and one AVTS vocational educator. The Committee receives input from the field, and presents recommendations on licensure and teacher education regulations to the State Board.

Evaluation Review Committee (ERC)
The Evaluation Review Committee (ERC) meets four times per year and is composed of 13 members appointed for up to two three-year terms of office by the Professional Standards Board. This includes four each representing higher education, school administrators, and teachers and one at-large member. The ERC reviews and evaluates on-site and folio reports to determine accreditation status of the Kansas teacher education institutions and the teacher education programs which they offer. The committee conducts hearings upon the request of a teacher education institution to appeal the ERC's recommendation regarding the unit or program accreditation status. The ERC submits its final recommendations regarding accreditation and program approval status to the Kansas State Board of Education.

Policies and Procedures Committee (P&P)
The Policies and Procedures Committee meets four times per year and is composed of seven members appointed for up to two three-year terms of office by the Professional Standards Board. This includes two each representing higher education, school administrators and teachers, and one member at-large. The Policies and Procedures Committee has the responsibility to develop all policies and procedures which relate to the evaluation of teacher education units and the teacher education programs which they offer.

Licensure Review Committee (LRC)
The Licensure Review Committee was created under S.B.R. 91-1-28 and meets every other month. It is composed of 7 members appointed for up to two three-year terms of office by the Kansas State Board of Education. This includes one elementary classroom teacher, one junior/middle school classroom teacher, one senior high classroom teacher, one special education classroom teacher, one chief school administrator, one building level school administrator, and one chairperson of a department of education of a teacher education institution. The Licensure Review Committee reviews the qualifications of the applicants who desire to be licensed in the State of Kansas but who do not satisfy all the requirements for licensure as specified in (State Board) regulations.

Professional Practices Commission (PPC)
The Professional Practices Commission was created under K.S.A. 72-8503 and meets several times a year as needed (once a month or every other month) and is composed of 9 members appointed for up to two three-year terms of office by the Kansas State Board of Education. This includes 5 classroom teachers, (with at least one elementary teacher, one junior high or middle level teacher, and one senior high teacher), one chief public school administrator, one public elementary school principal, one public junior high or middle level principal, and one public senior high principal. The Professional Practices Commission shall exercise disciplinary and advisory functions and shall hear cases arising under rules and regulations adopted by the State Board of Education involving the issuance, suspension, revocation, or reinstatement of teacher and school administrator licenses and render initial orders for disposition thereof.
To: Interim Commissioner Brad Neuenswander
From: Matt Krehbiel, Scott Smith, Brad Neuenswander
Subject: Quarterly Update on implementation of KCCRS for science
Date: 12/09/2014

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

Matt Krehbiel will provide an update on science education initiatives surrounding the implementation of the KCCRS for science.
REPORT ON MEETING OF K-12 STUDENT PERFORMANCE AND EFFICIENCY COMMISSION

The K-12 Student Performance and Efficiency Commission met on Dec. 15, 2014 for the purpose of reviewing proposed legislation and recommendations to the 2015 Kansas Legislature. The Commission is scheduled to meet again on Jan. 6, 2015 to finalize recommendations.
To: Interim Commissioner Brad Neuenswander  
From: Gwen Kramer, Wendy Fritz  
Subject: Personnel Report  
Date: 12/22/2014  
Board Goals: Governmental Responsibility

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total New Hires</strong></td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Classified</td>
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<td>3</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td></td>
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<td></td>
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<tr>
<td>Unclassified Special Project</td>
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<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Unclassified Regular (leadership)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Total Separations</strong></td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>4</td>
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<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Unclassified Special Project</td>
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<td>2</td>
<td>3</td>
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<td>0</td>
<td>2</td>
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</tr>
<tr>
<td>Unclassified Regular (leadership)</td>
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<td>2</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Recruiting (data on 1st day of month)</strong></td>
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Total Employees 237* (PPE 12/06/2014). Count does not include Board Members.

*Excludes classified temporaries and agency reallocations, promotions, demotions, and transfers. Includes employees terminating to go to a different state agency (which are not included in annual turnover rate calculations).
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
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 Associated Colleges of Central Kansas (ACCK), Benedictine College, MidAmerica Nazarene University, Newman University, Southwestern College, and Washburn University.

Explanation of Situation Requiring Action:
Program Approval

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.
December 15, 2014

To: Brad Neuenswander, Interim Commissioner
From: Evaluation Review Committee
Subject: Final Recommendation for new program approval for Associated Colleges of Central Kansas

Introductory Statement:

On November 14, 2014, the Evaluation Review Committee reviewed the application for program approval for Associated Colleges of Central Kansas.

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” through December 31, 2016.

Adaptive Special Education (I, PreK-12) New Program

Areas for Improvement:

Standards 1-8

None

All New Programs may only be approved “with Stipulation.”
New programs must be operationalized within two years of KSBE approval.
December 15, 2014

To: Brad Neuenswander, Interim Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Benedictine College

Introductory Statement:

On November 14, 2014, the Evaluation Review Committee reviewed the application for program approval for Benedictine College.

Documents that were received and considered include the Upgrade Report and the KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” through December 31, 2019.

Mathematics (I, 6-12) Upgrade
Areas for Improvement:
Standards 1-9
None
December 15, 2014

To: Brad Neuenswander, Interim Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approval for MidAmerica Nazarene University

Introductory Statement:

On November 14, 2014, the Evaluation Review Committee reviewed the application for program approval for MidAmerica Nazarene University.

Documents that were received and considered include the Institutional Program Report, KSDE Team Report, and Institutional Rejoinder to the KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATION

Recommend “New Program Approved with Stipulation” through December 31, 2016.

School Counseling (A, PreK-12) New Program
Areas for Improvement:
Standards 1-10
None

All New Programs may only be approved “with Stipulation.”
New programs must be operationalized within two years of KSBE approval.
December 15, 2014

To: Brad Neuenswander, Interim Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approval for Newman University

Introductory Statement:

On November 14, 2014, the Evaluation Review Committee reviewed the application for program approval for Newman University.

Documents that were received and considered include the Institutional Program Report, KSDE Team Report, and Institutional Rejoinder to the KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATION

Recommend “New Program Approved with Stipulation” through December 31, 2016.
All New Programs must be “Approved with Stipulation.”
(New programs must be operationalized within two years of KSBE approval.)

District Leadership (A, P-12) New Program Review
Areas for Improvement:
Standards 1-6
None
December 15, 2014

To: Brad Neuenswander, Interim Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Southwestern College

Introductory Statement:

On November 14, 2014, the Evaluation Review Committee reviewed the application for program approvals for Southwestern College.

Documents that were received and considered include the Institutional Program Reports, KSDE Team Reports, and Institutional Rejoinders to the KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” for the following programs through December 31, 2021.

Biology (I, 6-12) Continuing Program
Areas for Improvement:
Standards 1-18
None

Chemistry (I, 6-12) Continuing Program
Areas for Improvement:
Standards 1-13
None

Early Childhood Unified (I, B-Gr3) Continuing Program
Areas for Improvement:
Standards 1-13
None

Elementary (I, K-6) Continuing Program
Areas for Improvement:
Standards 1-7
None

English (I, 6-12) Continuing Program
Areas for Improvement:
Standards 1-2, 4
None

Standard 3
New AFI
AFI 3.1: Assessment 6 disaggregated data are not provided.
Rationale 3.2: Data from Assessment 6, divided between the scores which apply to this standard and those which apply to standard 3, are not provided.

History, Government, and Social Studies (I, 6-12) Continuing Program
Areas for Improvement:
Standards 1-10
None

Mathematics (I, 5-8) Continuing Program
Areas for Improvement:
Standards 1-9
None

Mathematics (I, 6-12) Continuing Program
Areas for Improvement:
Standards 1-9
None

Music (I, PreK-12) Continuing Program
Areas for Improvement:
Standards 1-7, 9
None

Standard 8
AFI 8.1 It is unclear how Assessment 6 addresses the standard.
Rationale 8.1 Neither the rubric nor the narrative provide sufficient evidence that Assessment 6 is aligned with the standard.

Physical Education (I, PreK-12) Continuing Program
Areas for Improvement:
Standards 1-7
None

Speech/Theatre (I, 6-12) Continuing Program
Areas for Improvement:
Standards 1-6
None
December 15, 2014

To: Brad Neuenswander, Interim Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Washburn University

**Introductory Statement:**

On November 14, 2014, the Evaluation Review Committee reviewed the application for program approval for Washburn University.

Documents that were received and considered include the Upgrade Reports and the KSDE Team Reports.

**PROGRAM APPROVAL RECOMMENDATION**

Recommend “Approved” for the following programs through December 31, 2016.

**Mathematics (I, 5-8) Upgrade**
Areas for Improvement:
Standards 1-9
None

**Mathematics (I, 6-12) Upgrade**
Areas for Improvement:
Standards 9
None

**Biology (I, 6-12) Upgrade**
Areas for Improvement:
Standards 1-18
None

**Chemistry (I, 6-12) Upgrade**
Areas for Improvement:
Standards 1-13
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:**
Accreditation Recommendation 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 Bethany College through Dec. 31, 2020; "Continuing Accreditation" for Newman University through Dec. 31, 2020; and "Continuing Accreditation" for Ottawa University through Dec. 31, 2020.

**Explanation of Situation Requiring Action:**
Unit Accreditation Approval

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.
To: Brad Neuenswander, Interim Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for continuing accreditation for Bethany College

Introductory Statement:

On November 14, 2014, the Evaluation Review Committee reviewed the application for accreditation for Bethany College.

Documents that were received and considered include the Institutional Report and the KSDE Team Report; the Institution waived submission of a Rejoinder to the KSDE Team Report.

