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

### TUESDAY, DECEMBER 13, 2016  
### MEETING AGENDA

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

### PRE-MEETING ACTIVITY

**Reception for outgoing Board member - Carolyn Wims-Campbell**  
Board Room, Suite 102, Landon State Office Building

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<th>Time</th>
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| 9:00 - 9:45 a.m. | 1. Call to Order  
2. Roll Call  
3. Mission Statement, Moment of Silence and Pledge of Allegiance  
(AI) 4. Approval of Agenda  
(AI) 5. Approval of November Minutes |
| 10:05 a.m.    | (IO) 6. Commissioner’s Report                                             |
| 10:30 a.m.    | (IO) 7. Citizens’ Open Forum                                              |
| 11:00 a.m.    | (RI) 8. Receive report on improvements with Kansas state assessments and ACT linking study |
| 11:20 a.m.    | (AI) 9. Act on Curricular Standards for Library/Information and Technology pg 31 |
| 11:30 a.m.    | Break                                                                     |
| 11:40 a.m.    | (IO) 10. Recognition of 2016 Milken Educator Award Winner                |
| Noon          | Lunch                                                                     |
| 1:30 p.m.     | (IO) 11. Update on special education direct entry programs               |
| 1:50 p.m.     | (RI) 12. Receive mid-year update on Kansas Education Systems Accreditation (KESA) zero year |
| 2:20 p.m.     | (AI) 13. Act on new appointment to Licensure Review Committee            |
| 2:30 p.m.     | (IO) 14. Recognition of 2016 National Schools of Character from Kansas  |
### Break

3:00 p.m.  
**Break**

### 3:15 p.m.

|   | 15. Report from Office of General Counsel on Professional Practices  
Commission process and review of licensure cases  
page 59 |
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### 3:30 p.m.

|   | 16. Legislative Matters  
page 67 |
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### 3:40 p.m.

|   | 17. Consent Agenda  
**Routine Items**  
**a.** Receive monthly personnel report  
page 69  
**b.** Act on recommendations for licensure waivers  
page 71  
**c.** Act on recommendations of the Evaluation Review Committee  
page 79  
**d.** Act on 2017 renewal licenses for commercial driving schools  
page 89  
**e.** Act on 2017 Kansas STEM Mentoring Initiative grant awards  
page 91  
**f.** Act on request from USD 447 Cherryvale to hold a bond election  
pg 93  
**g.** Act on request from USD 447 Cherryvale for capital improvement  
(bond and interest) state aid  
page 95  
**h.** Act to continue contract with MetaMetrics  
page 99  
**i.** Act on contract to implement Kansas Integrated Accountability System grant management application  
page 101  
**j.** Act on contract to implement Kansas Integrated Accountability System - data collections and analysis  
page 103 |
| (RI) |   |
| (AI) |   |

### 3:50 p.m.

|   | 18. Receive first quarter reports from Kansas State School for the Blind and Kansas State School for the Deaf  
page 105 |
| (RI) |   |

### 4:10 p.m.

|   | 19. Executive session for the purpose of discussing personnel matters of non-elected personnel  
page 131 |
|---|---|

### 4:30 p.m.

|   | 20. Executive session for the purpose of consultation with attorney  
page 133 |
|---|---|

### 4:45 p.m.

**RECESS**
WEDNESDAY, DECEMBER 14, 2016
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 at a future date
DI—Discussion Item
IO—Information Only

9:00 a.m.
1. Call to Order
2. Roll Call
3. Approval of Agenda

9:05 a.m.
4. Review and act upon licensure matter of Suzette Ramos page 137

9:20 a.m.
5. Receive survey results on Individual Plan of Study implementation page 217

9:40 a.m.
6. Discuss suspension and expulsion procedures and data page 219

10:20 a.m.
Break

10:30 a.m.
7. Board Reports & Requests for Future Agenda Items page 223

11:10 a.m.
8. Act on Board Member Travel page 225

11:20 a.m.
ADJOURN

Next Meeting: Jan. 10 and 11, 2017 in Topeka
VISION
Kansas leads the world in the success of each student.

MISSION
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

MOTTO
Kansans CAN.

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

OUTCOMES FOR MEASURING PROGRESS
• Kindergarten readiness
• Individual Plan of Study focused on career interest
• High school graduation rates
• Postsecondary completion/attendance
• Social/emotional growth measured locally
KANSAS STATE BOARD OF EDUCATION
Meeting Minutes
November 9, 2016

CALL TO ORDER
Chairman Jim McNiece called the monthly meeting of the State Board of Education to order at 10 a.m. Wednesday, Nov. 9, 2016, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He welcomed those in attendance, including students and faculty from Baker University and participants in the Kansas Educational Leadership Institute mentor-mentee program. Board members met Wednesday-Thursday this month to not conflict with election day. Chairman McNiece congratulated re-elected State Board members following the previous day’s election.

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

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

APPROVAL OF AMENDED AGENDA
Chairman McNiece announced two changes within the consent agenda — a revised 16 f. because of a contract amount increase for National Student Clearinghouse, and the addition of 16 i. for a contract with the Kansas Association of Broadcasters to air public service announcements promoting career and technical education. Mrs. Busch moved to approve the day’s agenda as amended. Mrs. Horst seconded. Motion carried 9-0-1 with Mr. Roberts abstaining.

APPROVAL OF THE OCTOBER MEETING MINUTES
Mrs. Horst moved to approve the minutes of the October Board of Education meeting. Ms. Wims-Campbell seconded. Motion carried 10-0.

COMMISSIONER’S REPORT
Commissioner Watson announced that two Kansas schools are being recognized as National Title I Distinguished Schools for their work to close the achievement gap and for continuous high achievement. Honorees are Sterling Grade School, USD 376, and West Elk School, USD 282. He presented the draft 2015-16 Kansas State Department of Education Annual Report. The publication highlights milestones from the past year’s work on the Kansans CAN vision and each of the vision outcomes. It also contains state assessment results, as one part of students’ academic and cognitive preparation. These are based on the new higher performance levels. The Commissioner asked assistant director Tammy Mitchell to report on the Kansas Learning Network’s exploration of criteria to identify schools for comprehensive support and improvement under the Elementary and Secondary Education Act. This includes a look at the multiple risk factors impacting student achievement.

CITIZENS’ OPEN FORUM
Chairman McNiece declared the Citizens’ Forum open at 10:37 a.m. Speakers and their topics were: Leah Fliter, Kansas Association of School Boards — presentation of KASB’s legislative committee
report and recommended legislative positions for 2017; Katherine Kersenbrook-Ostmeyer, Kansas Interagency Coordinating Council — concerns with PreK-K assignment policy for teachers. Chairman McNiece declared the Citizens’ Forum closed at 10:44 a.m.

**ACT ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION**
The Professional Practices Commission was represented by PPC Chair Linda Sieck, who brought forth summaries and recommendations on four licensure cases. She also answered questions about self-suspension. Mr. Porter moved to adopt the findings of the PPC and its recommendations that Dustin Wiley receive no formal discipline as a result of his conduct and Joseph Banning, Angel Bolen and Juley Kolterman’s applications for licensure be approved. Mrs. Waugh seconded. Motion carried 10-0.

**MOTION**
(00:53:01)

In a separate vote, Mr. Willard moved to adopt the findings of the PPC and its recommendations that Louis Emanuel’s application for an emergency substitute license be denied. Mrs. Cauble seconded. Motion carried 10-0.

**RECEIVE KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION ANNUAL REPORT**
Gary Musselman, Executive Director of the Kansas State High School Activities Association, presented the organization’s annual report to the State Board. He reported on numbers of member schools, student activity participation levels, and projects of the KSHSAA Student Advisory Team. Updates were given on the high school pitch count rule for baseball and committee recommendations on classification of schools. He answered questions about the impact of population shifts on reclassification and the “pay to play” concept.

**STUDENT ARTWORK PRESENTATION AND DEDICATION**
During a special presentation, students from Caldwell Elementary, USD 259 Wichita Public Schools, helped unveil a custom-designed wall hanging for the Kansas State Board of Education meeting room. This was a project created as part of the Caldwell Elementary A.R.T.S. after-school program for at-risk students supported by a 21st Century Community Learning grant. Holly Wilson, grant program manager, explained how the art project incorporated the Kansans CAN theme and allowed students to express their views of individual success. Several of the students spoke about their contributions to the design. The artwork complements a similar mural presented to the State Board in November 2015. A time for photos and visiting with students followed.

**LUNCH**
The meeting was recessed at 12:10 p.m. Mr. Roberts did not return for the afternoon session.

**PUBLIC HEARING ON REGULATION 91-31-32 (SUICIDE AWARENESS AND PREVENTION)**
At 1:30 p.m., Chairman McNiece resumed the meeting and opened the public hearing on K.A.R. 91-31-32 (suicide awareness and prevention). He read the public hearing protocol. There were no speakers to address the Board. Written public comments were submitted by the Joint Committee on Administrative Rules and Regulations and Claude Quinton, a substitute teacher. The public hearing closed at 1:33 p.m.

**READING FOR SUCCESS REPORT FROM ISTATION AND FORT HAYS STATE UNIVERSITY**
The goal of the Kansas Reading for Success program is to help every child reach his or her full reading potential regardless of background and access to literacy. The Department of Administration’s Procurement Negotiating Committee recommended Istation as the Kansas Reading for Success program vendor and the State Board approved its use in September 2015. Sandra Thomas, President and COO of Istation, provided an overview of the services offered elementary students (i.e. personalized learning paths, intervention lessons for struggling readers) as well as enrollment and usage statistics. Representatives from a Fort Hays State University research team were tasked with analyzing data and
tracking documented reading growth through use of Istation. They noted that restrictions in privacy laws limit what specific data could be obtained for evaluation purposes, therefore aggregate data was shared. Board members expressed concern about the limited information provided to help evaluate success of the program. Requests were made for a list of school district participants, expanded future analysis such as data on English language learners, and a written translation to accompany the statistical chart on growth scores by region. Inquiries were made about data restrictions within the Student Data Privacy Act, Istation customer satisfaction surveys, and what information teachers receive to monitor individualized student performance. Mr. Willard requested that reports on the Istation project be presented more than once a year.

**ACTION ON HIGHER EDUCATION LICENSURE PROGRAM STANDARDS FOR BIOLOGY, EARTH AND SPACE SCIENCE, AND SCIENCE**

Dr. Scott Myers, Director of Teacher Licensure and Accreditation, presented the revised licensure program standards for Biology 6-12, Earth and Space Science 6-12, and Science 5-8 for adoption. These content standards help institutions of higher education develop their educator preparation programs and monitor or redesign programs as necessary. Revision committee members John Rhodes of Friends University, Wendy Elkins of Shawnee Heights High School and Teresa Woods of Fort Hays State University were present to field questions. Mrs. Cauble moved to approve the revised educator preparation program standards for Biology (6-12), Earth and Space Science (6-12) and Science (5-8). Mrs. Horst seconded. During discussion, there were questions about crosscutting concepts and communicating openness about interpretations of science instruction. Motion carried 7-2 with Mr. Bacon and Mr. Willard in opposition, and Mr. Roberts absent.

**RECOGNITION OF NATIONAL FINALISTS FOR THE PRESIDENTIAL AWARDS FOR EXCELLENCE IN MATHEMATICS AND SCIENCE TEACHING**

State Board members recognized four Kansas educators for their classroom contributions in math and science. National Finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching are: Michelle Kelly from Basehor Elementary in USD 458 Basehor-Linwood, Brandi Leggett from Rosehill Elementary in USD 512 Shawnee Mission (both 2014); Trissa McCabe from Reno Valley Middle School in USD 309 Nickerson, Denise Scribner from Eisenhower High School in USD 265 Goddard (both 2015). Each Kansas finalist received a $10,000 unrestricted award from the National Science Foundation. The honorees talked about specific classroom programs and teaching strategies. Some of the examples were: projects allowing students to be citizen engineers helping their communities, connecting with nature through outdoor learning sites, contemplating “why” within the learning process.

Board members took a break until 3:45 p.m.

**REPORT ON GIFTED SERVICES IN KANSAS**

Education Program Consultant Dr. Diana Stanfill provided a timeline of changes in gifted services, then clarified elements of the definition for gifted as an exceptionality in special education. She talked about eligibility indicators, noting that the decision to implement an individual education plan (IEP) is determined at the local level. She also included figures for the number of students in Kansas who receive gifted services, outlined the educator requirements and shared a national perspective. Other presenters were: Kim Curtis with the Central Kansas Cooperative in Salina and Alice Bertels, a gifted facilitator with USD 437. They addressed teacher referrals, gifted identification, challenges of providing direct services, and examples of enrichment activities. Discussion included linking the Kansas CAN vision of meeting the needs of each student to the needs of gifted students. There were also comments about under identification of minority students and funding for gifted services.
CONSENT AGENDA