ACCREDITATION RECOMMENDATION

Recommend “Continuing Accreditation” through December 31, 2020.

Next visit: Fall 2020

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<th>Team Findings</th>
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<tr>
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<tr>
<td>1 Candidate Knowledge, Skills, and Dispositions</td>
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<tr>
<td>2 Assessment System and Unit Evaluation</td>
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<tr>
<td>3 Field Experiences and Clinical Practice</td>
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<tr>
<td>4 Diversity</td>
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<tr>
<td>5 Faculty Qualifications, Performance, and Development</td>
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<tr>
<td>6 Unit Governance and Resources</td>
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Areas for Improvement (AFI):

Standard 3, 5-6

None

Standard 1

New AFI

AFI 1.1 (Initial) Not all unit candidates are integrating technology in teaching and learning.

Rationale 1.1 Music education candidates are not required to take the Instructional Technology course that focuses on integrating technology in teaching and learning.

Standard 2

New AFI

AFI 2.1 (Initial) The unit does not systematically aggregate, summarize, and share data from all key assessments.

Rationale 2.1 Although data are collected and discussed, the unit did not provide evidence of aggregated, summarized data from key assessments at program transition points.
**Standard 4**

**New AFIs**

**AFI 4.1** (Initial) Candidates have limited opportunity to work with diverse clinical faculty in school-based settings and diverse professional education faculty in the unit.

**Rationale 4.1** No evidence was provided concerning the racial/ethnic characteristics of the school-based clinical faculty.

**AFI 4.2** (Initial) Candidates have limited opportunity to work with diverse professional education faculty in the unit.

**Rationale 4.2** Professional education faculty in the unit are not from two or more ethnic/racial groups.
December 9, 2014

To: Brad Neuenswander, Interim Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for continuing accreditation for Newman University

**Introductory Statement:**

On November 14, 2014, the Evaluation Review Committee reviewed the application for accreditation for Newman University.

Documents that were received and considered include the Institutional Report and the KSDE Team Report; the Institution waived submission of a Rejoinder to the KSDE Team Report.

**ACCREDITATION RECOMMENDATION**

Recommend “Continuing Accreditation” through December 31, 2020.

Next visit: Fall 2020

<table>
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<th>Standards</th>
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<tr>
<td>1 Candidate Knowledge, Skills, and Dispositions</td>
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<td>5 Faculty Qualifications, Performance, and Development</td>
<td>Met</td>
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<tr>
<td>6 Unit Governance and Resources</td>
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**Areas for Improvement (AFI):**

Standard 1, 3, 5

None

**Standard 2**

New AFI

AFI 2.1 (Initial/Advanced) The unit's assessment system is neither consistent nor comprehensive in collecting and analyzing data to improve the performance of the unit.

**Rationale 2.1** The unit has an assessment system that collects data on applicant qualifications, candidate performance and program standards; limited data are collected on other unit operations such as performance of graduates. Some important data are collected outside of the School of Education and are not easily accessible. Available data are neither analyzed nor results used toward improvement of candidate performance, the unit, and its programs.

**Standard 4**

Continuing AFI
AFI 4.1 (Initial/Advanced) Candidates have limited opportunities to work with faculty from diverse groups.

Rationale 4.1 The unit did not provide evidence that all candidates work with diverse professional education faculty, faculty from other units, and/or P-12 school faculty.
December 9, 2014

To: Brad Neuenswander, Interim Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for continuing accreditation for Ottawa University

Introductory Statement:

On November 14, 2014, the Evaluation Review Committee reviewed the application for accreditation for Ottawa University.

Documents that were received and considered include the Institutional Report, KSDE Team Report, and Institutional Rejoinder to the KSDE Team Report.

ACCREDITATION RECOMMENDATION

Recommend “Continuing Accreditation” through December 31, 2020.
Next visit: Fall 2020

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<tr>
<td>6</td>
<td>Unit Governance and Resources</td>
</tr>
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</table>

Areas for Improvement (AFI):

Standards 1, 2, 4, 5

None

Standard 3

New AFI

AFI 3.1 (Advanced) The unit does not systematically ensure that all candidates are placed in diverse settings at the advanced level.

Rationale 3.1 At the advanced level, there is no evidence that the information from the Diversity Form is used to systematically ensure that all candidates are placed in diverse settings. Some candidates indicate that they complete all field experiences and practicums in the same school and/or district.

Standard 6

New AFI

AFI 6.1 Not all candidates are given the opportunity to learn how to use current instructional technology to facilitate student learning.
**Rationale 6.1**  Candidates shared that they are not instructed in how to use up-to-date instructional technology during program courses. Candidates reported that they learn how to use these new technologies at cooperative sites.

**New AFI**

**AFI 6.2**  The unit has an inadequate number of full-time teaching faculty to insure program coherence and integrity.

**Rationale 6.2**  The unit is currently offering four graduate-level degree programs with only .75 FTE dedicated full-time teaching faculty.
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**

**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 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 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.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Doug Boline
Director: Colleen Riley
Deputy Commissioner: Brad Neuenswander
Interim Commissioner: Brad Neuenswander

Item Title:
Act on Education Flexibility Partnership (Ed-Flex) Waiver

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

Recommended Motion:
It is moved that the Kansas State Board of Education approve the Education Flexibility Partnership (Ed-Flex) waiver request for USD 266 Maize.

Explanation of Situation Requiring Action:
Kansas has the authority under the Education Flexibility Partnership Act of 1999, amended by the No Child Left Behind Act of 2001, to waive certain federal requirements. USD 266 Maize is seeking waivers from Title I, Part A, Section 1114 Schoolwide Programs which requires Title I schools to have at least 40 percent poverty in order to become a Title I schoolwide. Maize Central Elementary has a poverty rate of 22.99 percent. The district is requesting permission to have these schools become Title I Schoolwide schools in 2014-2015. This school would have to be identified as a Title I school and have their Title I schoolwide plan approved by the Kansas State Department of Education Schoolwide Review Team in order to implement the waiver.

The Kansas State Department of Education staff recommends the Ed-Flex waiver be granted.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Staff Initiating:** Scott Myers  **Director:** Scott Myers  **Deputy Commissioner:** Brad Neuenswander  **Interim Commissioner:** Brad Neuenswander

**Item Title:**
Recommendations of the Licensure Review Committee

**Board Goals:**
Provide an effective educator in every classroom

**Recommended Motion:**
It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee.

**Explanation of Situation Requiring Action:**
Recommendations of the Licensure Review Committee need approval of the State Board of Education. Certificates/licenses will be issued to those applicants whose appeals are granted.
Case 2997
Flora Vanegas requested initial Kansas licensure for K-6 elementary education, K-6 and 6-12 adaptive special education, and K-6 and 6-12 ESOL. Linda Schukman made a motion to recommend approval of a provisional license for K-6 and 6-12 adaptive special education with full licensure contingent upon completion of a college course in methods, classroom strategies, and reading in the content area through a Kansas college to meet the deficient professional education standards. The motion was seconded by Annie Diederich and the Licensure Review Committee approved the motion unanimously. The applicant withdrew the appeal for K-6 elementary education and K-6 and 6-12 ESOL.

Case 3004
Lyra Statts requested initial Kansas licensure for middle level 5-8 English language arts and middle level 5-8 history, government, and social studies. Linda Schukman made a motion to recommend approval of a provisional license for middle level 5-8 English language arts with full licensure contingent upon completion of the plan of study through Fort Hays State University to meet the deficient professional education standards and middle level English language arts standards. The motion was seconded by Darrel Kohlman and the Licensure Review Committee approved the motion unanimously. The applicant withdrew the appeal for middle level 5-8 history, government, and social studies.

Case 3006
Sheryl Wamsley and the Northeast Kansas Educational Service Center requested the addition of an endorsement for K-6 and 6-12 adaptive special education to a valid Kansas license. Heidi Bolt made a motion to recommend approval of a provisional license for K-6 and 6-12 adaptive special education with full licensure contingent upon completion of an approved adaptive special education program to meet all adaptive special education standards. The motion was seconded by Pamela Amott and the Licensure Review Committee approved the motion unanimously.

Case 3007
Rachel Warner requested initial Kansas licensure for middle level 5-8 English language arts, middle level 5-8 science, middle level 5-8 mathematics, and middle level 5-8 history, government, and social studies. Pamela Amott made a motion to recommend approval of a provisional license for middle level 5-8 science with full licensure contingent upon completion of a college course in reading in the content area, assessment, and exceptional child to meet the deficient professional education standards. The motion was seconded by Linda Schukman and the Licensure Review Committee approved the motion unanimously. The applicant withdrew the appeal for middle level 5-8 English language arts, middle level 5-8 mathematics, and middle level 5-8 history, government, and social studies.

Case 3011
Loretta Klamik requested initial Kansas licensure for middle level 5-8 science and middle level 5-8 mathematics. Linda Schukman made a motion to recommend approval of a provisional license for middle level 5-8 mathematics with full licensure contingent upon completion of the plan of study from Wichita State University to meet the deficient professional education standards and middle level mathematic standards. The motion was seconded by Pamela Amott and the Licensure Review Committee approved the motion unanimously. The applicant withdrew the appeal for middle level 5-8 science.
Case 3012  
**Tia Patrick** and USD 500 KCK requested the addition of an endorsement for K-6 elementary education to a valid Kansas license. Pamela Amott made a motion to recommend approval of a provisional license for K-6 elementary education with full licensure contingent upon completion of college coursework through a Kansas college to meet the deficient elementary education standards. The motion was seconded by Darrel Kohlman and the Licensure Review Committee approved the motion unanimously.

Case 3013  
**Kathleen McDonough** requested initial Kansas licensure for PreK-3 early childhood education and K-6 elementary education. Linda Schukman made a motion to recommend approval of a provisional license for PreK-3 early childhood education and K-6 elementary education with full licensure contingent upon completion of the plan of study through Fort Hays State University to meet the deficient professional education standards, PreK-3 early childhood education standards, and K-6 elementary education standards. The motion was seconded by Jan Wilson and the Licensure Review Committee approved the motion unanimously.

Case 3018  
**Amanda Coffman** requested the addition of an endorsement for PreK-12 gifted to a valid Kansas license. Pamela Amott made a motion to recommend approval of an endorsement for PreK-12 gifted based on completion of gifted and talented coursework through the University of Connecticut and teaching experience. The motion was seconded by Darrel Kohlman and the Licensure Review Committee approved the motion unanimously.

Case 3021  
**Jennifer Koch** requested the addition of an endorsement for K-6 and 6-12 gifted to a valid Kansas license. Annie Diederich made a motion to recommend approval of an endorsement for K-6 and 6-12 gifted to a valid Kansas license based on achievement of certification in Missouri that included meeting minimum state requirements, educational background, and teaching experience. The motion was seconded by Darrel Kohlman and the Licensure Review Committee approved the motion unanimously.

Case 3022  
**LaShundra Brown** requested initial Kansas licensure for K-6 elementary education. Annie Diederich made a motion to recommend approval of an initial Kansas license for K-6 elementary education based on completion of certification in Louisiana through an alternative route, educational background, and teaching experience. The motion was seconded by Linda Schukman and the Licensure Review Committee approved the motion unanimously.

Case 3025  
**Lise Copeland** requested initial Kansas licensure for PreK-12 school counselor with the upgrade requirement of completion of the prescribed performance assessment. Linda Schukman made a motion to recommend approval of an initial Kansas license for PreK-12 school counselor with the upgrade requirement of the performance assessment based on achievement of certification in Missouri, educational background, and seven years of accredited teaching experience to substitute for completion of the supervised internship required by regulation. The motion was seconded by Pamela Amott and the motion carried 5-0-1 with Jan Wilson abstaining.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Susan Helbert
Director: Scott Myers
Deputy Commissioner: Brad Neuenswander
Interim Commissioner: Brad Neuenswander

Item Title:
Act on Recommendations for Licensure waivers

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

Explanation of Situation Requiring Action:
SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure and Accreditation. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her certificate/license. A review of the waiver application is completed before the waiver is recommended for approval.

The attached requests have been reviewed by the Teacher Licensure and Accreditation staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.
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<td>Early Childhood/Pre-School</td>
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*First Renewal  ** Final Renewal
Item Title:
Act to approve local in-service education plan

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 plan for the Catholic Diocese of Wichita.

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 agency listed in the motion has submitted a proposed five-year in-service education plan. State department staff members have reviewed the plan using the State Board of Education approved criteria, and recommend approval of the plan.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Dale Dennis
Deputy Commissioner: Dale Dennis
Interim Commissioner: Brad Neuenswander

Item Title:
Act to authorize State Board of Education Chair and Vice Chair to review specifications for State Board Attorney contract

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 Chair and Vice Chair of the State Board of Education to review the specifications for renewal of the State Board Attorney contract.

Explanation of Situation Requiring Action:
The State Board of Education attorney contract will expire on June 30, 2015. Under state law, this contract has to be rebid. KSA 72-7512 provides that the attorney for the State Board shall attend all meetings of the State Board of Education and render legal services as directed by the State Board.

In order to begin the request for proposals process with the Kansas Department of Administration, Office of Procurement and Contracts, a review of the contract specifications needs to take place. We request that the Chair and Vice Chair be authorized to review the contract specifications and make any necessary amendments. The specifications will then be presented to the State Board for their review at the February meeting.
The Special Education Advisory Council (SEAC)

cordially invites members of the
Kansas State Board of Education to the
Annual Get-Acquainted Breakfast

7:30 a.m.-8:30 a.m., January 14, 2015
Room 560
Landon State Office Building
WEDNESDAY, January 14, 2015
MEETING AGENDA

Landon State Office Bld.
900 SW Jackson St.
Board Room, 1st Floor
Topeka, KS 66612

7:30 a.m.

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

PRE-MEETING ACTIVITY
Breakfast with the Special Education Advisory Council
Room 560, 5th Floor of Landon State Office Building

1. Call to Order
2. Roll Call
3. Approval of Agenda

(AI) 4. Receive Career Technical Student Organizations’ Report and presentation by CTSO officers

(IO) 5. Recognition of Kansas Superintendents and Principals of the Year

9:00 a.m.

10:20 a.m.

10:30 a.m.

10:40 a.m.

11:20 a.m.

11:30 a.m.

RECESS FOR LUNCH — Board members are invited to join the CTSO officers for lunch at the Capitol Plaza Hotel. Group transportation for Board members will be available.

ADJOURN
To: Interim Commissioner Brad Neuenswander
From: Tierney Kirtdoll, Scott Smith, Brad Neuenswander
Subject: Career Technical Student Organizations’ Report and Presentation by CTSO Officers
Date: 12/16/2014
Board Goals: Develop active communication and partnerships with families, communities, business stakeholders, constituents, and policy partners

CTSO Citizenship Day offers the Kansas State Board of Education a chance to meet the elected student-officers of the various career and technical student organizations, and provides these officers a unique opportunity to gain a better awareness of the roles individuals, such as members of the State Board, have in Kansas public education. Each of the student presidents will make brief remarks during the presentation.
The Kansas State Board of Education will have the pleasure of hearing from four Kansas administrators who recently received prestigious awards.

- Dr. Randy Watson, Superintendent of McPherson USD 418 and Kansas Commissioner of Education designate, has been named 2015 Kansas Superintendent of the Year by the Kansas School Superintendents Association.

- Ms. Cara Ledy, Principal at Wichita South High School in Wichita USD 259, has been named 2014-2015 Kansas High School Principal of the Year by the Kansas Association of Secondary School Principals.

- Mr. Ron Wilson, Principal at Abilene Middle School in Abilene USD 435, has been named 2014-2015 Kansas Middle School Principal of the Year by the Kansas Association of Middle School Administrators.

- Mrs. Kimberly Mitchell, Principal at Bonner Springs Elementary School in Bonner Springs-Edwardsville USD 204, has been named 2015 National Distinguished Principal of the Year by the Kansas Association of Elementary School Principals.

The group will share with Board members some of the things they are doing to build instructional capacity to help all students learn and achieve. They also will be available to respond to questions from Board members.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Scott Gordon  
Director: Scott Gordon  
Interim Commissioner: Brad Neuenswander

Item Title:
Act on Recommendations of the Professional Practices Commission

Board Goals:
Governmental responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission.

Explanation of Situation Requiring Action:
Bloom Case – On Sept. 9, 2014 the Kansas State Department of Education (KSDE) filed a complaint against the renewal of Eden Bloom's professional teaching license. That complaint was mailed to Ms. Bloom at her last known address on Sept. 10th. Within the complaint, Ms. Bloom was given notice of her right to request a hearing within 15 days and of her right to file a verified answer within 20 days. Instead of requesting a hearing, Ms. Bloom sent a letter directly to Dr. Scott Myers of KSDE.

The Professional Practices Commission (PPC) reviewed Ms. Bloom's application, the complaint filed against her, the letter from Ms. Bloom to Dr. Myers, and various court documents for 13-CR-257. The PPC found it appropriate to recommend to the State Board that Ms. Bloom's application for renewing her professional license be denied. That recommendation and the reasoning behind it are included in its initial order. Ms. Bloom submitted a written brief asking the State Board to not follow the recommendations of the PPC.

The following documents are included for the State Board's consideration:
- The initial order of the PPC, including the documents considered by the PPC in making their recommendation.
  1. Ms. Bloom's application for renewal of her license
  2. Court documents filed in Harvey County District Court for case 13-CR-257
  3. Complaint filed by KSDE
  4. Letter from Ms. Bloom to Dr. Scott Myers
- Ms. Bloom's written brief as to why the findings of the PPC should not be followed
- KSDE's response to Ms. Bloom's written brief

Eck Case -- The Initial Order for Ashley Eck, 13-PPC-50, previously reviewed by the State Board during its September 2014 meeting did not accurately reflect the factual findings of the Professional Practices Commission (PPC). Attached is an Amended Initial Order which accurately reflects the facts and conclusions reached by the PPC. The PPC voted unanimously to accept Ashley Eck's voluntary surrender and recommends revocation.
Renewal of a Professional License

SECTION A - TO BE FILLED OUT BY APPLICANT

I. VITAL INFORMATION

1. Social Security Number: [Redacted] N769

2. Legal Name: First [Redacted] Middle Nicole Last Bloom

3. Mailing Address: [Redacted]

4. Birthdate (MM/DD/YYYY): 04/19/67

5. Gender □ Male ☑ Female

6. Phone [Redacted] All Phone [Redacted]

7. a. Effective and expiration dates of last certificate: 11-23-2008 to 11-23-2013

PROFESSIONAL CONDUCT (All questions must be answered)

8. Since the issuance of your most recent license:

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

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

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

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

   e. Have you had a teacher's or school administrator's certificate or license denied, suspended, revoked or been the subject of other disciplinary action in any state? ☑ NO □ YES - If yes, please indicate the action taken: □ denied, □ suspended or □ revoked

      Which state(s)?

      Please attach a copy of the documents regarding the official action taken.

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

      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)?

   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?

      When?

9. 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: Alex Bloom

   Date: 11-20-2013

Include a $54.00 Application Fee made payable to the Kansas State Department of Education. Money order or cashier's check preferred. Personal checks are accepted. Mail to: Teacher Education and Licensure, KSDE, 120 SE 10th Avenue, Topeka, KS 66612-1182. Processing fee CANNOT be refunded and does not apply to the renewal of a professional license.
DISTRICT COURT OF HARVEY COUNTY, KANSAS
In the Ninth Judicial District
2nd Floor, Harvey County Courthouse, Newton, Kansas

COMPLAINT

THE STATE OF KANSAS, Plaintiff

vs.