Mrs. Cauble moved to approve the Consent Agenda, which included an increase on the contract amount for the National Student Clearinghouse and the addition of a contract with the Kansas Association of Broadcasters to air public service announcements promoting career and technical education. Mrs. Horst seconded. Motion carried 9-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for October.
- confirmed the unclassified special projects personnel appointment of Michelle Irvine as Senior Administrative Assistant on the Child Nutrition and Wellness team effective Oct. 24, 2016 at an annual salary of $28,308.80.
- accepted the following recommendations for licensure waivers valid for one school year:
  - **Adaptive Special Education** -- Ashli LaGrand, USD 501; Amy Aldrich, D0613. **Adaptive Special Education -- Extension on the number of days on an Emergency Substitute License** -- Areatha Stevens, Jesse Hall, Justin Weir, Karen Johnson, Kelly Meyer, Rosa Williams, Toni Lockheart, USD 500. **Early Childhood Special Education -- Joanne Lange, USD 259; Kristen De La Garza, USD 475; Kristie Butler, USD 501; Jessica Botkin, D0618; Michelle Gregory, D0637. Early Childhood/Preschool** -- Jane Musgrove, USD 233; Amanda Erwin, USD 259. **Earth and Space Science** -- Michael Adams, USD 259. **English as a Second Language -- Extension on the number of days on an Emergency Substitute License** -- Andrea Tribitt, Mikhail Furnace, USD 500. **English Language Arts** -- Starla Fitten, USD 259. **English Language Arts -- Extension on the number of days on an Emergency Substitute License** -- Anita Messer, La Veda Tyler, USD 500. **Family and Consumer Science -- Extension on the number of days on an Emergency Substitute License** -- Karriem Sayles, USD 500. **General Business Topics -- Extension on the number of days on an Emergency Substitute License** -- Dana Farrar, James McCray, USD 500. **Gifted** -- Anna Calven, USD 261; Lisa Kill, USD 282; Madison Timmons, USD 383; Courtney Lee, USD 475; Matthew Campbell, Thomas Dobelbower, USD 501; Stuart Ross, D0720. **High Incidence Special Education** -- Emily Thayer, Jonathan Best, Sabrina Doty, USD 232; Andrew Pina, Heather Rothwell, Maggie Spratt, Aaron McDaniel, Amie Smith, Andrea Herzog, Andrea Baker, Brittany Hauck, Christopher Gebhardt, Cole Cherryholmes, Earnest Roberson, Elizabeth Arnce, Eric Boutz, Jason Allen, Jennifer Primm, Jessica Cranmer, Keli Lewis-Barron, Lisa Dridi, Marain Kline, Michael Lear, Mitsy Docter, Shirley Farmer, Taylor Kelly, Teressa Hays, Thomas Manion, Tonya Nottingham, Tyson Scroggin, USD 259; Austin Glenville, Cassandra Coleman, Charmeta Walker, Curtis Dunning, Emily Chippeaux, USD 260; Jacob Ditton, Jennifer Morse, USD 261; Jenna Haver, USD 282; Amber Stroda, Joshua Anderson, USD 305; Kyle Unruh, Susan Ruiz, USD 308; Jillian Tinkel, USD 320; Richard Horton, USD 330; Shelby Reed, USD 368; Laura Lafnitzegeger, Stephanie Cuddy, Rodney Robison, USD 383; Stacey Nyp, Andrew Weese, Courtney Thompson Kesselring, USD 437; Andrea Morris, USD 450; Harrison Taylor, USD 458; Jessica Taliaferro, Nicholas Perez, Sara Devine, Sarah Laffere, Sarah Slagle, Amy French, Brittany Ford, Amanda Morgan, USD 475; Sarah Rossillon, Curtis Field, Lori Wagner, USD 497; Brandon Wittman, Andrew Hartley, Anthony Wunder, Bethel Goodenow, Cesalee Brown, Elizabeth Stephens, Jamie Olliso, Jeffrey Schuh, Mariah Boos, Maxson Nehrbass, Randi Arensman, Allen Lake, Christine Baker, Jennifer Snyder, Jill Norton, John Swift, Kayleen Imparato, Matthew Lewis, Samantha Kraft, Chauncey Funk, Brenda Wilch, Dale Lesuer, Nathan Hanna, Shannon Kettler, William Wolff, Kalena Tannahill, Katherine Burton, USD 501; Annette Ostmeyer, Jeffery Kilgore, Audra Sundberg, Brandon Parker, Caleb Denton, Clarissa Cope, Jolie Van Petten, Matthew Moore, Rena Kilgore, Richard Menninger, Terra Bumgardner, D0608; Jose Martinez, Justin Stevens, Abraham Rosales, Cristabel Bernadac, Dillon Shouse, Dwight Green Jr., George Fowler, Jennifer Sowers, Matthew Legg, Oliver Schbley, Ruth Nolte, Scott Abel, D0613; Jessica Fischer, Tori Mace, D0615; Karen Gladh, D0616; Jennifer Janzen, Heather Steiner, D0617; Jordan Tice, D0620; James Leonard, Kimberly Bartelli, Bridget Esav, D0637; Jessica Fairbanks, D0720. **Library Media Specialist** -- Linda Bland, Lindsay Bucy, USD 259; Brent Corey, USD 409;

- accepted recommendations of the Licensure Review Committee as follows:  

authorized the Commissioner of Education to negotiate and

- enter into an agreement with EducationSuperHighway, Department of Administration and the Governor’s office to develop and implement a statewide plan to upgrade every school district to affordable high-speed broadband access.

- enter into a contract not to exceed a total of $165,000 covering a five-year period with the National Student Clearinghouse for core postsecondary data.

- continue a contract with College Board to provide for Advanced Placement exam fees for qualified students in an amount not to exceed $93,024.

- continue a contract with International Baccalaureate schools to provide for IB exam fees for qualified students in an amount not to exceed $67,620.

- enter into a contract with the Kansas Association of Broadcasters in an amount not to exceed $40,000 for the purpose of disseminating public service announcements to inform the public, specifically parents, about the importance of career exploration in high school.

**EXECUTIVE SESSION #1**

Ms. Wims-Campbell moved to enter into Executive Session for 20 minutes for the purpose of consultation with an attorney which would be deemed privileged in the Attorney-Client relationship, in order to protect the privilege and the Board’s communications with its attorney on legal matters. The session would begin at 5 p.m. Commissioner Randy Watson, Board Attorney Mark Ferguson and Assistant Attorney General Marty Snyder were invited to join the session. Mrs. Busch seconded. Motion carried 9-0.

At 5:20 p.m., Ms. Wims-Campbell moved to extend the same executive session for the purpose of consultation with an attorney for 10 minutes until 5:30 p.m. Mrs. Horst seconded. Motion carried 9-0.

The Board returned to open session at 5:30.

**ACTION FOLLOWING EXECUTIVE SESSION**

Ms. Wims-Campbell moved that the licensure matter of Suzette Ramos (Case No. 15-PPC-32) be placed on the December Board Agenda for review and action by the Board and that formal Notice of Review be provided to the parties. Mr. Porter seconded. Motion carried 9-0.
**EXECUTIVE SESSION #2**

Ms. Wims-Campbell moved to enter into Executive Session for no longer than 27 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 5:33 p.m. Mrs. Horst seconded. Motion carried 9-0.

Open session resumed at 5:49 p.m. and the meeting was recessed until 9 a.m. Thursday, Nov. 10.

______________________________
Jim McNiece, Chairman

______________________________
Peggy Hill, Secretary
CALL TO ORDER
Chairman Jim McNiece called the Thursday, Nov. 10, 2016 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 Board members were present:
John Bacon
Kathy Busch
Carolyn Wims-Campbell
Sally Cauble
Deena Horst
Jim McNiece
Jim Porter
Steve Roberts
Janet Waugh
Ken Willard

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

ACTION ON REGULATION 91-31-32 (SUICIDE AWARENESS AND PREVENTION)
General Counsel Scott Gordon provided the agency response as a follow-up to the Nov. 9 public hearing conducted on K.A.R. 91-31-32. Proposed additions to the school accreditation regulation are for suicide awareness and prevention training. There were no speakers to provide public hearing testimony. Mr. Gordon reminded Board members that they were provided a copy of written comments submitted by the Joint Committee on Administrative Rules and Regulations and by a substitute teacher. Discussion followed, centered on the definition of “all school staff” for whom the training would be required (i.e. contracted bus drivers). Mrs. Cauble moved that the Kansas State Board of Education adopt proposed Suicide Prevention regulation 91-31-32 as written. Mrs. Horst seconded. Motion carried 10-0 on a roll call vote recorded as follows:

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

BOARD REPORTS & FUTURE AGENDA ITEMS
Legislative — It was noted that Mr. Dale Dennis had distributed a copy of election results.

Communications — Mrs. Cauble reported that ideas are being discussed for the 2017 informational postcards as well as arranging a time for new legislators and State Board members to meet.

Teacher Vacancy and Supply — Mrs. Busch commented on the October meeting of this group, noting that they identified five focus areas. The next meeting will be in December.

Juvenile Justice Oversight — Mrs. Waugh serves as the only educational representative on this committee. She will suggest that school administrators be able to speak to the committee in the future.
INDIVIDUAL MEMBER REPORTS: Mrs. Busch suggested that any feedback on the potential KSHSAA reclassification be given to her or Mr. Porter as the Board’s representatives. Mrs. Cauble asked for more information on utilizing services available from the TASN (Technical Assistance System Network) online website. Mr. Willard suggested researching the Indiana legislature’s scholarship fund for new teachers to see if Kansas could promote something similar. Ms. Wims-Campbell attended the KSDE annual conference and an installation ceremony for participants in the Jobs for America’s Graduates program. Mrs. Cauble toured multiple schools in her district with Commissioner Watson. Several Board members commented on specific parts of the NASBE annual conference.

In his Chairman’s report, Mr. McNiece also commented on Kansas’ participation in the NASBE conference in Kansas City. He then talked about the KSDE annual conference, American Education Week, the Commissioner’s recent tour of school districts, and preparation of an informational packet for new and returning legislators about the Kansans CAN vision.

Future Agenda Requests: Mr. Willard requested that an evaluation report on Istation and the Reading for Success Program be provided more than once a year. Mr. Roberts asked for the following topics: effective educators and teacher college attendance, eliminating race or gender identification of students, state-funded school meal program without federal free or reduced program participation. Mr. Porter and Mrs. Horst asked to discuss ways to build bridges with legislators and inform them about State Board positions. Mr. Porter asked for the topic of schools’ challenges to address mental health; Mrs. Busch would like to include support offered through community agencies in the same discussion. Mrs. Horst would like to hear from the Kansas Art Educators Association and other art education organizations about professional development and adhering to the Rose Capacities.

ATTORNEY’S REPORT

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

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mrs. Busch, Nov. 14 Council for Exceptional Children/Special Education event, omit Nov. 17 KSHSAA executive board meeting second day; Dec. 3 KASB panel, Dec. 15 Teacher Vacancy and Supply committee meeting; Ms. Wims-Campbell, Dec. 3 and 4, KASB Annual Convention; Mrs. Cauble Dec. 15 Teacher Vacancy and Supply meeting, omit Nov. 15 southwest Kansas chamber event; Mrs. Waugh Nov. 14 meeting with assistant attorney general; Mr. McNiece Nov. 22 new member orientation, Dec. 3 KASB panel; Mr. Willard Nov. 15 ESSDACK Career Fair, Nov. 22 Complete High School Thanksgiving event, Nov. 30-Dec. 2 National Summit on Education Reform, Dec. 3 KASB panel, Dec. 8 and 9 Education Leaders Conference; Mr. Roberts Nov. 22 Complete High School Thanksgiving event, Nov. 30-Dec. 2 National Summit on Education Reform. Mrs. Horst moved to approve the travel list and additions. Mr. Porter seconded. Motion carried 10-0.

BREAK

There was a break until 10:40 p.m.

WORK SESSION ON VISION OUTCOME—MEASUREMENT OF POSTSECONDARY SUCCESS

A work session concluded the day’s agenda. All Board members were present. Directors Scott Smith and Lane Wiley presented information about data available from the National Student Clearinghouse that would help capture students’ postsecondary progress after high school graduation and into the initial year afterwards. They explained the categories of data available from the National Student Clearinghouse and how this information would establish a data infrastructure to aid in tracking the success of each student. Points of conversation included data not currently collected from other sources and full vs. part-time attendance. Next, Education Program Consultant Stacy Smith provided a more in-depth explanation of competency-based learning models. He shared
several examples of how other states have transitioned away from “seat time” in favor of a structure that creates flexibility and allows students to progress as they demonstrate mastery of the subject regardless of time, place or pace of learning. Kansas currently offers credit flexibility in the Quality Performance Accreditation regulations.

**ADJOURNMENT**
The meeting adjourned at 12:55 p.m. The next meeting will be Tuesday, Dec. 13 and Wednesday, Dec. 14. In January, the Board will select a new chair and vice chair to serve for the next two years.

____________________________________  ___________________________________
Jim McNiece, Chairman  Peggy Hill, Secretary
CALL TO ORDER
Chairman Jim McNiece called the monthly meeting of the State Board of Education to order at 10 a.m. Tuesday, Oct. 18, 2016, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He welcomed those in attendance, including participants in the Kansas Educational Leadership Institute program and pre-service teachers from Baker University. He also announced that Lt. Gov. Jeff Colyer would attend a portion of the afternoon meeting.

ROLL CALL
The following Board members were present:
John Bacon  Jim McNiece
Kathy Busch  Jim Porter
Carolyn Wims-Campbell  Janet Waugh
Sally Cauble  Ken Willard
Deena Horst

Board member Steve Roberts was absent.

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

APPROVAL OF AGENDA
Mrs. Cauble moved to approve the day’s agenda as presented. Mr. Willard seconded. Motion carried 9-0.

APPROVAL OF THE SEPTEMBER MEETING MINUTES
Mrs. Horst moved to approve the minutes of the September Board of Education meeting. Ms. Wims-Campbell seconded. Motion carried 9-0.

COMMISSIONER’S REPORT
October 2016 marked the first-year anniversary of the official announcement launching the Kansans CAN vision. In his report to the Board this month, Commissioner Watson recapped specific actions during the past year, all centered on an educational structure to “lead the world in the success of each student.” Actions included adding civic engagement to the definition of a successful Kansas high school graduate and specific work on each of the five adopted vision outcomes. Dr. Watson provided a list of the nearly 140 school districts and 100 organizations that he has visited or spoken to in the past year while sharing news of the vision. Finally, he reminded members that the vision work is a deep commitment, is considered a culture shift and relies on meeting the individual needs of students. Board members noted the importance of reaching teachers with the vision message.

CITIZENS’ OPEN FORUM
Chairman McNiece declared the Citizens’ Forum open at 10:39 a.m. Speakers and their topics were: Leah Fliter, Kansas Association of School Boards — summary of fall summits and invitation to KASB Annual Convention; Ted Hessong, USD 456 Marais Des Cygnes Valley — appreciation to Dr. Watson and Board for a guiding vision; John Richard Schrock, Emporia — seeking reality base of high school graduation rates. Chairman McNiece declared the Citizens’ Forum closed at 10:49 a.m.
RECEIVE BIANNUAL REPORT FROM COALITION OF INNOVATIVE SCHOOL DISTRICTS

The Coalition of Innovative School Districts is required to report twice a year to the State Board of Education. Currently, there are seven districts designated as Innovative. Bill Mullins, Marysville USD 364, serves as Coalition chair. He reviewed waiver requests previously granted to districts and Kansas City Kansas Public Schools’ use of Specialized Teaching Certificates. He explained Coalition changes implemented in 2016, including videoconference meetings, work sessions and increased use of subcommittees. Mr. Mullins touched upon focus areas for 2016-17, particularly work of the subcommittees on assessments, graduation requirements/competency-based credits, and expanded career-tech pathways for smaller schools. Board members commented on ideas related to common social studies assessments and defining social/emotional learning.

BREAK

The Board took a break until 11:22 a.m.

RECEIVE HIGHER EDUCATION LICENSURE PROGRAM STANDARDS FOR BIOLOGY, EARTH AND SPACE SCIENCE, AND SCIENCE

Dr. Scott Myers, Director of Teacher Licensure and Accreditation, introduced committee members who summarized proposed revisions to licensure program standards for the following: Biology 6-12, Earth and Space Science 6-12, and Science 5-8. These content standards help establish what is taught in higher education teacher preparation programs. Presenters were John Rhodes of Friends University, Wendy Elkins of Shawnee Heights High School, and Teresa Woods of Fort Hays State University. Board members received the revised standards for review, the previous standards and a comparison of the two versions. Discussion followed about the process of demonstrating content knowledge, emphasis on pedagogy, the need to make the standards Kansas specific, discussion of multiple theories, possibility of inquiry, and focus on deeper learning. The Board is expected to vote on the standards in November.