EDEN N BLOOM, Defendant

504 N Topeka, El Dorado, KS 67042
DOB: 1967; White Non-Hispanic female;
5'01; 200 pounds; Brown hair; Brown eyes;
KS Driver's License Number: XXXXX0664;
Social Security Number: XXX-XX-6769

COMPLAINT

COMES NOW David E Yoder, a duly appointed, qualified and acting Harvey County
Attorney of Harvey County, Kansas, and of the 9th Judicial District of the State of Kansas, and
for and on behalf of said State gives the court to understand and be informed:

COUNT ONE

That on or about the 15th day of May, 2013, in Harvey County, Kansas, Eden N Bloom, then and
there being present, did unlawfully, feloniously, and intentionally, knowingly or recklessly
possess a controlled substance, to-wit: Methamphetamine, a Schedule II controlled substance as
21-5706(a), Unlawful Possession of Methamphetamine, a drug severity level 5 felony. (Penalty:
from a minimum of 10 months to a maximum of 42 months in prison and a fine of up to
$100,000; Postrelease supervision term of 12 months)
COUNT TWO
That on or about the 15th day of May, 2013, in Harvey County, Kansas, Eden N Bloom, then and there being present did unlawfully and intentionally, knowingly or recklessly use, possess, or have under the defendant's control with intent to use, drug paraphernalia, to wit: glass pipe and/or straw, used to store, contain, conceal, ingest, inhale, injecting or otherwise introduce a controlled substance into the human body. In violation of K.S.A. 2011 Supp. 21-5709(b)(2), Possession of Drug Paraphernalia, a class A nonperson misdemeanor. (Maximum penalty: one year in county jail and a fine of up to $2500)

COUNT THREE
That on or about the 15th day of May, 2013, in Harvey County, Kansas, Eden N Bloom, then and there being present did unlawfully and knowingly obstruct, resist or oppose a person she knew or should have known to be law enforcement officer(s), to-wit: Officer Chad Gay, and such law enforcement officer is authorized by law to perform an official duty, and further that such act of Eden N Bloom, to wit: resist being arrested, substantially hindered or increased the burden of Officer Chad Gay in the performance of the officer's official duty. In violation of K.S.A. 2011 Supp. 21-5904(a)(2) & (b)(2)(B), Interference with Law Enforcement - Obstruction of Official Duty, a class A nonperson misdemeanor. (Maximum penalty: one year in county jail and a fine of up to $2500)

COUNT FOUR
That on or about the 15th day of May, 2013, in Harvey County, Kansas, Eden N Bloom, then and there being present did unlawfully and knowing he/she was not authorized or privileged to do so, enter or remain in a structure, to-wit: Newton High School, located at 900 W 12th St, Newton KS 67114, and in defiance of an order not to enter or to leave said premises or property which was personally communicated to the defendant by the owner of said property or other authorized person. In violation of K.S.A. 2011 Supp. 21-5808(a)(1)(A), Criminal Trespass, a class B nonperson misdemeanor. (Maximum penalty: six months in county jail and a fine of up to $1000)
COUNT FIVE

That on or about the 15th day of May, 2013, in Harvey County, Kansas, Eden N Bloom, then and there being present did unlawfully and intentionally, knowingly or recklessly engage in noisy conduct of such a nature that it would tend to reasonably arouse alarm, anger or resentment in others and with knowledge or probable cause to believe that her conduct would alarm, anger or disturb others or provoke an assault or other breach of the peace. In violation of K.S.A. 2011 Supp. 21-6203(a)(3), Disorderly Conduct, a class C misdemeanor. (Maximum penalty: one month in county jail and a fine of up to $500)

all of the 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 State of Kansas.

DAVID E YODER, SC# 11366
Harvey County Attorney

STATE OF KANSAS, HARVEY COUNTY, ss:

Eric Murphy, being first duly sworn, states that I have read the above and foregoing Complaint and know the contents thereof, and that the same is true in substance and in fact.

COMPLAINING WITNESS

SUBSCRIBED AND SWORN to before me on this 30th day of May, 2013.

DENISE F. GIERSCH
Notary Public - State of Kansas
My Appt Expires 08-28-2015

STATE WITNESSES:
Jeff Davis, #53
Todd Hanchett #902
Maurice Montano, #36
Jason Thompson, #40
Mitchell Neuenschwander

Chad Gay, #48
Anthony Hawpe, #41
Mitchell Nedrow, #52
Deborah Hamm
Ken Rickard

Robert Guest #911
KBI Technician
Michael Stinger, #56
Lisa S Moore
Bryce Woelk

13-TC-290 / 05-28-13 dfg
O'HARA & O'HARA L.L.C.
Attorneys at Law
1223 East First Street
Wichita, Kansas 67214
Telephone: (316) 263-5601
Fax: (316) 263-7285
Email: ohara@oharaohara.com

IN THE NINTH JUDICIAL DISTRICT,
DISTRICT COURT, HARVEY COUNTY, KANSAS
CRIMINAL DEPARTMENT

THE STATE OF KANSAS,

) )

PLAINTIFF,

) )

-vs-

) )

EDEN BLOOM,

) )

DEFENDANT.

Case No. 13 CR 257

MOTION TO SUPPRESS

COMES NOW, the Defendant, Eden Bloom, by and through his attorney, Charles
A. O’Hara, and moves the Court to suppress all evidence gained from the unlawful seizure
of Defendant, search of the file cabinet, search of Defendant’s purse and not admit the
fruits of the search or any evidence gained therefrom. For cause the Defendant would show
the Court the following, to-wit:

1. The School Resource Officer of Newton High School, Chad Gay, testified at the
preliminary hearing.

2. Bloom was under contract to be a teacher at Newton High School. Transcript of
Preliminary Hearing p. 21.

3. Bloom was in her classroom. Transcript of Preliminary Hearing p. 11.

5-5-14
4. S.R.O. Gay, Deb Hamm, and Ken Rickard went into Bloom's classroom to place Bloom on administrative leave, collect her keys, and ask her to exit the building. Transcript of Preliminary Hearing p. 9; 11.

5. Bloom had not been served any paperwork. Transcript of Preliminary Hearing p. 21.


7. The arrest of Bloom was illegal. Any evidence gained from the illegal arrest must be suppressed.

8. The Fourth Amendment of the United States Constitution provides "the right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated."

9. The exclusionary rule provides that evidence obtained in violation of the Fourth Amendment cannot be used in a criminal proceeding against the victim of an illegal search and seizure.


11. S.R.O. Gay testified the reason he was looking for Ms. Bloom's purse after she had been arrested and was in the process of being taken to the jail was "The first reason was we needed her keys to her vehicle because we were towing it off our property because we didn't want her to come back on because she had been trespassed from Newton High School property, and the other purpose was to get her personal belongings to her at the jail. We wanted her purse out of the building because we
didn’t want her to have a reason to come back into the building to get it...[a]nd those are her personal effects that she needs on a personal basis.” Transcript of Preliminary Hearing p. 14-15.

12. In answering a question about towing Bloom’s vehicle, S.R.O. Gay testified that he was told by the tow truck driver that “...he could have, yes. He did tell me he could tow it without any possibility of damaging the vehicle.” Transcript of Preliminary Hearing p. 19.

13. Bloom had a lot of personal property in the classroom. Transcript of Preliminary Hearing p. 25.

14. The rest of Bloom’s personal property was not immediately taken off the property. Transcript of Preliminary Hearing p. 25.

15. The other personal property that belonged to Bloom was not taken out of the classroom. Transcript of Preliminary Hearing p. 33.

16. After S.R.O. decided that he wanted to search Bloom’s purse he contacted the county attorney, David Yoder. Transcript of Preliminary Hearing p. 23.

17. Sergeant Maurice Montano stated in his report that he “...removed a single key on a lanyard from Blooms hand and she began screaming it was her car keys and it did not belong to the school. The key was placed with some of Blooms property, which had been removed from the school.”

18. There was no reason to search the purse because Sergeant Montano had obtained the key to Bloom’s vehicle from Bloom. This occurred prior to the search of the file cabinet.

20. At the direction of S.R.O. Gay a locked file cabinet was opened and searched. A purse was found inside the file cabinet.

21. Searches conducted without a warrant are per se unreasonable and, thus, violate the provisions of the federal and state Constitutions, subject only to a few specific, well-defined exceptions. State v. Platten, 225 Kan. 764. The exceptions to the warrant requirement generally recognized in this state are: "consent; search incident to a lawful arrest; stop and frisk; probable cause to search accompanied by exigent circumstances . . . ; the emergency doctrine; inventory searches; plain view; and administrative searches of closely regulated businesses." State v. Conn, 278 Kan. 387; see State v. Boyd, 275 Kan. 271. No exceptions were applicable in the present case.

22. The search of the file cabinet was illegal. Any evidence found as a result of the illegal search must be suppressed.

23. Bloom had been out of the classroom for 10-15 minutes when the purse was removed from the file cabinet. Transcript of Preliminary Hearing p. 26.

24. S.R.O Gay testified that he found the keys before he found the drugs. Transcript of Preliminary Hearing p. 27.

25. After S.R.O. Gay found the keys he continued to search the purse. Transcript of Preliminary Hearing p. 27.

26. Searches conducted without a warrant are per se unreasonable and, thus, violate the provisions of the federal and state Constitutions, subject only to a few specific,
well-defined exceptions. *State v. Platten*, 225 Kan. 764. The exceptions to the warrant requirement generally recognized in this state are: "consent; search incident to a lawful arrest; stop and frisk; probable cause to search accompanied by exigent circumstances . . . ; the emergency doctrine; inventory searches; plain view; and administrative searches of closely regulated businesses." *State v. Conn*, 278 Kan. 387; see *State v. Boyd*, 275 Kan. 271. No exceptions were applicable in the present case.

27. The search of the purse was illegal. Any evidence found as a result of the illegal search must be suppressed.

IT IS SO MOVED.

[Signature]

Charles A. O'Hara

---

**NOTICE OF HEARING**

Please take note that the above and foregoing Motion to Suppress will be heard before the Honorable Judge Joe Dickenson, Judge of the District Court, on the 8th day of May, 2014, at 1:30 p.m., or as soon thereafter as the court may reach the same.

[Signature]

Charles A. O'Hara
O'HARA & O'HARA
Attorneys & Counselors at Law
1223 E. First Street
Wichita, Kansas 67214
(316) 263-5601 • Fax (316) 263-7205
e-mail: ohara@oharaohara.com

FACSIMILE COVER LETTER

TO: Clerk of the District Court – Criminal Dept.

FACSIMILE NO. 316-283-4601

FROM: Charles A. O'Hara
      O'Hara & O'Hara, Facsimile No. (316) 263-7205

Number of Pages including cover page: 7

Date Message Sent: 5-2-14 Time: 

COMMENTS State of Kansas –vs- Eden Bloom

Motion to Suppress

Case No. 13 CR 257

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Established 1950
T.L. O'Hara (1922-1980) • Charles A. O'Hara • Christopher S. O'Hara • Morgan O'Hara Garing
Kevin Zolator • Bradley R. Ward
IN THE NINTH JUDICIAL DISTRICT
DISTRICT COURT, HARVEY COUNTY, KANSAS

THE STATE OF KANSAS, )
 )
 PLAINTIFF, )
 )
 -vs- )
 )
EDEN N. BLOOM, )
 )
 DEFENDANT, )
 )

Case No. 13 CR 257

JOURNAL ENTRY

Now on this 16th day of June 2014, the above-entitled matter comes on for hearing
on the Defendant’s Motion to Modify Bond. The State of Kansas appears by and through
Assistant District County Attorney, Jason Lane. The Defendant appears by and through
his attorney, Kevin J. Zolotor. The Court after considering arguments by counsel and
reviewing the file makes the following finding:

1. The Court, after hearing arguments of counsel and review of the file and charges,
modifies the Defendant’s bond as follows:

   a. The State has filed an interlocutory appeal.

   b. The defendant’s most serious charge is a level 5 drug felony.

   c. Pursuant to K.S.A. 22-3604 the defendant is released forthwith from any
      bond in this matter pending the State’s appeal.

IT IS SO ORDERED.
Approved by:

Kevin J. Zolotor, #21424
Attorney for Defendant,

Jason Lane, #23457
Assistant District Attorney,

Judge of the District Court
IN THE DISTRICT COURT OF HARVEY COUNTY, KANSAS

STATE OF KANSAS Plaintiff

vs.

EDEN N BLOOM Defendant

Case No. 2013-CR-000257

SUPREME COURT RULE 4.02 INTERLOCUTORY APPEAL BY PROSECUTION
Pursuant to 22-3601(a) and 22-3603

COMES NOW, the State of Kansas, by and through David E. Yoder, Harvey County Attorney, and hereby gives notice that the State is appealing the Court's Order suppressing the evidence at the Suppression Hearing held on May 8, 2014.

RESPECTFULLY SUBMITTED,

DAVID E. YODER, SC# 11366
Harvey County Attorney

CERTIFICATE OF MAILING

I hereby certify that a true and correct copy of the above and foregoing Interlocutory Appeal by Prosecution was faxed, on the 22nd day of May, 2014, to the following:

Charles O'Hara
1223 E. First Street
Wichita, KS 67214
Fax: 316-263-7205

Clerk of the Appellate Court
301 SW 10th
Topeka, KS 66612
Fax: 785-296-1028

DAVID E. YODER, SC# 11366
Harvey County Attorney
IN THE DISTRICT COURT OF HARVEY COUNTY, KANSAS

STATE OF KANSAS

vs.

EDEN N BLOOM

Plaintiff

Defendant

Case No. 2013-CR-000257

MOTION TO WITHDRAW INTERLOCUTORY APPEAL.

COMES NOW, the State of Kansas, by and through Jason R. Lane, Assistant Harvey County Attorney, and hereby gives notice that the State is withdrawing its interlocutory appeal.

RESPECTFULLY SUBMITTED.

JASON R. LANE, SC# 23457
Assistant Harvey County Attorney

CERTIFICATE OF MAILING

I hereby certify that a true and correct copy of the above and foregoing Motion to Withdraw Interlocutory Appeal was faxed, on the 25th day of June, 2014, to the following:

Charles O'Hara  
Clerk of the Appellate Court  
1223 E. First Street 
Wichita, KS 67214 
Fax: 316-263-7205

Clerk of the Appellate Court  
301 SW 10th  
Topeka, KS 66612 
Fax: 785-296-1028

JASON R. LANE, SC# 23457  
Assistant Harvey County Attorney

06-25-14 dfg
DISTRICT COURT OF HARVEY COUNTY, KANSAS
In the Ninth Judicial District
2nd Floor, Harvey County Courthouse, Newton, Kansas

AMENDED COMPLAINT

THE STATE OF KANSAS, Plaintiff

vs.

CASE NO: 2013-CR-000257

EDEN N BLOOM, Defendant
504 N Topeka, El Dorado, KS 67042
DOB: 1967; White Non-Hispanic female;
501; 200 pounds; Brown hair; Brown eyes;
KS Driver's License Number: XXXXX0664;
Social Security Number: XXX-XX-6769

AMENDED COMPLAINT

COMES NOW David E. Yoder, a duly appointed, qualified and acting Harvey County
Attorney of Harvey County, Kansas, and of the 9th Judicial District of the State of Kansas, and
for and on behalf of said State gives the court to understand and be informed:

COUNT ONE

That on or about the 15th day of May, 2013, in Harvey County, Kansas, Eden N Bloom, then and
there being present did unlawfully and knowingly obstruct, resist or oppose a person she knew or
should have known to be law enforcement officer(s), to wit: Officer Chad Gay, and such law
enforcement officer is authorized by law to perform an official duty, and further that such act of
Eden N Bloom, to wit: resist being arrested, substantially hindered or increased the burden of
Officer Chad Gay in the performance of the officer's official duty. In violation of K.S.A. 2011
Supp. 21-5904(a)(2) & (b)(2)(B), Interference with Law Enforcement - Obstruction of Official
Duty, a class A nonperson misdemeanor. (Maximum penalty: one year in county jail and a fine
of up to $2500)
COUNT TWO

That on or about the 15th day of May, 2013, in Harvey County, Kansas, Eden N Bloom, then and there being present did unlawfully and knowing he/she was not authorized or privileged to do so, enter or remain in a structure, to-wit: Newton High School, located at 900 W 12th St, Newton KS 67114, and in defiance of an order not to enter or to leave said premises or property which was personally communicated to the defendant by the owner of said property or other authorized person. In violation of K.S.A. 2011 Supp. 21-5808(a)(1)(A), Criminal Trespass, a class B nonperson misdemeanor. (Maximum penalty: six months in county jail and a fine of up to $1000)

COUNT THREE

That on or about the 15th day of May, 2013, in Harvey County, Kansas, Eden N Bloom, then and there being present did unlawfully and intentionally, knowingly or recklessly engage in noisy conduct of such a nature that it would tend to reasonably arouse alarm, anger or resentment in others and with knowledge or probable cause to believe that her conduct would alarm, anger or disturb others or provoke an assault or other breach of the peace. In violation of K.S.A. 2011 Supp. 21-6203(a)(3), Disorderly Conduct, a class C misdemeanor. (Maximum penalty: one month in county jail and a fine of up to $500)

all of the 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 State of Kansas.

----------

JASON R. LANE, SC# 23457
Assistant Harvey County Attorney
for David E. Yoder, SC# 11366
Harvey County Attorney

STATE OF KANSAS, HARVEY COUNTY, ss:

being first duly sworn, states that I have read the above and foregoing Complaint and know the contents thereof, and that the same is true in substance and in fact.

COMPLAINING WITNESS
SUBSCRIBED AND SWORN to before me on this 26th day of June, 2014.

STATE WITNESSES:
Jeff Davis, #53
Chad Gay, #50
Robert Guest #911
Todd Hanchett #902
Anthony Hawpe, #41
KBI Technician
K C Kersenbrook #1103
Maurice Montano, #36
Mitchell Nedrow, #44
Michael Stinger, #56
Jason Thompson, #35
Deborah Hamm
Lisa S Moore
Mitchell Neuenschwander
Ken Rickard
Bryce Woelk
Rep. of Newton High School- USD#373
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Professional License
of Eden N. Bloom

) ) )

14-PPC-31

COMPLAINT

COMES NOW on this ___ day of ___ , 2014, 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. Under Kansas law, 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. It is within the authority of the Kansas State Board of Education to adopt rules and regulations providing for the issuance, renewal, reinstatement and revocation of a license to teach.

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

4. By order of the Kansas State Board of Education, the Professional Practices Commission shall investigate and conduct hearings pertaining to allegations of misconduct.

5. Eden N. Bloom was licensed by the Kansas State Board of Education from 1992 to 2013. She currently has an outstanding application to renew her professional license.