LUNCH

At 11:57 a.m., Chairman McNiece recessed the meeting for lunch until 1:30 p.m.

P.M. SESSION

RECEIVE INFORMATION ON E-RATE / EDUCATION SUPER HIGHWAY

The federal E-Rate program helps ensure that schools and libraries can obtain high-speed Internet access and telecommunications at affordable rates. KSDE Director of Information Technology Lane Wiley provided an overview of the E-rate program, its discounts and Kansas specific information. He then introduced Evan Marwell, CEO of EducationSuperHighway, to explain a plan to upgrade the broadband infrastructure for Kansas schools and maximize E-rate funding. The timeliness of improving fiber optic connectivity is aided by changes in the Federal Communications Commission’s temporary suspension of a cap on construction costs. ESH is a non-profit organization working with multiple states to ensure students have high capacity Internet access for digital learning. Currently, there is interest among several Kansas agencies to partner with ESH for helping meet the increased demand for Internet access. Questions arose about funding, capacity levels and benefits to communities.

REPORT ON RECOMMENDATIONS FROM ACCREDITATION ADVISORY COUNCIL

One component of the new Kansas Education Systems Accreditation (KESA) model is use of an objective Outside Validation Team. Each school district or system will organize its own team of education professionals to coach, mentor and support the district for the duration of the five-year accreditation cycle. Dr. Scott Myers, Director of Teacher Licensure and Accreditation, described several elements of the outside validation team including potential composition, regionally based training and responsibilities during the various cycle stages. Board members inquired about the ongoing feedback mechanisms and approval of the team members. An Accreditation Review Council, yet to be determined, was briefly discussed.
RECOGNITION OF NATIONAL PTA SCHOOL OF EXCELLENCE RECIPIENTS FROM KANSAS
Patty Jurich, Kansas PTA Family Engagement Chair, preceded introductions of the 2016-18 National PTA School of Excellence Award recipients from Kansas by describing the family-school partnership program. She shared the selection criteria as well as project highlights from each program. Those recognized were Shawnee Mission North High School and Shawnee Mission North High PTA (USD 512), and Wyandotte High School and Wyandotte High School PTSA (USD 500). Representatives from each school district, the school’s local PTA and the Kansas PTA participated in the award presentation.

Board members took a break from 3:10 to 3:25 p.m.

UPDATE ON KANSAS EDUCATIONAL LEADERSHIP INSTITUTE STATEWIDE PROGRAMS
The Kansas Educational Leadership Institute (KELI) mentors and supports educational leaders. Dr. Rick Doll became Executive Director of KELI in July 2016. He was present to update Board members on participation numbers, mentor training and program challenges. He stressed the importance of supporting school leaders, especially those gaining administrative experience. Established in 2011, KELI has expanded to serve not only first and second-year superintendents and principals, but also assistant superintendents, assistant principals and leaders in special education. In addition to mentoring, the organization coordinates ongoing professional learning opportunities. KELI partners with K-State’s College of Education, Kansas State Department of Education, Kansas Association of School Boards, United School Administrators of Kansas, and Kansas School Superintendents Association.

UPDATE ON SENATE BILL 155 AND INDUSTRY RECOGNIZED CERTIFICATION
Senate Bill 155 was passed into law in 2012 for the purpose of stimulating growth in Career and Technical Education at both the secondary and postsecondary levels in Kansas. Education Program Consultant Martin Kollman explained the multiple parts of SB 155. He reported on the number of certifications high school students earned as well as the number of students earning CTE college credit, tuition free. Data is also now available on non-SB 155 certificates being acquired. He outlined the history of state funding for the tuition reimbursement program and the certification incentive program, which aids high school students in graduating with an industry-recognized certification for high-demand occupations. Board members were concerned about the cut in program funding for transportation, particularly as it affects the rural school districts.

ACT ON 2017 STATE BOARD MEETING DATES
In September, State Board members received a proposed schedule of meeting dates for 2017, following the traditional schedule of meeting the second Tuesday and Wednesday of the month. Discussion prompted recommendations that additional schedules be provided for consideration. Board members discussed potential date conflicts. Mr. Bacon moved to select Option B for meeting the second Tuesday and Wednesday, except for the months of April, September and October. Mr. Willard seconded. During discussion, Mr. Porter suggested setting a two-year calendar beginning in 2018. The vote was 4-4-1, with Mrs. Busch, Mrs. Cauble, Mr. McNiece and Mrs. Waugh in opposition and Ms. Wims-Campbell abstaining. Mrs. Cauble then moved to select Option C for meeting the third Tuesday and Wednesday of the month. Motion died for lack of a second. Mr. McNiece offered a motion for meeting the second Tuesday and Wednesday of each month, except for April and October when the meetings would be the third week. Mr. Bacon seconded. Motion carried 7-1-1, with Mrs. Waugh in opposition and Ms. Wims-Campbell abstaining.

The 2017 schedule is as follows:

- January 10 and 11
- February 14 and 15
- March 14 and 15
- April 18 and 19
- May 9 and 10
- June 13 and 14
- July 11 and 12
- August 8 and 9
- September 12 and 13
- October 17 and 18
- November 14 and 15
- December 12 and 13

(03:02:37)  (03:02:37)  (03:02:37)  (03:02:37)
(03:20:00)  (03:20:00)  (03:20:00)
CHAIRMAN’S REPORT
Chairman McNiece reminded members that he would be absent the next day because of obligations as president of the National Association of State Boards of Education during the NASBE annual conference. He commented on continued work to establish the Lt. Governor’s Community Service Award as a joint effort with the Kansas Volunteer Commission. Chairman McNiece asked for Board consensus to endorse the award and for him to serve as a liaison. Lt. Gov. Jeff Colyer indicated that funding was secured for the next three years to recognize a high school junior and senior who would be selected by the individual school for outstanding community service. More information on the criteria and specifics was recommended. Mrs. Horst requested data on how many school districts have community service as a graduation requirement and how this is structured.

Continuing his report, Chairman McNiece mentioned the upcoming KSDE Annual Conference and Kansas Teacher of the Year banquet. He briefly acknowledged some of the month’s recognitions and observances that are connected to the Kansans CAN vision. Lastly, he announced that evaluation forms on the Commissioner, Board Attorney and Board Secretary are due to him by Nov. 1.

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

- received the monthly Personnel Report for September.
- confirmed the unclassified special projects personnel appointment of Keith Tatum as Public Service Executive on the Teacher Licensure and Accreditation team effective Sept. 26, 2016 at an annual salary of $43,680.
- accepted the following recommendations for licensure waivers valid for one school year:
  - Early Childhood Special Education -- Amy Spoonts, USD 389; Kayla Cozza, D0602; Audra Rush, Meagan Nelson, Tara Lopeman, D0603. English as a Second Language -- Courtney Hutson, USD 259. Gifted -- Adam Cameron, Jordan Courtney, USD 259; Douglas Davidson, Lee Weber, USD 320; Henry Arkmnecht, Jerald Braun, USD 489; Glenn Garcia, Lisa Wicoff, D0603. High Incidence Special Education -- Bonnie Weinstein, Jennifer Eichkorn, USD 229; Gregory Lies, Tiffani Mack-Bradford, Dennis Tabor, Bekka Bailey, Jessica Clasper, Brian Gomila, Ellen Oberle, Eric Torres, Evan Norris, Jaclyn Hall, Janece Ewart, Kraig Cowles, Audra Turner, Elizabeth Friesen, Julie Wingate, Katelyn Keith, Nicole Margheim, USD 259; Angela Merchant, Carolyn Day, Amy Dempsey, USD 263; Amanda Feldhus, Ashlyn Partridge, Herminia Benitez, USD 308; Casie Wiebe, Penny Graber, USD 320; Jennifer Taylor, Sheila Hooshmand, USD 336; Raechel Bruna, USD 364; Lita Zimmerman, Catherine Robl, USD 405; Tracy Perez, Demetra Johnson, Steven Purgar, Steven Smith, USD 457; Daphne Brown, Kaley Rodriguez, Kelsey Schowengerdt-Marquez, Madison Mall, Amanda Day, Frederick Winter, Sari Legleiter, Zachary Nelson, USD 489; Ashley Kennedy, Angela Brumbaugh, Peggy Pool, Sara Ball, Tami DuBois, Ashley Calvin, Erica Smith, Ronald Wolf, D0602; Eric Sparks, Melonie Vest, Jason Bates, Matthew Brumley, Erica Hunt, Michelle Mosher, D0603; Glenda Winkleman, Kendra Mattox, Christie Fugate, Brandi Rogers, Jeffrey House, Stephanie Swayze, Kristy Hartman, D0607; Joe Dalgarn, Dustin Wetzel, Michael Ayers, Jamie Waxmonski, D0609; Kymberlee Garcia, Travis Olson, Amberly Yohe, D0614; Shane Esilt, Dawn Burkett, Whitney Curry, D0702. Life Science -- Extension on number of days on an emergency substitute license -- Nicholas Vogts, USD 419. Low Incidence Special Education -- Jordan Louis, USD 229; Chantel Smith, Nicolina Spatharo, USD 259; Julia Wilson, USD 364; Jerlyn Gormly, USD 409; Angela Holtgraves, Kristen Taylor, Sharon Houser, Aubrey Gilhaus, Dana Kerr, USD 512; Alisha Rutherford, Kaitlyn Dispensa, D0603; Jillian Brock, Thresa Bowman, Victoria Starr, D0607; Adam Sallee, D0609; Helen Robinson, X0758; Aaron Nickelson, Z0032. Math -- Brooke Hollon, Christina Paine, Stephen Houser, USD 259. Math -- Extension on number of days on an emergency substitute license -- James
accepted the following recommendations of the Evaluation Review Committee for program approval:

- **Baker University** — Chemistry (I, 6-12) continuing program through Dec. 31, 2023;
- **Fort Hays State University** — Chemistry (I, 6-12), Elementary (I, K-6), Foreign Language I, PreK-12, Health (I, PreK-12), Physical Education (I, PreK-12), Technology (I, 6-12), High Incidence (graduate) (A, PreK-12) all continuing programs through Dec. 31, 2024;
- **Pittsburg State University** — Elementary (I, K-6), Family and Consumer Science (I, 6-12), History, Government, Social Studies (I, 5-8), History, Government, Social Studies (I, 6-12), Physical Education (I, PreK-12), Psychology (I, 6-12), Technology (I, 6-12), Building Leadership (A, PreK-12), District Leadership (A, PreK-12), Library Media Specialist (A, PreK-12), Reading Specialist (A, PreK-12), School Counselor (A, PreK-12), School Psychologist (A, PreK-12), High Incidence SPED (A, K-6, 6-12), Low Incidence SPED (A, K-6, 6-12) all continuing programs through Dec. 31, 2024;
- **Wichita State University** — Biology (I, 6-12), Chemistry (I, 6-12), Physical Education (I, PreK-12), Science (I, 5-8), Library Media Specialist (A, PreK-12) all continuing programs through Dec. 31, 2024.

authorized the Commissioner of Education to negotiate and enter into a contract with a vendor to be selected through the competitive bid process to provide development and ongoing servicing of a system for managing the data requirements of the Migrant Education Program for the period of November 2016 through June 2019 in an amount not to exceed $170,000.

At 4:50 p.m., Chairman McNiece recessed the meeting until 9 a.m. on Wednesday, Oct. 19.
CALL TO ORDER
Vice Chair Carolyn Wims-Campbell called the Wednesday, Oct. 19, 2016 meeting of the State Board of Education to order at 9 a.m. in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL
The following Board members were present:
John Bacon Jim Porter
Kathy Busch Steve Roberts
Carolyn Wims-Campbell Janet Waugh
Sally Cauble Ken Willard
Deena Horst

Chairman Jim McNiece was absent.

APPROVAL OF AGENDA
Mrs. Waugh moved to approve the Wednesday agenda. Mr. Porter seconded. Motion carried 9-0.

INFORMATION ON ANTI-BULLYING AWARENESS
October is National Bullying Prevention Month. In Kansas, Anti-bullying Awareness Week was observed Oct. 3-9. Schools were invited to share ways students, parents and the community incorporated this year's theme "You are Not Alone." Education Program Consultant Kent Reed showed several visual examples, including a video produced by the communications team at KSDE. He then addressed several related topics such as risk factor data, a downward trend in the number of reported bullying incidents, distribution of gang-free tool kits to schools and trauma-informed care. His report also included information about social-emotional character development and understanding students with adverse childhood experiences. Board members expressed a desire to learn more about social-emotional growth, which is one of the five Kansans CAN vision outcomes.

REVIEW REQUIREMENTS OF SENATE BILL 367
During the September State Board meeting, questions were raised concerning Senate Bill 367 relating to juvenile justice. There are many sections to the bill, but Deputy Commissioner Dale Dennis focused on the two that outline what’s expected of school districts and the State Board of Education. Section 14 addresses establishing skill development training for responding effectively to misconduct in school while minimizing student exposure to the juvenile justice system and/or law enforcement. Section 58 addresses policies to be developed by the local board of education for reporting information and the requirement of a Memorandum of Understanding with local law enforcement agencies and courts. Mr. Dennis answered questions about challenges and concerns in implementation.

Board members took a break at 10:20 a.m.

BOARD REPORTS & FUTURE AGENDA ITEMS
Board Attorney Mark Ferguson offered to answer questions about his written monthly report.
Communications — Mrs. Cauble noted that ideas are being considered for getting the vision message to new legislators.

Student Voice — Mrs. Busch summarized student responses gathered from questions asked to the student advisory team of the Kansas State High School Activities Association which met with her and Ms. Wims-Campbell. The committee continues to gain student input on education issues and barriers. Mrs. Busch asked for other suggestions of student groups to be contacted.

**Individual Board member reports:** Mr. Willard attended a school finance formula discussion at the Governor’s office; Mrs. Cauble participated in the Interstate Migrant Education Council meeting in Pittsburg, Pennsylvania and was on a panel at the KU Economic Policy Summit; Mr. Roberts visited teacher classrooms; Mrs. Horst visited three school districts and attended a KASB fall summit; Mrs. Waugh presented to students at the KU Edwards Campus, will be visiting Donnelly College students, and attended meetings of the juvenile justice committee; Ms. Wims-Campbell met with the KSHSAA student advisory team during its all-day session.

**Future Agenda Requests:** General consensus to recognize this year’s National Schools of Character from Kansas; retreat on social/emotional growth and concerns about mental illness to include positive action examples from Hesston schools, resources available for children identified with adverse childhood experiences, schools impacted by large numbers of students from foster homes, and solutions for lack of mental health resources; Mrs. Waugh requested presentations from both the Kansas Association for Conservation and Environmental Education (KACEE) and the Kansas Council for Economic Education (KCEE).