6. Ms. Bloom engaged in misconduct on or about May 15\textsuperscript{th}, 2013 by possessing a Schedule II controlled substance known as methamphetamine. Methamphetamine, an illegal substance, was found inside Ms. Bloom’s purse while it was locked inside a filing cabinet inside of a classroom at Newton High School. Ms. Bloom taught at Newton High School at the time of the misconduct.

7. Ms. Bloom engaged in misconduct on or about May 15\textsuperscript{th}, 2013 when she returned to Newton High School and refused to leave after being told the previous afternoon that she was to leave school grounds and not return. On May 15\textsuperscript{th}, 2013, Ms. Bloom was asked by a Newton Police Officer to leave and had to be forcibly removed.

8. Ms. Bloom engaged in misconduct on or about May 15, 2013 by possessing drug paraphernalia, to wit: a small glass pipe and/or straw used to store, contain, conceal, ingest, inhale, or otherwise introduce a controlled substance into the human body.
9. Ms. Bloom’s conduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession.

10. Ms. Bloom’s conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause for 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 Licensee’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 the revocation of your teaching license for the reasons stated in the Complaint and that notice of the revocation 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 and filed with the Secretary of the Professional Practices Commission by certified mail, return receipt requested, or by personal delivery to the address listed above.

Scott Myers
Director, Teacher Education and Licensure
VERIFICATION

STATE OF KANSAS
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 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.

Scott Myers
Director, Teacher Education and Licensure

SUBSCRIBED AND SWORN TO before me, the undersigned authority, on this 9th day of September, 2014.

Notary Public

My appointment expires:

12-29-14
CERTIFICATE OF SERVICE

I hereby certify that on this 9th day of Sept., 2014, 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

Eden N. Bloom
504 N. Topeka
El Dorado, KS 67042

Cheryl Martin
Teacher Education and Licensure
<table>
<thead>
<tr>
<th>SENDER: COMPLETE THIS SECTION</th>
<th>COMPLETE THIS SECTION ON DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</td>
<td>A. Shipped to:</td>
</tr>
<tr>
<td>Print your name and address on the reverse so that we can return the card to you.</td>
<td>☑️ Eden Nicole Bloom</td>
</tr>
<tr>
<td>Attach this card to the back of the mailpiece, or on the front if space permits.</td>
<td>☐ Agent</td>
</tr>
<tr>
<td>☐ Addresses</td>
<td>B. Received by (Printed Name)</td>
</tr>
</tbody>
</table>

1. Article Addressed to:

   Eden Nicole Bloom  
   504 N. Topeka  
   El Dorado, KS 67042

2. Article Number:  
   (Transfer from service label)  
   7002 2410 0006 3684 5130

3. Service Type:  
   ☑️ Certified Mail  
   ☐ Express Mail  
   ☐ Registered  
   ☐ Return Receipt for Merchandise  
   ☐ Insured Mail  
   ☐ C.O.D.

4. Restricted Delivery? (Extra Fee):  
   ☐ Yes  
   ☑️ No

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**OFFICIAL USE**

U.S. Postal Service  
CERTIFIED MAIL RECEIPT  
(Domestic Mail Only: No Insurance Coverage Provided)

For delivery information, visit our website at www.usps.com.

Return Receipt Fee (Endorsement Required)  
Postage  
Certified Fee

Total Postage & Fees  
Send To:  
Eden Nicole Bloom  
504 N. Topeka  
El Dorado, KS 67042

SEP 10, 2014

PS Form 3811, February 2004  
Domestic Return Receipt  
020303-02-20-199

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204
Dear Mr. Scott Myers:

I have been a high school and community college level teacher for 20 years. To protect myself as a teacher, I keep up with the politics involved in the profession, from school financing to curriculum standards to educator's rights including teacher tenure and due process rights. I know that our "esteemed" governor is pushing to eliminate tenure and to prevent any person with a felony conviction from working as a teacher. At this time, however, not even a felony conviction can prevent a teacher from obtaining a license or renewal. That decision, to hire or not hire a teacher with a felony conviction, is made at the district level.

That being said, I must inject here that I have neither a felony conviction, nor any felony charges. Due to my knowledge of my personal rights and professional rights plus correct district policy and procedure, I have long suspected that all legal proceedings surrounding me were "set up" rather than actually being within the legal system.
Due to an incident on Sept. 21, it was revealed to me by an officer at the Butler County Jail that I have NO FINGERPRINTS in the legal system. That information confirms what I had long suspected, that the events that occurred in May of 2013 at Newton High School involved no actual drugs, no actual arrest and no actual charges or court proceedings. Therefore, now having confirmation that said list of allegations made by you in your complaint are completely bogus (plus said evidence was also suppressed in a mock trial situation in Harvey County) you have no legal grounds or standing on which to allege your "complaint." Having been an educator for 20 yrs, this is the very first I have EVER heard of this type of complaint system. And, like I said, I pay attention to my rights as a teacher. Plus I have a good friend Deptibel, who always makes sure that teachers are kept informed of changes to the system and of our rights. As the USD 373 KNEA President she told me she would support me even though I was
not a current member of KNEA. If you can not quickly resolve this matter, I'm sure will be able to settle it easily once I am able to contact her. I'm sure she has been in Topeka over recent months, helping to fight the school finance bill.

With this knowledge and lacking any physical evidence be it either real or invented, you have no choice but to release my teaching license and allow the renewal to be applied. I suspect that I already have a current renewed license, but due to some ignorant, childish, immature, hateful persons who have interfered with not only my life, but the legal justice system as well, my license, much like my husband, are being held hostage away from me.

I am one of the best damn teachers you will ever know. I work my butt off, constantly looking for ways to improve my teaching. I enjoy teaching the at-risk and special ed populations that other teachers teach bespudingly. I deserve my license for all above mentioned reasons and expect to have it very soon. Sincerely, Alice Bo
Dear State Board of Education:

On Saturday, December 6, I picked up a certified letter from the Kansas State Department of Education concerning non-renewal of my teaching license. Number 6 on the "Findings of Fact" claims that I did not submit an answer to the first letter I received in September. I did, in fact, submit not only a written response, but also a copy of the journal entry given to me by my attorney, Charles O'Flahni, showing that I do not have any felonies or drug charges against me. With no drug charges against me, the state cannot make a claim for non-renewal of my license based on information concerning evidence of misconduct concerning drug use or possession. Point 1 of the "Conclusions" page, sent to me states that "any license issued by the State Board may be suspended or revoked... for misconduct or other just cause."
including the commission of any crime punishable as a felony, as proven by the enclosed judicial
entry, I have no felony charges against me, nor any charges involving any misconduct concerning
the classroom or teaching students. The misdemeanors that remain are still only allegations. My
attorney stated that he was sure these misdemeanors would never be addressed in court. Therefore,
my KBI record remains clear.
It was checked as recently as October by the Greater Wichita
YMCA when I obtained employment with them. I currently work in
a before and after school childcare
program at Cottonwood Elementary
in Andover, Kansas; this is a
YMCA sponsored program.

Points 2 and 3 of the "conclusions"
discusses the issue of a teacher
and educator being in a position
of public trust. It claims that
my conduct violated this public
trust and confidence. I worked
as a teacher for 20 years, 14
of them in the Newton School
District. I am confident that if you were to contact administration and staff in this district, specifically those at Newton High School, they would support my claim that I was the kind of teacher everyone could trust. I am also confident that if you contacted my former students and their parents, they would also support my claim that I was a trustworthy, honest, hard-working, good teacher. I consistently went above and beyond to make sure my students were learning in a safe and secure environment. The administration, staff, students, and parents would also support me in denying the claim in point 4 of the "conclusions" page that my "conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions."

In point 3, it states that I "waived my right to an evidentiary hearing." I did not intentionally waive this right. I misread the
paperwork I received, thinking I had 20 days to respond to all instead of only 15 days to request a hearing. I did, however, refute all claims made by the State in the initial complaint by writing a letter in response. Having responded to the initial complaint, having provided a journal entry showing no felony or drug charges, and having responded to this current paperwork sent by the State, I do not see how the Kansas State Board of Education can continue to withhold the complete renewal of my professional teaching license. I will be happy to send names and numbers of various staff and students from my 20 years of teaching if you choose to contact any you can interview. I have also included a copy of my current resume if you prefer to contact previous employers on your own. I have always taken great pride in being an educator, both at the high school and community college level. It is
a job I am dedicated to completely.
I hold myself up as a role model especially while teaching in some of the toughest areas: at-risk students and special education students. I would not in any way knowingly
disregard the teaching profession.
For the reasons and supporting
documentation, I ask you to not support the recommendation that
my license not be renewed.

Sincerely,

[Signature]

Charles A. O’Hara, Attorney & Counselor at Law
1223 E. First Street
Wichita, KS 67214
316-263-5601
316-258-7102 (Cell)
email: charles@oharaohara.com
www.oharaohara.com
SUBSCRIBED AND SWORN to before me on this 26th day of June, 2014.

STATE WITNESSES:
Jeff Davis, #53
Chad Gay, #50
Robert Guest #911
Todd Hanchett #902
Anthony Hawpe, #41
KBI Technician
K C Kersenbrook #1103
Maurice Montano, #36
Mitchell Nedrow, #44
Michael Stinger, #56
Jason Thompson, #35
Deborah Hamm
Lisa S Moore
Mitchell Neuenschwander
Ken Rickard
Bryce Woelk
Rep. of Newton High School- USD#373
O'Hara & O'Hara
Attorneys at Law
1223 East First Street
Wichita, Kansas 67214
Telephone: (316) 263-5601

IN THE NINTH JUDICIAL DISTRICT
DISTRICT COURT, HARVEY COUNTY, KANSAS

THE STATE OF KANSAS,

PLAINTIFF,

-vs-

EDEN N. BLOOM,

DEFENDANT,

Case No. 13 CR 257

JOURNAL ENTRY

Now on this 16th day of June 2014, the above-entitled matter comes on for hearing on the Defendant's Motion to Modify Bond. The State of Kansas appears by and through Assistant District County Attorney, Jason Lane. The Defendant appears by and through his attorney, Kevin J. Zolotor. The Court after considering arguments by counsel and reviewing the file makes the following finding:

1. The Court, after hearing arguments of counsel and review of the file and charges, modifies the Defendant's bond as follows:

   a. The State has filed an interlocutory appeal.

   b. The defendant's most serious charge is a level 5 drug felony.

   c. Pursuant to K.S.A. 22-3604 the defendant is released forthwith from any bond in this matter pending the State's appeal.

IT IS SO ORDERED.
Approved by:

Kevin J. Zolotor, #22424
Attorney for Defendant,

Jason Lane, #22457
Assistant District Attorney,

Judge of the District Court
IN THE DISTRICT COURT OF HARVEY COUNTY, KANSAS

STATE OF KANSAS Plaintiff

vs. Case No. 2013-CR-000257

EDEN N BLOOM Defendant

MOTION TO WITHDRAW INTERLOCUTORY APPEAL

COMES NOW, the State of Kansas, by and through Jason R. Lane, Assistant Harvey County Attorney, and hereby gives notice that the State is withdrawing its interlocutory appeal.

RESPECTFULLY SUBMITTED.

JASON R. LANE, SC# 23457
Assistant Harvey County Attorney

CERTIFICATE OF MAILING

I hereby certify that a true and correct copy of the above and foregoing Motion to Withdraw Interlocutory Appeal was faxed, on the 25th Day of June, 2014, to the following:

Charles O'Hara
1223 E. First Street
Wichita, KS 67214
Fax: 316-263-7205

Clerk of the Appellate Court
301 SW 10th
Topeka, KS 66612
Fax: 785-296-1028

JASON R. LANE, SC# 23457
Assistant Harvey County Attorney
IN THE DISTRICT COURT OF HARVEY COUNTY, KANSAS

STATE OF KANSAS

vs.

EDEN N BLOOM

Plaintiff

Case No. 2013-CR-000257

Defendant

SUPREME COURT RULE 4.02 INTERLOCUTORY APPEAL BY PROSECUTION
Pursuant to 22-3601(a) and 22-3603

COMES NOW, the State of Kansas, by and through David E. Yoder, Harvey County Attorney, and hereby gives notice that the State is appealing the Court’s Order suppressing the evidence at the Suppression Hearing held on May 8, 2014.

RESPECTFULLY SUBMITTED.

[Signature]

DAVID E. YODER, SC# 11366
Harvey County Attorney

CERTIFICATE OF MAILING

I hereby certify that a true and correct copy of the above and foregoing Interlocutory Appeal By Prosecution was faxed, on the 22nd day of May, 2014, to the following:

Charles O’Hara
1223 E, First Street
Wichita, KS 67214
Fax: 316-263-7205

Clerk of the Appellate Court
301 SW 10th
Topeka, KS 66612
Fax: 785-296-1028

[Signature]

DAVID E. YODER, SC# 11366
Harvey County Attorney
DISTRICT COURT OF HARVEY COUNTY, KANSAS
In the Ninth Judicial District
2nd Floor, Harvey County Courthouse, Newton, Kansas

AMENDED COMPLAINT

THE STATE OF KANSAS, Plaintiff

vs.

EDEN N BLOOM, Defendant
504 N Topeka, El Dorado, KS 67042
DOB: 1967; White Non-Hispanic female;
5'01; 200 pounds; Brown hair; Brown eyes;
KS Driver's License Number: XXXXX0664;
Social Security Number: XXX-XX-6769

CASE NO: 2013-CR-000257

AMENDED COMPLAINT

COMES NOW David E. Yoder, a duly appointed, qualified and acting Harvey County
Attorney of Harvey County, Kansas, and of the 9th Judicial District of the State of Kansas, and
for and on behalf of said State gives the court to understand and be informed:

COUNT ONE

That on or about the 15th day of May, 2013, in Harvey County, Kansas, Eden N Bloom, then and
there being present did unlawfully and knowingly obstruct, resist or oppose a person she knew or
should have known to be law enforcement officer(s), to wit: Officer Chad Gay, and such law
enforcement officer is authorized by law to perform an official duty, and further that such act of
Eden N Bloom, to wit: resist being arrested, substantially hindered or increased the burden of
Officer Chad Gay in the performance of the officer's official duty. In violation of K.S.A. 2011
Supp. 21-5904(a)(2) & (b)(2)(B), Interference with Law Enforcement - Obstruction of Official
Duty, a class A nonperson misdemeanor. (Maximum penalty: one year in county jail and a fine
of up to $2500)
COUNT TWO

That on or about the 15th day of May, 2013, in Harvey County, Kansas, Eden N Bloom, then and there being present did unlawfully and knowing he/she was not authorized or privileged to do so, enter or remain in a structure, to-wit: Newton High School, located at 900 W 12th St, Newton KS 67114, and in defiance of an order not to enter or to leave said premises or property which was personally communicated to the defendant by the owner of said property or other authorized person. In violation of K.S.A. 2011 Supp. 21-5808(a)(1)(A), Criminal Trespass, a class B nonperson misdemeanor. (Maximum penalty: six months in county jail and a fine of up to $1000)

COUNT THREE

That on or about the 15th day of May, 2013, in Harvey County, Kansas, Eden N Bloom, then and there being present did unlawfully and intentionally, knowingly or recklessly engage in noisy conduct of such a nature that it would tend to reasonably arouse alarm, anger or resentment in others and with knowledge or probable cause to believe that her conduct would alarm, anger or disturb others or provoke an assault or other breach of the peace. In violation of K.S.A. 2011 Supp. 21-6203(a)(3), Disorderly Conduct, a class C misdemeanor. (Maximum penalty: one month in county jail and a fine of up to $500)

all of the 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 State of Kansas.

[Signature]
JASON R. LANE, SC# 23457
Assistant Harvey County Attorney
for David R. Yoder, SC# 11366
Harvey County Attorney

STATE OF KANSAS, HARVEY COUNTY, ss:

[Signature]
being first duly sworn, states that I have read the above and foregoing complaint and know the contents thereof, and that the same is true in substance and in fact.

[Signature]
COMPLAINING WITNESS
EDUCATION:

**High school diploma:** ElDorado High School, ElDorado, KS 1986

**BS in Secondary Education of speech, theatre, and English** 7-12

Kansas State University, Manhattan, KS May 1992

**MS in Special Education: Learning Disabilities and Behavior Disorders 7-12**

Kansas State University, Manhattan, KS May 2000

**MS in Special Education: Gifted Education K-12**

Emporia State University, Emporia, KS May 2010

PREVIOUS WORK EXPERIENCE:

**Interrelated Special Education Teacher**

Newton High School, Newton, KS August 2009-May 2013

Courses: English, speech, economics, government, VPL, Media Tech, study skills

Training: Multisensory Reading and Spelling, Multisensory Grammar and Advanced Grammar, KGTC conferences

Activities: club sponsor, class sponsor

**Adjunct Instructor**

Butler Community College, El Dorado, KS August 2001-May 2013

Courses: Fundamentals of English, intro to the Exceptional Child (online)

Training: DDAC-developed and designed online course for BCC

**Secondary Alternative High School Teacher**

Newton Alternative High School, Newton, KS August 1999-2009

Courses: English, social studies, speech, journalism, art, study skills, exploring media, conflict resolution, practical law, intro to theatre, lifeskills, careers, VPL recovery

Training: Boys Town Behavior Model, VPL computer instruction, Process Communication Model, Project Adventure, INTEL Teach to the Future

**Secondary General Education Teacher**

El Dorado High School, El Dorado, KS August 1997-May 1999

Courses: English, speech, drama, advanced drama

Activities: drama director, drama club sponsor, International Thespians Society sponsor/member, EHS Improv Troupe founder/sponsor, talent show coordinator, KSCA member

**Secondary Alternative School Teacher/Academic Coordinator**

Manhattan Alternative School (for students with behavior disorders)

Manhattan, KS October 1994-May 1997

Courses: created courses and curriculum for students in grades 7-12,

Programmed individual courses into the computer using the Plato Learning System

Aided students in learning through self-paced instruction

Training: Mandt training, Midwest Symposium for Behavior Disorder, KSCA conference, Plato Learning System, ASSET social skills program

**Adjunct Instructor**

Highland Community College outreach, Wamego, KS June 1993-May 1996

Courses: Fundamentals of English, College English I and II, speech

**Alternative English Teacher**

Wamego High School, Wamego, KS August 1992-May 1993

Courses: computer-aided recovery English for levels 9, 10, and 11

Activities: cheerleading sponsor

**Early Childhood Teacher, Early Childhood Classroom Assistant & Substitute**

September 1988 – December 1991

ElDorado, KS: First Baptist Daycare, Small World Daycare (lead teacher-2 yr olds)

Manhattan, KS: K-State Daycare, Kindercare
TRAINING AND CERTIFICATIONS:

Multisensory Reading and Spelling
Multisensory Grammar and Advanced Grammar
Infinitec Writing Workshop
DDOC: developing online courses
Boys Town Behavior Model
VPL computer Instruction
Process Communication Model
Project Adventure
INTEL Teach to the Future
MANDT training (expired certification)
ASSET social skills program
FISH Philosophy
First Aid (expired certification)
CPR/AED: infant–adult (expired certification)

SKILLS:

Computer Keyboarding
Microsoft Word, Powerpoint, and Publisher, limited Excel
Writing and Implementing Individualized Education Plans
Assessing problem behaviors in students
Writing and implementing behavior plans
Maintaining confidential student files
Scheduling and conducting meetings with parents, students, and educational staff
Problem solving
Pre and post testing
Data collection
Planning, preparing, and organizing lesson plans