**BOARD MEMBER TRAVEL**
Additions to the travel requests were: Ms. Wims-Campbell, Nov. 16 workshop “Leadership in a Trauma-Sensitive Learning Environment” at K-State; Mr. Porter Oct. 27 superintendent meeting at Greenbush and school visits with the Commissioner, Oct. 28 school visits. Mrs. Cauble moved to approve the travel list and additions. Mr. Willard seconded. Motion carried 9-0.

**ADJOURNMENT**
Ms. Wims-Campbell adjourned the meeting at 11:05 a.m. The next meeting will be Wednesday, Nov. 9, and Thursday, Nov. 10, in Topeka.

Carolyn Wims-Campbell, Vice Chair

Peggy Hill, Secretary
To: Kansas State Board of Education

Subject: Commissioner’s Report

Commissioner Randy Watson will talk about the progress school districts are making toward the Kansans Can vision.
To: Kansas State Board of Education  
Subject: Citizens’ Open Forum  
Board Goals: Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy partners

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

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

If written material is submitted, 13 copies should be provided.
To: Commissioner Randy Watson
From: Beth Fultz, Scott Smith
Subject: Receive report on improvements with Kansas state assessments and ACT linking study

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

Information will be provided on two items during this report:

1) An update on actions to improve the stability and execution of the Kansas summative assessment

Presenters will be staff from the Center for Educational Testing and Evaluation (CETE) and from Agile Technology Solutions, the technology side of the assessment system for Kansas.

2) Results of an ACT linking study

Commissioner Watson requested a study of the predictive relationship between the performance of 10th grade students who took the Kansas Assessment Program (KAP) English language arts and mathematics assessments and performance on the ACT exam. Data was collected for a sample of students who took the English language arts and math assessments in 2015 and who also took the ACT between September 2015 and September 2016. Results of the study will be presented.
Item Title:
Act on Kansas Curricular Standards for Library/Information and Technology Education

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 Kansas Curricular Standards for Library/Information and Technology Education.

Explanation of Situation Requiring Action:
The Kansas State Department of Education develops and/or reviews curricular standards for Kansas schools at least every seven years per legislative statute. Throughout this past year, Library/Information and Technology educators from across all 10 State Board districts have come together to review and revise, as deemed necessary, the Library/Information and Technology standards.

In September, the co-chairs of the Library/Information and Technology standards presented to the State Board a draft of the standards. Since then, the standards have been placed on the KSDE website for public comment and are now ready for the State Board of Education to act upon.

The KSDE Library/Information and Technology Consultant as well as one of the co-chairmen will be present at the Board meeting for a very brief update.
Education, including schools and school libraries, enables students to become productive citizens. To accomplish this goal, today’s children and youth must learn to persist in searching for appropriate information sources necessary to carry out the learning process.

Information and technology literacy skills are embedded in all content standards. These skills have become more complex as the definition of information literacy continues to change. Changes include multiple literacies in digital, visual, and textual skills that are crucial for this century learners. They are important for personal, academic, and career success.

- School libraries are spaces where children and youth can read, think, learn, create, explore and grow either individually or collaboratively.
- In school libraries, what is learned in content areas becomes reinforced and enhanced with informational literacy skills instructed by a school library media professional.
- School librarians are teachers with specialized knowledge and skills for co-teaching with content area teachers. They provide students innovative opportunities to develop intellectual curiosity and deep thinking skills.
- School librarians teach vital 21st century skills useful in academic, nonacademic and career activities.
- School librarians focus on information access and literacy. Informational literacy is defined as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information sources.
- School librarians use both primary and secondary sources in many modalities, including print, audio and visual resources. Potential resources can include social media sites, podcasts, news footage, articles, music, graphs, visuals, artifacts, personal interviews, and novels.
- School librarians collaborate with other educators to teach reading, writing, thinking, listening, and speaking.
- School librarians, and access to effective school library programs, positively impact student achievement through personalized, rigorous learning experiences, and equitable access to resources for all students.

These standards are designed to provide a framework for school librarians and other coteaching partners to design, implement, and evaluate inquiry based instruction. The instruction can include curriculum, assignments and/or projects that connect content, information, and technology skills toward student success in becoming independent lifelong learners.
Learners who are developing information literate abilities should use cognitive and technical skills, resources, and tools to:

<table>
<thead>
<tr>
<th>1. Information Value</th>
<th>determine the value and purpose of information.</th>
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<tbody>
<tr>
<td>2. Information as Exploration</td>
<td>know the scope of the task required to meet an information need.</td>
</tr>
<tr>
<td>3. Information Research as Inquiry</td>
<td>pursue, study, and investigate problems for new understandings.</td>
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<tr>
<td>4. Information Authority</td>
<td>identify and evaluate information.</td>
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<tr>
<td>5. Information Format</td>
<td>recognize and distinguish uses and limits of products developed through various creative processes.</td>
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<tr>
<td>6. Information as Conversation</td>
<td>actively engage in non-academic, academic, and professional conversations.</td>
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### 1. Information Value: determine the value and purpose of information.

- Students recognize information as a product or service.
- Students understand information as a means for education, influence, or entertainment.
- Students use information as a means of discussing and understanding life-situations to make informed choices.

**PreK** By Kindergarten, with prompting and support, students will be able to:

- **P.1.1.** identify the front cover, back cover, and title page of a book.
- **P.1.2.** identify characters, settings, or illustrations to retell major events of the story.
- **P.1.3.** be aware of points-of-view (e.g., who is telling the story;
where does the story take place).

P.1.4. compare and contrast adventures and experiences of characters in familiar stories.
P.1.5. interact with different types of text.
P.1.6. identify sources of information (e.g., print, electronic, people).

K-2 By the end of second grade, students will be able to:

G2.1.1. recognize information appropriate to a task (e.g., fiction, nonfiction).
G2.1.2. explain and discuss various examples of fiction.
G2.1.3. distinguish the roles of author and illustrator.
G2.1.4. identify characteristics of folklore (e.g., fairy tale, folk tale, tall tale).
G2.1.5. identify elements of a story or illustration (e.g., characters, problem, setting, main idea, and sequence of events).
G2.1.6. listen, view, and interact with media of various types and lengths to gain information for pleasure and personal growth.
G2.1.7. recognize facts, opinions, and points-of-view in various information sources.
G2.1.8. describe accurately and completely ideas of characters in a story.
G2.1.9. compare and contrast personal experiences to experiences of characters in stories.
G2.1.10. seek and evaluate information related to personal interest.

3-5 By the end of fifth grade, students will be able to:

G5.1.1. interact independently with digital media of various types and lengths to gain information.
G5.1.2. understand different types of resources can be used for different purposes (e.g., books, databases, periodicals, websites).
G5.1.3. explain differences in facts, opinions, and points-of-view.
G5.1.4. respond respectfully to the points-of-view of others, to the ideas of others, and acknowledge the contributions of others.
G5.1.5. explore a range of resources related to one's information needs, personal interests, and well-being (e.g., nutrition, healthy play, hobbies).
G5.1.6. make connections among materials that are read, heard, and viewed.
G5.1.7. identify and respond to characteristics of realistic fiction, historical fiction, fantasy, science fiction, legends, fables,
and information text representing a variety of cultures and time periods.

G5.1.8. differentiate reading strategies among different types of text (i.e. informational, prose, narrative).

G5.1.9. analyze elements of a story including characters, setting, theme, and plot.

G5.1.10. communicate reaction to books read individually or in a small group.

6-8 By the end of eighth grade, students will be able to:

G8.1.1. determine how different points-of-view can influence the facts and opinions presented in controversial issues.

G8.1.2. encourage consideration of ideas and information from all group members.

G8.1.3. with guidance analyze and explain information presented in various formats; recognize the relationships of parts and the whole in visual and/or aural messages.

G8.1.4. read and evaluate the strengths and weakness of literature.

G8.1.5. recognize reading as a lifelong pursuit.

G8.1.6. identify characteristics of autobiography, drama, short stories, and mythology representing a variety of cultures and time periods.

G8.1.7. recognize characteristic styles of various authors and illustrators.

9-12 By the end of twelfth grade, students will independently be able to:

G12.1.1. assemble facts, opinions, and points-of-view and determine when appropriate in one’s own work (e.g., essay; report; presentation).

G12.1.2. recognize gaps in one’s own knowledge.

G12.1.3. understand and encourage the contributions of all group members in creating an information product.

G12.1.4. assess the value of various types of print and electronic information resources including databases, Internet sites, e-books, and government resources.

G12.1.5. access, retrieve, evaluate, and use information in real-life situations (e.g., job application; renting an apartment; selecting a physician).

G12.1.6. explore work of authors who write in different fictional genres and literary styles.

G12.1.7. understand complex forms of literary expression.

G12.1.8. read a variety of materials for educational and personal enjoyment.
12.1.9. read and evaluate strengths and weaknesses of literature.
12.1.10. read regularly for pleasure.

2. Information as Exploration: know the scope of the task required to meet an information need.

- Students identify and question information experts.
- Students explore information products for non-academic, academic, or career goals.
- Students, as independent learners, seek answers to their own questions.

PreK By Kindergarten, with prompting and support, students will be able to:
  P.2.1. seek information related to personal interest.
  P.2.2. answer questions based on information presented in a text.

K-2 By the end of second grade, students will be able to:
  G2.2.1. locate the library media center.
  G2.2.2. check out materials with assistance and return materials on time.
  G2.2.3. understand the layout and basic organization of the library.
  G2.2.4. exhibit proper respect for and care of library materials, facilities, and equipment.
  G2.2.5. identify and use parts of a book to gather information (e.g., title page, glossary, index).
  G2.2.6. explain fiction and nonfiction.
  G2.2.7. generally seek and evaluate information for personal interest.

3-5 By the end of fifth grade, students will be able to:
  G5.2.1. check out materials and understand how to reserve (on hold) and share materials with others.
  G5.2.2. identify and use subject headings, keywords, author, and title when using the catalog.
  G5.2.3. understand subject classification and information location in libraries.
  G5.2.4. expand identification and use of parts of a book, including the appendix, bibliography, glossary, copyright date, publisher, title page, table of contents, index, and preface.

6-8 By the end of eighth grade, students will be able to:
  G8.2.1. explore a range of resources related to one’s information needs, personal interests, and well-being (e.g., nutrition,
activities, hobbies).

G8.2.2. use information resources efficiently so that resources are available for others to use.

G8.2.3. comprehensively use parts and functions of print and electronic information sources (i.e., index, table of contents, glossary, text features, etc.).

9-12 By the end of twelfth grade, students will independently be able to:

G12.2.1. access, retrieve, evaluate, and use information in real-life situations to recognize new knowledge and understanding.

G12.2.2. apply information problem-solving skills to personal life.

G12.2.3. judge the quality of one’s own information products and solutions.

G12.2.4. actively support and/or create strategies for ensuring equitable access to information resources.

G12.2.5. demonstrate motivation by seeking information to answer non-academic (e.g., community service; team compromise) and academic (e.g., related to education goals) questions and interests; trying a variety of formats and genres; and displaying willingness to go beyond academic requirements.

3. Information Research as Inquiry: pursue, study, and investigate problems for new understandings.

- Students develop and refine questions to investigate a problem.
- Students use appropriate compute technology tools to access, retrieve, evaluate, and use information to create new knowledge across academic disciplines.
- Students apply an inquiry process for individual or collaborative research.

PreK By Kindergarten, with prompting and support, students will be able to:

P.3.1. gather information from provided resources for a specific topic.

P.3.2. state a simple problem or need for information.

K-2 By the end of second grade, students will be able to:

G2.3.1. formulate broad questions with prompting.

G2.3.2. recognize the need for information.

G2.3.3. follow steps of a basic problem solving model in a group setting.

G2.3.4. demonstrate knowledge and skills to draw conclusions by
integrating prior knowledge with new information from materials viewed, read, or heard.

3-5 By the end of fifth grade, students will be able to:

G5.3.1. refine questions as information needs change.
G5.3.2. individually with minimal guidance, follow steps of a basic problem solving model.
G5.3.3. use background knowledge as context for new learning.
G5.3.4. determine the need for additional information.
G5.3.5. demonstrate the knowledge and skills to apply information by combining ideas on a given topic from more than one source and more than one format.

6-8 By the end of eighth grade, students will be able to:

G8.3.1. develop essential questions that go beyond fact finding.
G8.3.2. review and extend skills in stating the problem or need for information.
G8.3.3. perform advanced search techniques and queries.
G8.3.4. seek diverse perspectives to resolve an information problem or question.
G8.3.5. independently demonstrate knowledge and skills to apply a problem solving model to critical issues encountered in various non-academic, and academic situations.
G8.3.6. demonstrate the knowledge and skills to analyze and synthesize information on given topics from multiple sources to create new meanings.
G8.3.7. read and use data as evidence to support claims.
G8.3.8. display emotional resilience by persisting in information searching despite challenges.

9-12 By the end of twelfth grade, students will independently be able to:

G12.3.1. review and extend skills in stating a problem or need for information.
G12.3.2. revise questions and inquiry as information needs change.
G12.3.3. demonstrate mastery of technology tools for accessing information and pursuing inquiry.
G12.3.4. evaluate outside information sources used to resolve an information problem or question (e.g., community college, university, government agency, interlibrary loan).
G12.3.5. follow a problem solving model when seeking knowledge in academic subjects and make real-world connections.
G12.3.6. recognize and use alternative systems for accessing and organizing information (e.g., government sources, databases, digital collections, and social media).
G12.3.7. assess for gaps or weaknesses in information gathered.
G12.3.8. read and use data as the basis for evidence; analyze and evaluate data; make valid and reliable claims.
G12.3.9. monitor own information-seeking processes for effectiveness and progress, and make necessary adjustments.
G12.3.10. display emotional resilience by persisting in information searching despite challenges.

4. Information Authority: identify and evaluate information.

- Students identify the expertise and credibility of the creators of an information resource.
- Students critically evaluate information resources based on information need and context for which information is used.

**PreK** By Kindergarten, with prompting and support, students will be able to:
- P.4.1. identify the author and illustrator.
- P.4.2. identify an appropriate resource for an information need from presented texts.

**K-2** By the end of second grade, students will be able to:
- G2.4.1. locate and select information appropriate to a problem or question (e.g., fiction, nonfiction).
- G2.4.2. identify simple reference sources (e.g., encyclopedias, maps, bookmarked websites, and local experts).
- G2.4.3. define and give examples of accurate information.

**3-5** By the end of fifth grade, students will be able to:
- G5.4.1. seek and select the most appropriate reference sources of information (e.g., books, databases, websites).
- G5.4.2. evaluate resources for currency, credibility, and authority.
- G5.4.3. identify and use parts of a book to gain information (i.e., copyright, publisher, table of contents, index, and glossary).
- G5.4.4. compare and contrast three information sources to verify accuracy and relevance.

**6-8** By the end of eighth grade, students will be able to:
- G8.4.1. independently use information from a variety of sources for academic subjects and personal knowledge.
- G8.4.2. evaluate resources for points-of-view, bias, value or intent of information.
- G8.4.3. identify inaccurate and misleading information.
G8.4.4. compare and contrast multiple sources and formats to verify information accuracy and relevance.
G8.4.5. understand the difference between primary and secondary sources.
G8.4.6. give credit to original ideas of others through proper attribution.

9-12  By the end of twelfth grade, students will independently be able to:
G12.4.1. evaluate and select information based on quality, credibility, accuracy, appropriateness for needs, and social and cultural perspective.
G12.4.2. understand the difference between relevant and irrelevant information.
G12.4.3. realize that conflicting facts, inconsistencies, and/or false claims are found in a multitude of sources.
G12.4.4. recognize and understand own personal biases and cultural context in relation to finding, gathering, and processing information.
G12.4.5. use digital tools to collect, analyze, and represent data in order to find patterns and organize the data into reliable and valid conclusions.
G12.4.6. select primary and secondary sources as appropriate.
G12.4.7. demonstrate the knowledge and skills to analyze, synthesize, and evaluate information on complex topics from multiple sources and multiple formats to create new meanings.
G12.4.8. understand the social nature of information and how information changes over time.
G12.4.9. give credit to original ideas of others through proper attribution and citation.
G12.4.10. differentiate various types of authority (e.g., academic expertise; social or political office or title; or special experience such as participation in a historical event).

5. Information Format: recognize and distinguish uses and limits of products developed through various creative processes.

- Students use appropriate technology tools and other resources to organize information.
- Students assess the fit between an information product and a particular information need.
• Students apply digital citizenship guidelines for educational, social, and recreational purposes.

**PreK**  By Kindergarten, with prompting and support, students will be able to:
  P.5.1. ask and answer questions about key details in a text.
  P.5.2. use various formats to gain new information.

**K-2**  By the end of second grade, students will be able to:
  G2.5.1. understand and demonstrate knowledge of the steps of a basic research model.
  G2.5.2. use and evaluate multiple formats to gain and present new information.
  G2.5.3. with guidance, take notes to gather relevant information from a variety of sources.
  G2.5.4. demonstrate in a group setting the knowledge and basic skills to organize information.
  G2.5.5. create and share information that contribute to the success of the group (e.g., share appropriate text; share appropriate pictures).
  G2.5.6. illustrate, communicate, and publish ideas and original stories using digital tools and media resources.
  G2.5.7. interpret a complex visual and/or aural message in a different format (e.g., write a poem about a picture; illustrate song lyrics).
  G2.5.8. understand and use Internet safety rules.

**3-5**  By the end of fifth grade, students will be able to:
  G5.5.1. take notes to utilize relevant information from a variety of sources.
  G5.5.2. implement a research model to find and synthesize information.
  G5.5.3. use online tools and organize information in a visual way that is appropriate for the assignment or project (e.g., graphic organizers, story maps).
  G5.5.4. with guidance, consider the purpose and audience for presenting information.
  G5.5.5. choose the most appropriate format to express new understandings.
  G5.5.6. understand Internet safety precautions (e.g., personal information, passwords, etc.).

**6-8**  By the end of eighth grade, students will be able to:
  G8.5.1. demonstrate the knowledge and skills to find and organize information using a research model.
G8.5.2. utilize digital tools to plan strategies for managing and designing projects or products.

G8.5.3. independently communicate information in the most appropriate format for the message and audience.

G8.5.4. choose a variety of ways to demonstrate competency and content knowledge using digital tools.

G8.5.5. seek, communicate actively, and integrate information within a group to create a common product.

G8.5.6. apply prior and new information to planning, creation, and evaluation of a particular information product.

G8.5.7. create a presentation using primary and secondary sources.

G8.5.8. practice safe, legal, ethical, and responsible use of websites and social media (e.g., passwords, personal information, etc.).

9-12

By the end of twelfth grade, students will independently be able to:

G12.5.1. use appropriate information tools and other resources to organize information in new ways that others can view, use, and evaluate.

G12.5.2. utilize a variety of formats to communicate and disseminate information and ideas and to evaluate the effectiveness of own product.

G12.5.3. recognize that content is affected by format.

G12.5.4. understand an intended audience; demands of a presentation format; and essential ideas being presented.

G12.5.5. create products that apply to authentic, real-world contexts.

G12.5.6. use social networks and information tools to gather, share, and publish work in venues that meet identified goals.

G12.5.7. judge the quality of one’s own information products and solutions related to topics of personal interest.

G12.5.8. use information and computer technology ethically and responsibly.

G12.5.9. actively foster a positive digital identity and reputation.

6. Information as Conversation: actively engage in non-academic, academic, and professional conversations.

- Students read and contribute to conversations at an appropriate contextual level.
- Students correctly cite and refer to evidence from various print and digital sources to support conclusions.
• Students speak, write, and interact as participants in a changing society.

**PreK**  
By Kindergarten, with prompting and support, students will be able to:  
G12.6.1. actively engage in large and small group reading activity with purpose and understanding.  
G12.6.2. predict and share what will happen next in a story.

**K-2**  
By the end of second grade, students will be able to:  
G2.6.1. demonstrate knowledge and skills to draw conclusions by integrating prior knowledge with new information from materials viewed, read, or heard.  
G2.6.2. recognize the importance of accurately expressing information in the student’s own words.  
G2.6.3. describe other’s ideas accurately and completely.  
G2.6.4. understand the basic concept of intellectual freedom.  
G2.6.5. understand the concept of giving credit to the author of an information source with a simple bibliography (e.g., author and title).

**3-5**  
By the end of fifth grade, students will be able to:  
G5.6.1. discuss ideas with others in the group, listen well, and change ideas when appropriate.  
G5.6.2. respond respectfully to the points-of-view and ideas of others and acknowledge the contributions of each.  
G5.6.3. with assistance, summarize, and paraphrase information in own words.  
G5.6.4. give credit using a bibliography with basic citations.  
G5.6.5. define or give examples of plagiarism.  
G5.6.6. define or give examples of intellectual freedom.

**6-8**  
By the end of eighth grade, students will be able to:  
G8.6.1. use appropriate editorial style for referencing documentation.  
G8.6.2. analyze sources and/or products to determine the steps necessary to respect intellectual property rights.  
G8.6.3. independently summarize and paraphrase information in students’ own words avoiding plagiarism.  
G8.6.4. cite text and image sources properly to avoid plagiarism.  
G8.6.5. participate in discussion about First Amendment rights, responsibilities, and intellectual freedom.  
G8.6.6. encourage consideration of ideas and information from all group members.  
G8.6.7. recognize that there might be more than one published perspective on an issue.
By the end of twelfth grade, students will independently be able to:

G12.6.1. construct appropriate bibliographic citations including in-text citations for research papers.

G12.6.2. cite text and image sources properly to avoid plagiarism.

G12.6.3. participate and collaborate as members of a social or intellectual network of learners to reach goals and pursue lifelong learning.

G12.6.4. use speaking and writing skills to communicate and validate effectively new understandings.

G12.6.5. demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

G12.6.6. build cultural understanding by collaborating locally and globally with learners from different regions and backgrounds.

G12.6.7. maintain openness to new ideas when evidence supports change.

G12.6.8. help groups move to consensus of information after substantive conversation and sharing by group members.

G12.6.9. identify and evaluate more than one published perspective on an issue.

References


Kansas Associations of School Boards (KASB, 2014). *The Rose Capacities Primer for Kansas Boards of Education*. KASB: Topeka, KS.
Retrieved from
https://www.kasb.org/assets/Publications/Rose%20Capacities%20Primer_Fall%202014.pdf

Retrieved from
http://www.ksde.org/Portals/0/TLA/Program%20Standards/Library%20Media%20Specialist%20Standards%2009082015.pdf


https://kslib.info/455/Kids-Parents
To: Commissioner Randy Watson  
From: Denise Kahler  
Subject: Recognition of 2016 Milken Educator Award Winner  

Board Goals: Provide an effective educator in every classroom

At its December meeting, the Kansas State Board of Education will have the opportunity to hear from Stephanie Conklin, recipient of the 2016 Milken Educator Award. Ms. Conklin is the principal at Brougham Elementary School, Olathe USD 233. She will receive an unrestricted cash award of $25,000.

Ms. Conklin will share some of the innovative programs and strategies she uses to foster student achievement at Brougham Elementary School. She also will be available to respond to questions from the Board.

The Milken Family Foundation, in cooperation with the Kansas State Department of Education, sponsors the awards program in Kansas, which alternates annually between elementary school educators and secondary school educators. The program recognizes, celebrates, and rewards teachers and principals who have made and continue to make significant contributions to the education of children.
To: Commissioner Randy Watson
From: Susan Helbert
Subject: Update on Special Education Direct Entry Programs

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 State Board on the direct entry special education programs. The update will include progress on the program standards and anticipated implementation timeline.
To: Commissioner Randy Watson
From: Kelly Slaton, Scott Myers
Subject: Receive update on Kansas Education Systems Accreditation (KESA) zero year

Board Goals: Provide an effective educator in every classroom

Staff will present information on the progress of the Zero Year rollout to the field. Quarter Two of the rollout is currently in progress and continues through January. Each quarter, Teacher Licensure and Accreditation staff members provide materials and training to system leaders, who can then utilize the materials and training to prepare their stakeholder teams (leadership teams and site councils) for the first official year of KESA (2017-2018).
Request and Recommendation for Board Action

Item Title:
Act on Appointment to 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 appoint Gwen McDonald to serve on the Licensure Review Committee as a representative of elementary level teachers. The term of office for the appointed nominee would be for a partial term from Dec. 13, 2016 through June 30, 2019.

Explanation of Situation Requiring Action:
Appointments to the Licensure Review Committee are made as stipulated under statute, K.S.A. 2-8508, 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 for a representative of elementary school teachers on the Licensure Review Committee. The nominee’s application is also provided.

Staff will be available to answer any questions regarding this appointment.
## Licensure Review Committee
### Membership Set by Statute

### Current Members

**Updated 7-12-2016**

<table>
<thead>
<tr>
<th>Current Members</th>
<th>Position</th>
<th>Size of District</th>
<th>Term Ends</th>
<th>Board District</th>
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<tr>
<td>Bolt, Heidi</td>
<td>Classroom Teacher, Middle level</td>
<td>1,920</td>
<td>June 30, 2017 (1st)</td>
<td>9-Porter</td>
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<tr>
<td>Royster Middle School</td>
<td>Chanute USD 413</td>
<td>400 W Main St</td>
<td>Chanute, KS 66720</td>
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<td>De LaRosa, Amy</td>
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<td>1,642</td>
<td>June 30, 2019 (1st)</td>
<td>1-Waugh 3-Bacon</td>
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<td>Eudora Elementary School</td>
<td>Eudora USD 491</td>
<td>801 E. 10th St. Box 602, Eudora, KS 66025</td>
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<td>Major, Bruce</td>
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<td>577</td>
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<td>Hillsboro High School</td>
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<td>Probst, Dale Jean</td>
<td>Classroom Teacher, Special Education</td>
<td>242</td>
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<td>South Barber USD 255</td>
<td>1220 North 8th St</td>
<td>Kiowa, KS 67070</td>
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<td>Wilson, Jan</td>
<td>Chairperson of a Department of Education of a Teacher Education Institution</td>
<td>NA</td>
<td>June 30, 2019 (2nd)</td>
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<td>Chair, Dept. of Education</td>
<td>Friends University</td>
<td>2100 West University Avenue</td>
<td>Wichita, KS 67213</td>
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<td>Vacancy</td>
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<td>(D. Kohlman’s 1st term uncompleted)</td>
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<td>Vacancy</td>
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<td>June 30, 2019 (1st)</td>
<td>(J. Byers never attended meeting 1st term uncompleted)</td>
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### NOMINEES RECEIVED

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<th>Position</th>
<th>Name</th>
<th>Size of District</th>
<th>Nomination Organization</th>
<th>Board District</th>
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<td>Classroom Teacher, Elementary Level</td>
<td>Gwen McDonald, Eisenhower Elementary Great Bend, USD 428</td>
<td>2,897</td>
<td>Kansas NEA</td>
<td>5 - Cauble</td>
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</table>
## NOMINEE-COMPLETE THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

**NAME OF BOARD/COMMISSION/COMMITTEE:**

- [ ] Professional Standards Board
- [ ] Licensure Review Committee
- [ ] Professional Practices Commission
- [ ] Regulations Committee
- [ ] Evaluation Review Committee
- [ ] Policies and Procedures Committee

Nominated by (organization) **KNEA**

Date **10/21/2016**

<table>
<thead>
<tr>
<th>Nominee's Name</th>
<th>Occupational Title</th>
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<td>Gwen McDonald</td>
<td>5th Grade Teacher</td>
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<td>Eisenhower Elementary School</td>
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<td>415 Beverly Dr</td>
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<td><a href="mailto:gwen.mcdonald@usd428.net">gwen.mcdonald@usd428.net</a></td>
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<tbody>
<tr>
<td>(620)793-1501</td>
<td>(316)680-4549</td>
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| Fax Number | | |
|------------|---|

State Board District (that you work in) **USD 428**

**Please state briefly:**

**Qualifications** for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include:

- currently certified and actively practicing in the immediately preceding three years, or serving as a member of the faculty of an institution of post-secondary education. PTA and KASB representatives are excluded from meeting these qualifications.

Professional License #: 1952273919 Expiry: 09/07/2019

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

2nd Grade Teacher 2013-2016, 5th Grade Teacher 2016- present
Building Leadership Team Member, MTSS Building Team

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

- [ ] 0-400
- [ ] 400-1200
- [ ] 1200-2500
- [X] 2500-5000
- [ ] 5000 and over

**Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee.**

- [ ] Yes
- [ ] No

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

- [ ] Yes
- [ ] No
To: Commissioner Randy Watson
From: Kent Reed
Subject: Recognition of 2016 National Schools of Character from Kansas

Board Goals: Provide an effective educator in every classroom

Once again Kansas has been honored by the National Forum on Character Education and Character.org with three schools being named as 2016 National Schools of Character. Those selected demonstrate a dedicated focus on character development that has a true positive impact on academic achievement, student behavior and school climate.

This year, the three Kansas schools receiving this recognition are:
- Lincoln Elementary (Clay Center in USD 379)
- Valley Center Intermediate (Valley Center in USD 262) and
- Kiowa County Elementary and Junior High School (Greensburg in USD 422).