References:

Roger Cutsinger
Butler Community College
Home: (316) 321-9394

Shellie Gutierrez
Butler Community College
(316) 321-2222

Meg McGranaghan
Butler Community College
(316) 321-2222

Troy Nordman
Butler Community College
(316) 321-2222

Linda Wapelhorst
Butler Community College
(316) 321-2222

Lori Winningham
Butler Community College
(316) 321-2222

Dennis and Susan Young
Young’s Appliance
El Dorado, KS
(316) 321-1515

Vicki Adams
El Dorado, KS
(316) 321-1458

Georgetta Grimmet
Newton High School
(316) 284-6280 ext. 2110
Home: (316) 284-0844 Cell: (617) 217-1876

Jennifer Horn
Newton High School
(316) 284-6280 ext. 2181
Cell: (316) 288-6071

Jerry Krehtable
Newton High School
(316) 284-6280 ext. 2125
Cell: (316) 217-2622

Jeni Herman
Harvey County Learning Center
Cell: (316) 259-3399

Gary and Debbie Willhite
Savage Construction, El Dorado, KS
(316) 321-3184/(316) 320-1130
Home: (316) 321-2059

Renee Tillotson
Towanda, KS
(316) 321-0630 Wartick Insurance
Home: (620) 752-3861 Cell: (316) 322-5184

Julie Wransosky
El Dorado, KS
(316) 320-9963-Coples Plus
Cell: (316) 258-9024
Topeka, KS 66612
900 S.W. Jackson St., Suite 650
Kansas State Office Building
Kansas Department of Education
BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of Application for )
Teaching License Submitted by )
Eden N. Bloom ) Case No. 14-PPC-31

Response to Respondent’s Objection to Professional Practices Commission Findings

COMES NOW the Kansas State Department of Education (KSDE), by and through its attorney R. Scott Gordon, to request the Kansas State Board of Education (the Board) adopt the findings of the Professional Practices Commission (Commission). In support of this request, KSDE offers the following:

1. **Ms. Bloom received a copy of the Complaint properly filed by KSDE.**

   As stated in the Commission’s Initial Order, a Complaint was filed Sept. 9th, 2014 with the Secretary to the Commission. The Complaint was signed and verified by Dr. Scott Myers, Director of Teacher Licensure and Accreditation for KSDE. The Complaint was mailed Sept. 10th, 2014 by certified mail to Ms. Bloom’s last known address. Someone at that address signed for the letter containing the Complaint indicating it had been received.

2. **Ms. Bloom did not request a hearing before the Commission nor did she file a verified Answer with the Secretary to the Commission.**

   Pursuant to K.A.R. 91-22-9(a), any person charged in a complaint shall have 20 days after receipt of the complaint in which to file an answer. K.A.R. 91-22-9(b) requires the answer to be typed, signed, and verified. If no answer is filed within those 20 days, the person shall be deemed to have admitted the allegations contained in the complaint and acquiesced in the proposed action. **K.A.R. 91-22-9(a).**

   Complaints filed with the Commission and the Board result in a right to request a hearing pursuant to the Kansas Administrative Procedures Act. **K.A.R. 91-22-1a(h).** As part of the complaint, notice was given to Ms. Bloom of her right to request a hearing. Ms. Bloom was also informed of the requirement that a written request for a hearing must be filed with the agency within 15 days of service of the notice. **K.S.A. 77-542(a).**
On October 2, 2014 Scott Myers received a letter from Ms. Bloom (letter #1). Letter #1 is not typed nor is it verified by sworn affidavit. Letter #1 was not sent to the Secretary as required and Letter #1 does not ask for a hearing. Letter #1 does not specifically address the allegations of the complaint other than to claim that she has “neither a felony conviction, nor any felony charges” and that “the events that occurred in May of 2013 at Newton High School involved no actual drugs, no actual arrest, and no actual charges or court proceedings.” Those brief musings buried within a three page handwritten letter can hardly be considered an Answer.

3. The Commission based their recommendation on the information made available to them.

Ms. Bloom apparently operates under the false assumption that a criminal conviction is required before the Board may take action against someone’s license. Misconduct can be a basis upon which the Board may revoke or deny someone’s teaching license, regardless of the status of a criminal case. Past denials by the Board based on underlying misconduct and not criminal convictions have been upheld by the Kansas Court of Appeals. See Wright v. Kansas State Board of Education, (2012) 46 Kan. App. 2d 1046. Here, even though not required by law but instead out of an abundance of fairness to Ms. Bloom, the Commission reviewed the letter written by Ms. Bloom addressed to Scott Myers. The Commission was not convinced that Ms. Bloom adequately defended herself against the allegations of the complaint as evidenced by the Commission’s Initial Order.

4. Ms. Bloom fails to provide this Board with sufficient reason to not follow the recommendations of the Professional Practices Commission.

The Commission provided Ms. Bloom a copy of its Initial Order. Attached to that Order was notice that she could submit a written brief citing legal authority as to why the Commission’s recommendation should not be accepted. At no time does Ms. Bloom ever deny that she possessed methamphetamine on May 15, 2013 at Newton High School. At no time does Ms. Bloom ever deny that she had to be forcibly removed from Newton High School by law enforcement. At no time does Ms. Bloom deny that she possessed drug paraphernalia on May 15, 2013 at Newton High School. At best, Ms. Bloom alleges that she’s been a good teacher for 20 years and that the district court dismissed two of five pending criminal charges.
Because the Professional Practices Commission made no error in concluding that Ms. Bloom's misconduct constituted sufficient cause to deny renewing her professional license, the Department respectfully requests this Board to adopt the Commission's findings in full.

R. Scott Gordon, #23858
General Counsel, KSDE

CERTIFICATE OF SERVICE

I hereby certify that on this 19th day of December, 2014, a true and correct copy of the above and foregoing Response was filed with Peggy Hill, Secretary to the Kansas State Board of Education and (1) copy was mailed by regular mail, postage paid, to:

Eden Bloom
504 N. Topeka
El Dorado, KS 67042

Cheryl Austin, Legal Assistant KSDE
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of )
the Professional License ) 13-PPC-50
of Ashley Eck )

AMENDED INITIAL ORDER

The Initial Order originally signed on August 25, 2014 is not in conformity with and does not accurately reflect the findings of the Professional Practices Commission as intended. Such findings are herein corrected so that the Initial Order will conform to the findings made in this case.

COMES NOW the Professional Practices Commission on this August 25, 2014, and makes the following recommendations to the State Board of Education.

FINDINGS OF FACT

1. Ashley Eck has been licensed by the Kansas State Board of Education since 2011. She recently applied for renewal of her professional license.

2. Ms. Eck submitted a signed, notarized document to the Kansas State Department of Education entitled VOLUNTARY SURRENDER. That document is attached to this order as Exhibit 1.

3. Ms. Eck has been made aware of her right to appear before this Commission and the Kansas State Board of Education and has waived that right. Ms. Eck has been made aware that by submitting her voluntary surrender her license may result in public censure, suspension, or revocation. Ms. Eck has been made aware that the Kansas State Department of Education will request revocation of his license.

4. The Professional Practices Commission finds that Ms. Eck has been convicted of Contributing to a Child's Misconduct, in violation of K.S.A. 21-5603(a)(2), a class A misdemeanor. The Commission further finds that her conviction was the result of a guilty plea. Ms. Eck's voluntary surrender comes as part of a plea negotiation with the prosecuting attorney for Cowley County for case 13-CR-561-W

CONCLUSIONS

Eck
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1. Any 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. K.A.R. 91-22-1a.

2. 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.

3. Ms. Eck’s conduct which resulted in her conviction of Contributing to a Child’s Misconduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession.

4. Ms. Eck’s conduct which resulted in her conviction of Contributing to a Child’s Misconduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching profession and is sufficient and just cause for revoking her license.

5. Although alternative sanctions are available, this Commission finds revocation to be appropriate given the nature and severity of her actions.

IT IS THEREFORE CONCLUDED by the Professional Practices Commission, subject to review by the State Board of Education, that Ashley Eck’s voluntary surrender be accepted, and that her teaching license and all endorsements shall be revoked immediately.

This Amended Initial Order is made and entered this 25th day of August, 2014.

PROFESSIONAL PRACTICES COMMISSION

Calin Kendall, Chairman
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 provisions 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 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 10th day of December, 2014, a true and correct copy of the above and foregoing Amended 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:

David H. Moses
Attorney for Ms. Eck
Moses & Pate, LLC
200 W. Douglas, Suite 900
Wichita, KS 67202

[Signature]
Theresa Cote', Secretary
Professional Practices Commission
To: Kansas State Board of Education

From: Peggy Hill

Subject: Monthly Board Reports & Requests for Future Agenda Items

These updates will include:

a. Chairman’s Report – Announcement of Committee Assignments
b. Board Attorney’s Report
c. Committee Reports – Communications Committee Update
d. Individual Board Member Reports
e. Requests for future agenda items
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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TO: Kansas State Board of Education

SUBJECT: Career & Technical Student Organizations Citizenship Day 2015

Annual CTSO Citizenship Day Luncheon
Wednesday, Jan. 14, 2015
Beginning at noon at the Capitol Plaza Hotel
17th and Topeka Blvd.

CTSO Citizenship Day offers the Kansas State Board of Education a chance to meet the elected student-officers of the various career and technical student organizations, and provides these officers a unique opportunity to gain a better awareness of the roles individuals such as you and other members of the Board have in Kansas public education.

You will have the option of either carpooling to the location or you are free to drive yourself. Please let us know your preference during the first day of the January Board meeting.