Representatives from each district will present, along with KScharacter.org, a brief overview of their respective curriculums.
To: Commissioner Randy Watson
From: Kelli Broers
Subject: Report from Office of General Counsel on PPC process and review of licensure cases

Board Goals: Board Matters

During its July 2014 meeting, the Kansas State Board of Education gave the Office of the General Counsel discretion to clear applicants for teacher licensure using the framework suggested by that office. This report will provide an update to the State Board as to the number of applications for licensure that the Office of the General Counsel has reviewed and approved for licensure without involvement of the Professional Practices Commission or the State Board.
Individuals submit an application, fingerprints (if required), and appropriate fees.

Fingerprints are submitted to the KBI and the FBI for background checks.

OGC reviews all background checks.

The Process
The Problem

Prior to July 2014:

- Applicants with a prior conviction or diversion for crimes involving theft, drugs, children, or any felony faced the Professional Practices Commission (PPC)
- Backlog
- Statistics showed the PPC approved approximately 77% of cases heard

The July 2014 OGC Proposal

OGC requested a solution:

- Without PPC review, authorize KSDE to issue licenses to those who fit an acceptable profile
- New license: no felonies within 10 years or misdemeanors within five years
- Renewals: no felonies within five years or misdemeanors within two years
Our Progress: Year One
Cleared with Permission (77 applications)

- New Licenses: 58%
- Renewal: 42%

Our Progress: 2016 YTD*
Cleared with Permission (81 individuals)

- New Licenses: 27%
- Renewal: 62%
- Rapback: 11%
Our Progress: 2016 YTD

50 new applicants cleared with permission:

- Four had been convicted/diverted for felony offenses older than 10 years
- 46 had been convicted/diverted for non-felony crimes involving theft or drugs older than three years

Our Progress: 2016 YTD

22 applicants for renewal cleared with permission:

- Two had been convicted/diverted for felony offenses older than 10 years
- 20 had been convicted/diverted for non-felony crimes involving theft or drugs older than 2 years
Our Progress: 2016 YTD

Nine Rapbacks:

- One had been convicted/diverted for a felony offense older than 10 years
- Seven had been convicted/diverted for non-felony crimes involving theft or drugs older than two years

Of the 81 applications cleared with permission:

- No one prohibited by K.S.A. 72-1397
- No one with multiple offenses of concern
- No one with any type of sex offense
Repeat Performers

Of those approved by the PPC and State Board using standard protocol: Zero

Of those cleared with permission: Zero

Kelli Broers
Office of General Counsel
Kansas State Department of Education
To: Commissioner Randy Watson  
From: Dale Dennis  
Subject: Legislative Matters  
Board Goals: Governmental Responsibility

REVIEW STATE GENERAL FUND REVENUE ESTIMATES  
A review of state general fund revenue estimates for FY 2017, FY 2018 and FY 2019 will be presented. The memorandum prepared by the Legislative Research Department and the Division of the Budget following the meeting of the Consensus Estimating Group on Nov. 10, 2016 will be provided.

REPORT ON SELECTION OF LEGISLATIVE LEADERSHIP POSITIONS  
A brief report will be provided on the results of legislative leadership selection meetings held on Dec. 5, 2016.
To: Commissioner Randy Watson
From: Gwen Kramer, Wendy Fritz
Subject: Personnel Report

Board Goals: Governmental Responsibility

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Total Employees 233* as November 2016. Count does not include Board Members.

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

Agenda Number: 17 b.
Meeting Date: 12/13/2016

Staff Initiating: Director: Commissioner:
Susan Helbert Scott Myers Randy Watson

Item Title:
Act on recommendations for Licensure Waivers

Board Goals:
Provide an effective educator in every classroom

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

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

The attached requests have been reviewed by the Teacher Licensure and Accreditation staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.
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*First Renewal  **Final
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating: Catherine Chmidling
Director: Scott Myers
Commissioner: Randy Watson
Meeting Date: 12/13/2016

Item Title:
Act on program approval recommendations from the Evaluation Review Committee

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Program Approval" for Fort Hays State University, Pittsburg State University and Wichita State University.

Explanation of Situation Requiring Action:
Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review 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.
November 17, 2016

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Fort Hays State University

Introductory Statement:

On November 10, 2016, the Evaluation Review Committee reviewed the application for program approvals for Fort Hays State University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” for the following programs through December 31, 2024.

English Language Arts I, 6-12 continuing program
   Areas for Improvement:
   Standards 1-4
   None

High Incidence A, K-6, 6-12 (undergraduate minor) continuing program
   Areas for Improvement:
   Standards 1, 3-8
   None

   Standard 2 (Met)
   AFI 2.1: The assessments for Standard 2 do not cover the standard in its entirety.
   Rationale: Career development was not addressed in any of the assessments.

All New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”
(New programs must be operationalized within two years of KSBE approval.)
November 17, 2016

To: Dr. Randy Watson, Commissioner
From: Evaluation Review Committee
Subject: Final Recommendation for program approvals for Pittsburg State University

Introductory Statement:

On November 10, 2016, the Evaluation Review Committee reviewed the application for program approvals for Pittsburg State University.

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

Program Approval Recommendation

Recommend “Approved” for the following programs through December 31, 2024.

Art I, PreK-12 continuing program
Areas for Improvement:
Standards 1-7
None

Chemistry I, 6-12 continuing program
Areas for Improvement:
Standards 1-13
None

English Language Arts I, 5-8 continuing program
Areas for Improvement:
Standards 1-4
None

English Language Arts I, 6-12 continuing program
Areas for Improvement:
Standards 1-4
None

Music I, PreK-12 continuing program
Areas for Improvement:
Standards 1-9
None

All New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”
(New programs must be operationalized within two years of KSBE approval.)
November 17, 2016

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On November 10, 2016, the Evaluation Review Committee reviewed the application for program approvals for Wichita State University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” for the following programs through December 31, 2024.

High Incidence A, K-6, 6-12 continuing program
  Areas for Improvement:
  Standards 1-8
  None

Low Incidence A, K-6, 6-12 continuing program
  Areas for Improvement:
  Standards 1-8
  None

All New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”
(New programs must be operationalized within two years of KSBE approval.)
PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE’s Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

PROGRAM DECISIONS

New program approval decisions are:
• New Program Approved with Stipulation
• Not Approved.

Renewal program decisions are:
• Approved
• Approved with Stipulation
• Not Approved.
The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

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

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

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

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. An institution may challenge the appointment of a team member only on the basis of a conflict of interest.

(c) Program review process.

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

(2) An institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

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

(e) Request for hearing.

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

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

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

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

(g) Annual report.

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

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

(h) Change of approval status.

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

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

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)
91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

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

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

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

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

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

(e) Request for hearing.

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

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be
assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

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

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Joan Peterson  
Deputy Commissioner: Brad Neuenswander  
Commissioner: Randy Watson  
Meeting Date: 12/13/2016

Item Title:
Act on Calendar Year 2017 Licenses for Commercial Driver Training Schools

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education issue Calendar Year 2017 licenses to these recommended driver training schools: Alefs Harley Davidson, Wichita; Behind the Wheel, Inc., Overland Park; Bi-State Driving School, Overland Park; Drive Right School of Johnson County, Overland Park; Drive Right School of Wichita, Wichita; DriveKansas, Inc., Bonner Springs; Freedom Driving School, Lenexa; Go Driving School, LLC, Lawrence; Go Driving School Manhattan, Manhattan; HyPlains Driving School of Garden City, Garden City; HyPlains Driving School, Inc., Dodge City; Little Apple Driving School, Manhattan; McPherson Driving School, LLC, McPherson; Midwest Driving School, Lawrence; Motorcycle Rider Education, Wichita; Royal Driving School, Salina; Safety First Driving, Olathe; Schuetz Driving School, Olathe; Topeka Driving School, Inc., Topeka; Twin City Driver Education, Overland Park, Varsolona Driving School, Frontenac; Wichita Collegiate Commercial Driving School, Wichita; Wichita Driving School East, LLC, Wichita; Wichita Driving School, Inc., Wichita; Legacy Driving School of Andover, LLC (Andover) and Premier Driving School, LLC (Newton).

These schools will be licensed from Jan. 1, 2017 to Dec. 31, 2017.

Explanation of Situation Requiring Action:
The Driver's Training School License Act (K.S.A. 8-273 et seq.) requires that any person, partnership, or corporation providing driving instruction to ten (10) or more persons per calendar year for the purpose of meeting requirements of licensed driving of motor vehicles in Kansas, must secure a license from the State Board of Education. If approved, the proposed commercial driver training schools will be able to provide driving instruction to each qualified enrollee.

The Driver's Training School License Act (K.S.A. 8-273 et seq.) was established in 1965. In the past 10 years the number of schools has quadrupled. Each year the commercial schools must be audited by the Department of Education.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 e.
Meeting Date: 12/13/2016

Item Title:
Act on 2017 Kansas STEM Mentoring Initiative grant awards

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

Recommended Motion:
It is moved that the Kansas State Board of Education approve the 2017 Kansas STEM Mentoring Initiative sub-grantees as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:
Kansas received a federal grant titled The Volunteer Generation Fund from the Corporation for National and Community Service to recruit, manage and retain more volunteers in STEM mentoring relationships for youth in Kansas. The Volunteer Generation Fund is a competitive grant designed to expand opportunities for more Americans to serve while enhancing the capacity of nonprofits to have a sustained impact in local communities. The grantee, The Kansas Volunteer Commission, conducted a competitive state grant application and review process. Eligible applicants included public or private nonprofit organizations, serving the state of Kansas, including faith-based and other community organizations, public or private schools, institutions of higher education and government entities. Organizations from Kansas who were working to promote and support a Science, Technology, Engineering and Mathematics (STEM) education initiative at the K-12 levels were eligible for consideration.

All applicants underwent an intensive peer review and internal staff review process. Based on feedback from both the peer review and staff review, clarification questions were developed and sent to all applicants. After the clarification questions were received, staff created a report card for the Kansas Volunteer Commission, which will have the opportunity to review this and vote on applications at its Dec. 1 meeting. A complete list of recommended sub-grantees will then be prepared and provided during the Kansas State Board of Education meeting for approval.

The period of the grant award is Jan. 1 - Dec. 31, 2017.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:

Act on request from USD 447, Cherryvale, Montgomery County, to hold a bond election

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 447, Cherryvale, Montgomery County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 447, Cherryvale, Montgomery County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 447 plans to use the bond proceeds to pay the costs to: (1) remodel and improve the Thayer School facility by renovating its kitchen facilities, restroom facilities, entry areas for enhanced security, and replacing gymnasium bleachers; (2) remodel and improve the Lincoln Central School facility by demolishing the 1930's era original facility and constructing, furnishing, and equipping classrooms, entry areas for enhanced security, a gymnasium addition to the remaining structure and certain playground and office improvements; and (3) remodel and improve the Cherryvale Junior/Senior High School facility by renovating, constructing, and improving entry areas for enhanced security, classrooms, restrooms, weight room, vocational education facilities, music education facilities, installing new flooring and bleachers in existing gymnasium facilities, and constructing a new gymnasium facility addition and new parking and sidewalk improvements.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The community was involved in the process of the building proposal.
3. All required forms were properly filed with us, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appears to justify a bond election.
7. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

<table>
<thead>
<tr>
<th>Unified School District 447 - Cherryvale</th>
<th>County: Montgomery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current equalized assessed tangible valuation *</td>
<td>$26,812,441</td>
</tr>
<tr>
<td>2. Percentage of bond debt limit</td>
<td>14%</td>
</tr>
<tr>
<td>3. Amount of bond debt limit</td>
<td>$3,753,741</td>
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<tr>
<td>4. State Aid Percentage</td>
<td>48%</td>
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<tr>
<td>* Includes assessed valuation of motor vehicle</td>
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<table>
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<tr>
<th>Percent of Equalized Assessed Valuation - Current Year</th>
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<tbody>
<tr>
<td>5. Amount of bond indebtedness at present time</td>
</tr>
<tr>
<td>6. Amount of bond indebtedness requested</td>
</tr>
<tr>
<td>7. Total amount of bond indebtedness if request approved (Lines 5 + 6)</td>
</tr>
<tr>
<td>8. Estimated amount of bond indebtedness authorized without approval</td>
</tr>
<tr>
<td>9. Amount of bond indebtedness above bond debt limit requested</td>
</tr>
</tbody>
</table>

**Forms Requested**

- (X) 5-210-118 General Information
- (X) 5-210-106 Resolution
- ( ) 5-210-108 Publication Notice
- (X) 5-210-110 Application
- (X) 5-210-114 Equalized Assessed Valuation

(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

November 22, 2016
Craig Neuenswander
Date
Director, School Finance

November 22, 2016
Dale M. Dennis
Date
Deputy Commissioner
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:

Act on request from USD 447, Cherryvale, Montgomery County, to receive Capital Improvement (Bond & Interest) State Aid

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 447, Cherryvale, Montgomery County, to receive capital improvement (bond & interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 447, Cherryvale, Montgomery County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 447 plans to use the bond proceeds to pay the costs to: (1) remodel and improve the Thayer School facility by renovating its kitchen facilities, restroom facilities, entry areas for enhanced security, and replacing gymnasium bleachers; (2) remodel and improve the Lincoln Central School facility by demolishing the 1930's era original facility and constructing, furnishing, and equipping classrooms, entry areas for enhanced security, a gymnasium addition to the remaining structure and certain playground and office improvements; and (3) remodel and improve the Cherryvale Junior/Senior High School facility by renovating, constructing, and improving entry areas for enhanced security, classrooms, restrooms, weight room, vocational education facilities, music education facilities, installing new flooring and bleachers in existing gymnasium facilities, and constructing a new gymnasium facility addition and new parking and sidewalk improvements. Based upon the following criteria, staff recommends that this bond application be approved.

The application contains the following non-instructional-related items: Bleachers, parking and sidewalk improvements and kitchen remodel.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The community was involved in the process of the building proposal.
3. All required forms were properly filed with us, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.

(continued)
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appears to justify a bond election.
7. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
## Summary of Appeal to State Board of Education for State Aid

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<td>5. Amount of bond indebtedness at present time</td>
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<td>$16,121,259</td>
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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:

Act on contract with MetaMetrics for an annual license fee for Lexile and Quantile Measures

Board Goals:

Provide an effective educator in every classroom

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to continue a four-year contract with MetaMetrics for Lexile and Quantile measures. Project funding is in an amount not to exceed $197,165 per year, and is dependent on availability of funds. The total four-year contract (Jan. 1, 2017 through Dec. 31, 2020) is not to exceed $788,660.

Explanation of Situation Requiring Action:

Last year, the State Board of Education approved entering into a contract with MetaMetrics for the purpose of developing a Linking Study with the Kansas State Assessment in English Language Arts and Mathematics for the ultimate purpose of providing teachers, students and parents with a Lexile and Quantile score linked to the Kansas State Assessment. This one-year contract has been completed, and the first scores have been provided to schools.

In order to continue providing this valuable information to schools, students and parents, it is requested that the State Board of Education approve a multi-year contract with MetaMetrics for Lexile and Quantile scores. This contract would be effective Jan. 1, 2017 – Dec. 31, 2020, and would only be executed if funding through the department is available.

The key components of these multi-year license fee contracts include:

- A license for the use of Lexile and Quantile measures for each student in Grades 3-8 and 10.
- Customized MetaMetric products to support statewide implementation of Lexile/Quantile Measures from the Kansas State Assessment; such as:
  - KSDE Specific Lexile and Quantile Web Content and Online Resources
  - KSDE Customized State Lexile and Quantile Maps
- State Leaders Ongoing Professional Learning Opportunities and Support for Statewide Implementation of the Lexile and Quantile Measures
- Project Management Support
Item Title:

Act on contract to implement Kansas Integrated Accountability System Grant Management application.

Board Goals:

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

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with a vendor to be selected through the competitive bid process to provide development and ongoing servicing of the Early Childhood, Special Education, and Title Services’ Kansas Integrated Accountability System web-based grant management application for the period of January 2017 through June 2019 in an amount not to exceed $275,000 to be paid out of the federal Title I consolidated pool and IDEA VI-B funds.

Explanation of Situation Requiring Action:

The Kansas State Department of Education is required under the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) to conduct monitoring of all local education agencies (LEAs), also referred to as school districts, to ensure compliance with the provisions of federal and state laws and regulations. The selected vendor will provide an authenticated application that is to be a web-based system with the capability to collect, store, report, and track federal funds and related grant requirements for all IDEA and ESEA programs.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act on contract to implement Kansas Integrated Accountability System – Data Collections and Analysis

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

Recommended Motion:
It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with a vendor or vendors to be selected through the competitive bid process to provide development and ongoing servicing of the Early Childhood, Special Education, and Title Services’ Kansas Integrated Accountability System web-based Data Collection and Analysis System for the period of January 2017 through June 2019 in an amount not to exceed $275,000 to be paid out of the federal Title I consolidated pool and IDEA VI-B funds.

Explanation of Situation Requiring Action:
The Kansas State Department of Education is required under the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) to collect necessary data from all local education agencies (LEAs), also referred to as school districts, to ensure compliance with the provisions of federal and state laws and regulations.

The KSDE shall solicit proposals to address the respective data collection and analysis needs for 1) Special Education Data Project, 2) Personnel Web, 3) Outcomes Web System, 4) IDEA Maintenance of Effort and Excess Cost, and 5) Private School Participation Report. The selected vendor(s) will provide an authenticated application(s) that is to be a web-based system with the capability to meet the needs of each program individually or as part of a comprehensive solution for two or more programs.
To: Commissioner Randy Watson  
From: Madeleine Burkindine  
Subject: KSSB & KSSD First Quarter Reports (FY 2017)  
Board Goals: Governmental Responsibility

The First Quarter Reports (FY 2017) have been prepared for the Kansas State School for the Blind and the Kansas State School for the Deaf. Both documents are attached for the State Board of Education's review.
FY 2017

Kansas State School for the Blind
1st Quarterly Report

July 1 – September 30, 2016
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**MISSION**

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

**TRAININGS/WORK GROUPS/PROFESSIONAL DEVELOPMENT**

**Self Determination** – Staff are completing action plans that ask them to reflect on how their behaviors are promoting self-determination among our students.

**Tech Training** – KSSB added seven additional days of professional development (PD) to the calendar for the 2016-2017 school year. The PD focus for the opening week of school was on the use of technology and assistive technology to promote student outcomes.

**Suicide Awareness Training** – Staff received information on suicide awareness and ways to respond when students exhibit risk factors and warning signs.

**Recreation and Leisure** – Two KSSB instructional staff are collaborating to produce a video explaining ways to adapt or modify common board games for students with visual impairments. The video will also provide resources of where to obtain needed materials. Staff will assist students with the development of their own board games and provide resources of online games that are accessible to students with visual impairments.

**American Printing House for the Blind (APH)**

**Science** – KSSB’s science and math instructor, Sandra Craig, was selected by APH (American Printing House for the Blind) to field test their version of Snap Circuits® (an educational product/toy by Elenco® that helps kids learn about electronics). Sandra is including the secondary students, some of the transition students, and a few of the older elementary students in this project.

**RWAV** – KSSB will be a field evaluator for Room with a View (RWAV): Map-Reading Skills and Concepts. RWAV provides an interactive “room” and an assortment of 3D models and 2D graphics that can be used to represent the interior layout of a single room (e.g., bedroom, kitchen, school classroom), or larger venue (e.g., grocery store, library, etc.).

**State Assessments** – APH and Kansas have switched to the new Unified English Braille (UEB) Code for all assessments this year for students who are blind/visually impaired.
**PROGRAMS/SUPPORT/TEAMS**

**TASN Collaboration** – The TASN Autism and Tertiary Behaviors group is working to support KSSB’s staff who work with students who need additional support to meet their educational goals. The consultants are visiting classrooms, collecting data, and working with staff to improve instructional practices and reduce behaviors that impede learning.

**Transition Program**

KSSB has revisited the purpose and goals of our Transition Program and we will be reaching out to families, schools, and vision professionals across the state. Our program is an individualized, one-year, renewable program for students with visual impairments who are between 18 and 21 years of age, have completed their high school graduation requirements and are entering the next phase of their lives. Emphasis is on the Expanded Core Curriculum for blind/VI students. KSSB is working to more closely coordinate with each student’s family and local team to determine the goals and outcomes before the student reaches our campus. We also coordinate with the team while the student is on campus, and when they transition back to their home communities. Students in the program can attend college, attain a certificate at the Technical Education Center, or develop work skills. All students work on independent living skills while they are in the program. Our dormitory program allows students to gain experience living more independently by staying in an on-campus apartment and/or the cottage which is a separate free-standing domicile on campus. Students are expected to direct their own program and take responsibility for their own learning as much as possible.

**Kansas Education Systems Accreditation (KESA)**

KSSB has identified a “district” leadership team and has completed a self-assessment of the “Relevance” matrix for this quarter. The Director of Instruction has attended a KSDE/Greenbush workshop on KESA and is working to identify areas of strength and weakness. The leadership team will review the “Rigor” matrix next.

**Field Services**

The KSSB Field Service team continues to address the critical needs for the state of Kansas related to meeting student, teacher and district requirements. There are currently seven field service specialists who are assisting teachers, staff and administrators in Local Education Agencies and Part C agencies with services specific to their students with visual impairments. This fall a total over one-hundred and twenty general education teachers, special education teachers, and other related service personnel attended the four KSSB Field Services back-to-school workshops which were held in Hays, Garden City, and twice in Topeka.

The Kansas Vision Professionals Group community of practice meetings continue. These collaborative meetings are designed for vision professionals in regional areas throughout the state to participate in professional development activities. Teachers of the visually impaired, orientation and mobility specialists, paraprofessionals, teachers in training, and any other interested persons are welcome to attend. In addition, these meetings provide an opportunity
for vision professionals in Kansas to seek technical assistance and support from the KSSB Field Services Department. This quarter, they occurred in Topeka, Wichita, and Shawnee Mission/Kansas City, Kansas.

During the first quarter of FY 2017, eight service requests for assessments, mentoring, and technical assistance from field service staff were received. Services, including follow-up, have been provided for each of the requests.

**DEAF-BLIND PROJECT**

The Deaf-Blind Project is an extension of KSSB’s Field Services team and the goals of the project align closely with KSSB’s vision of building local capacity and advocating for students with vision (and hearing) loss. Deaf-Blind (DB) staff (Marites Altuna, Erin Kelly, Sookyung Shin, Jon Harding) have partnered with Families Together Inc. to provide parent leadership opportunities for families. A map showing where students identified as Deaf-Blind are located across the state has been created, and Marites has met in person with Part C (birth-3), Part B (3-5), and KSDE Special Education agency leads in Kansas. The project is visiting nine different regional Part C networks across the state to promote awareness, identification, and referral strategies. Project staff are using Adobe Connect and PB Wiki pages to conduct distance mentorship for teams working with Deaf-Blind youth. Intensive technical assistance is being offered to two teams working with transition-age youth, and the project is coordinating with Utah State University to offer training to paraprofessionals who wish to receive a credential as a Deaf-Blind intervener.

An agreement with the Helen Keller Regional Office has been signed to coordinate transition outcomes for youth with Deaf-Blindness. Census activities will be gearing up this December to identify and re-certify youth who are eligible for services from the project and through the Deaf-Blind Fund (KSDE). Project staff will attend a training on calendar systems presented by Robbie Blaha in early November and will attend a national gathering of Deaf-Blind Projects (Deaf-Blind Summit) in Austin, TX in March. In addition, Anne Nielsen and Dr. Linda Lawrence will be presenting on KSSB’s KanLovKids Project (via webcast) to the National Center on Deaf-Blindness.
### KanLovKids Low Vision Clinics

<table>
<thead>
<tr>
<th>Low Vision Clinics</th>
<th>Students Evaluated</th>
<th>Number of Clinics</th>
<th>Clinic Sites</th>
<th>Number of Adults (parents, teachers, other service providers) in attendance</th>
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<tr>
<td>Quarter 1</td>
<td>36</td>
<td>6</td>
<td>Dodge City (1) Girard (1) Kansas City (3) Oskaloosa (1)</td>
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<td>Quarter 2</td>
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<td>Quarter 4</td>
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</table>
2016-2017 TASN - PERSONNEL DEVELOPMENT GRANT

KSSB Field Service Staff Teaching University Courses

KSSB Field Services Director, Aundrayah Shermer, is the university instructor for the Orientation and Mobility courses for both UNL and MSU.

KSSB Field Services team member, Robert Taylor, is the university instructor for the Assistive Technology class for UNL.

Completed Program

Newly recruited 2016-2017

University of Nebraska Lincoln (UNL) – Current TVI Students

| Completed TVI program and earned endorsement – Spring/Summer 2016 | 3 | Centralia, Lawrence, Overland Park |
| On track to complete TVI program and earn endorsement – Spring 2017 | 3 | Lyndon, Ozawkie, Topeka |
| On track to complete TVI program and earn endorsement – Spring 2018 | 2 | Goddard, Wichita |
| On track to complete TVI program and earn endorsement – Fall 2018 | 2 | Topeka, Garden City |
| On track to complete TVI program and earn endorsement – Fall 2018 | 1 | Garden City |

Texas Tech University (TTU) – TVI and COMS Students

| Completed COMS program and certification - Fall 2015 | 1 | Garden City |
| Completed TVI program and earned endorsement – Spring 2016 | 1 | Wichita |
| Completed COMS program and certification – Summer 2016 | 1 | Winfield |
| Completed COMS program and certification - Fall 2016 | 1 | Ensign |
| On track to complete COMS program and certification – Summer 2017 | 1 | Wichita |
| On track to complete TVI program and earn endorsement – Fall 2017 | 1 | Overland Park |
| On track to complete COMS program and certification – Fall 2018 | 1 | Olathe |
**MISSOURI STATE UNIVERSITY (MSU) – TVI STUDENTS**

| On track to complete TVI program and earn endorsement – Spring 2017 | 1 | Wichita |
| On track to complete TVI program and earn endorsement – Spring 2017 | 1 | Lyons |
| On track to complete TVI program and earn endorsement – Fall 2017 | 1 | Kansas City |

**TOTALS**

| Students in Training | 14 | 114 |
| Students Completed Program | 7 | 114 |

**TVIs – 12**

**COMS – 2**

**TVIs – 4**

**COMS – 3**
KANSAS INSTRUCTIONAL RESOURCE CENTER (KIRC)

Jerri Lynn Knight has been hired as the new Library Assistant at KIRC. The first quarter has been busy with getting materials out to the school districts so students could begin their academic year commensurate with their classroom peers.

USD STUDENTS SERVED WITH KIRC MATERIALS SUPPORT (BY KSBE DISTRICT)

<table>
<thead>
<tr>
<th>Region</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>104</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>III</td>
<td>80</td>
<td></td>
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<tr>
<td>IV</td>
<td>129</td>
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<tr>
<td>V</td>
<td>107</td>
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<tr>
<td>VI</td>
<td>97</td>
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<td>VII</td>
<td>101</td>
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<td>VIII</td>
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<td>IX</td>
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<td>X</td>
<td>101</td>
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<td>KIRC</td>
<td>33</td>
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<td>TOTAL</td>
<td><strong>1,099</strong></td>
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VALUE OF NEW MATERIALS PURCHASED FOR USDs WITH FEDERAL QUOTA FUNDS (BY KSBE DISTRICT)

<table>
<thead>
<tr>
<th>Region</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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<tbody>
<tr>
<td>I</td>
<td>$31,009</td>
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<tr>
<td>II</td>
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<td>III</td>
<td>$2,049</td>
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<tr>
<td>IV</td>
<td>$28,908</td>
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<tr>
<td>V</td>
<td>$8,368</td>
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<td>VI</td>
<td>$17,258</td>
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<tr>
<td>VII</td>
<td>$5,288</td>
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<tr>
<td>VIII</td>
<td>$4,542</td>
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<tr>
<td>IX</td>
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<td>X</td>
<td>$15,889</td>
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<td>KIRC</td>
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<td>KSSB</td>
<td>$6,985</td>
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<td>TOTAL</td>
<td><strong>$151,944</strong></td>
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<tr>
<td>Materials/Services Provided</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Quarter</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Quarter</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Quarter</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Quarter</td>
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<tr>
<td>-----------------------------------------</td>
<td>-------------------------</td>
<td>------------------------</td>
<td>------------------------</td>
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<tr>
<td>Number of Materials in Circulation to USDs</td>
<td>15,250</td>
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<tr>
<td>Number of Braille Pages Transcribed/Embossed for Students</td>
<td>2,552</td>
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</tbody>
</table>

**STATEWIDE COLLABORATIONS FOR IMPROVED SERVICES**

KIRC Coordinator - 1<sup>st</sup> Quarter Activities:

- Collaborated with the Delores R. Benjamin Transcribing group to provide Braille textbooks and educational materials for Kansas’ blind students enrolled in public school programs.
- Attended and displayed at TASN’s 2016 Summer Leadership Conference.
- Attended TASN Quarterly Meeting August 11<sup>th</sup>.
## Budget/Revenue & Expenditures by Fund

<table>
<thead>
<tr>
<th>Fund</th>
<th>FY 2017 Budget/Revenue</th>
<th>Expenditures To Date 9/30/16</th>
<th>Balance</th>
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<tbody>
<tr>
<td>State Appropriation</td>
<td>5,343,990</td>
<td>1,382,627</td>
<td>3,961,363</td>
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<td>Federal Aid:</td>
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<tr>
<td>School Lunch</td>
<td>24,900</td>
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<tr>
<td>Special Education</td>
<td>549,813</td>
<td>78,366</td>
<td>471,447</td>
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<tr>
<td>Other</td>
<td>20,000</td>
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<tr>
<td><strong>Subtotal – Federal Aid</strong></td>
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<td>83,418</td>
<td>511,295</td>
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<td>Fees</td>
<td>326,852</td>
<td>73,207</td>
<td>253,645</td>
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<tr>
<td>Miscellaneous</td>
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<tr>
<td>Building</td>
<td>800,636</td>
<td>390,092</td>
<td>410,544</td>
</tr>
<tr>
<td>Other</td>
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<td></td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>7,066,191</td>
<td>1,929,344</td>
<td>5,136,847</td>
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</tbody>
</table>

## Budget Expenditures by Object

<table>
<thead>
<tr>
<th>FY2017 Budget/Revenue</th>
<th>Expenditures To Date 9/30/16</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>5,054,108</td>
<td>1,297,660</td>
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<tr>
<td>Contractual Services *</td>
<td>887,991</td>
<td>193,283</td>
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<tr>
<td>Commodities **</td>
<td>167,147</td>
<td>25,155</td>
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<tr>
<td>Capital Outlay</td>
<td>30,000</td>
<td>5,938</td>
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<tr>
<td>Other ***</td>
<td>122,840</td>
<td>13,747</td>
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<tr>
<td>Debt Service</td>
<td>43,928</td>
<td>43,928</td>
</tr>
<tr>
<td>Capital Improvements</td>
<td>760,177</td>
<td>349,633</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7,066,191</td>
<td>1,929,344</td>
</tr>
</tbody>
</table>

* Contractual Services - includes communications, postage, printing, travel, utilities, professional services, repairs, rentals, Accessible Arts, etc.

** Commodities - includes gasoline, paper, office supplies, food, educational materials, etc.

*** Other - includes scholarships/tuition paid by federal grants; voluntary retirement incentive
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KANSAS STATE SCHOOL FOR THE DEAF

VISION, MISSION, AND ACCREDITATION

VISION
A school, a community, a society in which hearing acuity is incidental, barriers are minimized, human potential is maximized and people are judged by their contributions and their character.

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

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

PROFESSIONAL DEVELOPMENT/ASSESSMENTS/CURRICULUM
The school year got off to a flying start with a full two weeks of inservices prior to students returning. With fifty meetings and workshops, the entire staff felt the time spent was well worth it and a great way to kick off a new school year. Several of the topics covered during the inservice training were full day workshops on Google Drive and Mental Health First Aid for Adolescents.

Students have finished their fall testing in MAP, our school-wide assessment program in the areas of reading, language, math and science. Many schools for the deaf have been using the MAP testing program and this fall have started a program to share data with each other. This is our third year of collecting MAP data so we are starting to be able to measure student growth over time.

The elementary department has adopted a new science and social studies curriculum which has been very popular. Studies Weekly publishes a Kansas standards-based curriculum in science and social studies that is delivered in a magazine and online format. The secondary department has adopted a new language arts curriculum from Cenage/National Geographic. It is a standards-based curriculum that was developed for ELL (English Language Learners) and it meets many of our students’ needs in the area of literacy. The feedback from teachers on both of these curriculums has been very positive.
**BILINGUAL DEPARTMENT**

The start of a new school year is always a busy time for the Bilingual Department as we welcome new students requiring assessments and services. This work is so important because most of our new students typically need services immediately to support their first and second language acquisition and learning. Currently, the Bilingual Department provides services for about half of the KSD student population with ASL tutoring, ASL Immersion classes, language facilitation, and reading, fingerspelling, and viewing interventions.

We have three ASL Immersion classes at the elementary level due to a large number of students who came to KSD with little or no ASL communication skills. ASL Immersion accelerates students’ acquisition of social ASL to prepare them to comprehend academic information in their core classes. Students exit this specially designed class when they reach a conversational proficiency of 4, on a 0-7 scale, on our expressive ASL assessment. At that point, they are moved to pull-out tutoring for continued work on their ASL goals. We have three part-time ASL tutors who perform pull-out and push-in services to help these students meet their goals.

When needed, a language facilitator accompanies students (almost exclusively ASL Immersion students) to their classes and facilitates communication between the target student, his/her peers, the teacher, and curricular materials. The language facilitator takes daily notes and meets biweekly with the principal, teachers, and bilingual specialist to monitor student progress and adjust service intensity.

**ASL POETRY AND STORYTELLING AT NELSON-ATKINS MUSEUM OF ART**

In September, as part of a new annual exhibit at the Nelson-Atkins Museum of Art to celebrate Deaf Awareness Day, seven KSD secondary students gave live performances of ASL Poetry and ASL Storytelling in the foyer of the museum. The museum received many compliments on these performances.

**INSTRUCTIONAL SERVICES**

**ELEMENTARY DEPARTMENT**

**EARLY CHILDHOOD CENTER**

As one of the efforts to better ensure preschool students are Kindergarten ready, the Early Childhood Center now has two designated classes. The preschool class is for students who need language acquisition primarily in American Sign Language (ASL) and secondarily in English and mathematics. The pre-kindergarten class continues with ASL acquisition and development of conversational and narrative skills plus academics. Both classes work on socioemotional and physical development, and continue speech-language therapy, occupational therapy and physical therapy.
**Elementary School**

This fall we have implemented a new language arts class and a new math class for students in third through sixth grades who are performing at a kindergarten to first grade level in reading and writing and/or math. The reasons for the students’ language and academic gaps include a late start in language acquisition and literacy experience, and/or learning difficulties such as learning disabilities, although diagnosing learning disabilities has often been quite challenging. To observe behaviors that may imply having a learning disability, we look at the individual student’s non-verbal IQ scores and compare them with their reading and writing, and/or mathematical learning progress. The class design uses a high-interest and low-level language experience approach to work with these students to develop their printed English and math abilities. Student response has been very positive. Their self-esteem is no longer at stake and they demonstrate an increased desire to learn and succeed.

**Secondary Department**

**Transition Services**

The 2016-2017 school year has gotten off to a busy start for the transition coordinator. She has been busy

- sharing information with juniors and seniors and their parents on Vocational Rehabilitation services, transition plans, scholarships, the ACT test, and college visits.
- holding informational sessions with students regarding their rights in IEP meetings to empower the students to take more ownership in their education and the development and carrying out of their four year high school plans.
- using the Virtual Job Shadow software program with students to give them the opportunity to learn about many different careers and vocations.
- observing students in class, at lunch, and during different activities in preparation for developing the best transition plans for students.
- spending time in career classes to offer support and assistance to students for college planning, ACT application and other transition related issues.
- making arrangements for speakers from Gallaudet University, Johnson County Community College, Kansas State University, and Rochester Institute of Technology to speak with KSD students who are interested in attending college.

In addition to providing the above listed services for students, the transition coordinator

- is a member of the Johnson County Transition Council. This provides an excellent resource for connections to Community Development Disabilities Organizations (CDDOs), Vocational Rehabilitation (VR), KanCare, and future placement options for our students.
- has been attending Olathe Chamber of Commerce meetings and pre-training workshops to build rapport with local businesses and increase internship options for KSD students.
On September 29th, the transition coordinator took juniors and seniors to the Olathe Chamber Career Expo where students had the opportunity to speak to local businesses and learn about career options and the education needed to be a competitive worker in today's job market.

**Dual Placement**
Two KSD K-STAR (Kansas Student Transition and Academic Readiness Program) students are attending the fall session of the Transition into Post-Secondary (TIPS) program at Johnson County Community College and twelve KSD high school students are taking a total of 26 classes through the Olathe School District. The required commitment of the dual placement student has been emphasized to both students and parents.

**Independent Plan of Study (IPS)**
KSD is in the process of establishing and following the State of Kansas requirements that all students have an Individual Plan of Study. We are in our initial year of planning and will be building the curriculum over the next four years.

**Middle School Students Visit the Hutchinson Mines**
The middle school students visited the Strataca Kansas Underground Salt Museum in Hutchinson during their studies about miners moving “West after the Civil War”. They got to experience what it is like to go into a mine and learn about what the working conditions would have been during that time as well as how mining has changed throughout history. They also got to see some historical items that are archived there e.g., movie reels and costumes, food from the 1920s, the newspaper from the day after President Abraham Lincoln’s assassination, etc. This was a great learning experience for the students that they really enjoyed.

**Student Life Department**

**Extended Day Program**
The K-STAR apartment program is entering its third year. During the first quarter of the school year, students in the program are learning about budgeting and banking. They are also learning how to develop menus, prepare grocery lists and make meals. During meal preparation, they learn about food safety and how to prevent food poisoning.

**The Learning Center (TLC)**
The Learning Center offers students a place to go for resources and homework support after school. We have a former KSD teacher coming to the TLC twice a week to tutor students.
ATHLETICS/STUDENT BODY COUNCIL

GPSD CHAMPIONS

KSD dominated fall sports in the Great Plains Schools for the Deaf (GPSD) Conference taking first place in both volleyball and football! The last time the volleyball team won the GPSD championship was in 2001 and the football team has not been the GPSD champion since 2006. The Great Plains Schools for the Deaf consists of the Arkansas, Iowa, Kansas, Minnesota, Missouri, New Mexico, Oklahoma, and Wisconsin state schools for the deaf; KSD has been a GPSD member since 1990. The schools (except New Mexico) take turns hosting annual competitions which, in addition to volleyball and football, include ASL (American Sign Language) Bowl, Academic Bowl, Oratorical Competition, basketball, and track and field.
**OUTREACH**

**AUDIOLOGY**

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

**Audiology/Hearing Assistive Technology (HAT) Report**

<table>
<thead>
<tr>
<th>HAT Consults</th>
<th>ATU Calls</th>
<th>ATU Emails</th>
<th>Comp Eval</th>
<th>IEPs Attended</th>
<th>HA/CI Checks/Repairs</th>
<th>Non-KSD Parent Calls</th>
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</thead>
<tbody>
<tr>
<td><strong>33 Consultations:</strong></td>
<td>82</td>
<td>1,000</td>
<td>15</td>
<td>6</td>
<td>18</td>
<td>5</td>
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<tr>
<td>Arkansas City</td>
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<td>Olsburg</td>
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<td>Osawatomie</td>
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<tr>
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<tr>
<td>Winfield</td>
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</tbody>
</table>

**1st Quarter**

**2nd Quarter**

**3rd Quarter**

**4th Quarter**

HA – Hearing Aid
CI – Cochlear Implant
**AUDITORY TRAINING UNIT (ATU) LEASE PROGRAM**

<table>
<thead>
<tr>
<th>Current Number of Receivers Leased</th>
<th>285</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current ATUs Billed</td>
<td>$ 87,173.66</td>
</tr>
<tr>
<td>Current Collected</td>
<td>$ 1,407.00</td>
</tr>
</tbody>
</table>

**BIRTH – THREE SERVICES – 1ST QUARTER**

Services were provided to the following networks:

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

**OTHER OUTREACH SERVICES OVERVIEW**

<table>
<thead>
<tr>
<th>Service</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultations/Observations/Evaluations</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of participants in workshops, trainings, professional developments</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of families participating in Family Signs Kansas</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families served by Sound START</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of future teachers of the deaf enrolled in the State Personnel Development Grant (SPDG) program</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ADDITIONAL SERVICES OVERVIEW

<table>
<thead>
<tr>
<th>Service</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mail, email, telephone and in-person contacts</td>
<td>1,411+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listserv</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Members (cumulative)</td>
<td>280</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Messages sent</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lending Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Materials checked out</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CONFERENCES AND COLLABORATIONS

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

<table>
<thead>
<tr>
<th>FY 2017 Budget/Revenue</th>
<th>Expenditures To Date 9/30/16</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriation</td>
<td>8,813,829</td>
<td>2,179,073</td>
</tr>
<tr>
<td>Federal Aid:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Lunch &amp; Breakfast</td>
<td>43,906</td>
<td>7,097</td>
</tr>
<tr>
<td>Special Education – Regular</td>
<td>228,213</td>
<td>7,866</td>
</tr>
<tr>
<td>Other</td>
<td>16,400</td>
<td>4,100</td>
</tr>
<tr>
<td>Subtotal – Federal Aid</td>
<td>288,519</td>
<td>19,063</td>
</tr>
<tr>
<td>Fees/Tuition</td>
<td>700,319</td>
<td>94,092</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>11,536</td>
<td>0</td>
</tr>
<tr>
<td>Building</td>
<td>1,160,687</td>
<td>124,805</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10,974,890</strong></td>
<td><strong>2,417,033</strong></td>
</tr>
</tbody>
</table>

### Budget Expenditures by Object

<table>
<thead>
<tr>
<th>FY2017 Budget/Revenue</th>
<th>Expenditures To Date 9/30/16</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>8,549,695</td>
<td>2,050,208</td>
</tr>
<tr>
<td>Contractual Services *</td>
<td>820,478</td>
<td>137,104</td>
</tr>
<tr>
<td>Commodities **</td>
<td>354,903</td>
<td>61,022</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>49,795</td>
<td>29,491</td>
</tr>
<tr>
<td>Debt Service</td>
<td>93,272</td>
<td>46,636</td>
</tr>
<tr>
<td>Other</td>
<td>27,706</td>
<td>8,171</td>
</tr>
<tr>
<td>Capital Improvements</td>
<td>1,079,041</td>
<td>84,401</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10,974,890</strong></td>
<td><strong>2,417,033</strong></td>
</tr>
</tbody>
</table>

* **Contractual Services** - includes communications, postage, printing, rent, travel, utilities, professional services

** **Commodities** - includes gasoline, paper, office supplies, food, educational materials, etc.
REQUEST FOR EXECUTIVE SESSION

Meeting Date: 12/13/2016

---

**Item Title:**

Executive Session #1

**Board Goals:**

Governmental Responsibility

**Recommended Motion:**

It is moved that the Kansas State Board of Education recess into Executive Session for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed.
Item Title:

Executive Session #2

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education recess into Executive Session for the purpose of consultation with an attorney which would be deemed privileged in the attorney-client relationship, in order to protect the privilege and the Board’s communications with its attorney on legal matters.
WEDNESDAY, DECEMBER 14, 2016
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

9:00 a.m.
1. Call to Order
2. Roll Call
3. Approval of Agenda

9:05 a.m.
4. Review and act upon licensure matter of Suzette Ramos

9:20 a.m.
5. Receive survey results on Individual Plan of Study implementation

9:40 a.m.
6. Discuss suspension and expulsion procedures and data

10:20 a.m.
Break

10:30 a.m.
7. Board Reports & Requests for Future Agenda Items

11:10 a.m.
8. Act on Board Member Travel

11:20 a.m.
ADJOURN

Next Meeting: Jan. 10 and 11, 2017 in Topeka
Item Title:
Review and act upon licensure matter of Suzette Ramos

Board Goals:
Board Matters

Recommended Motion:
The Motion will be provided by Board members.

Explanation of Situation Requiring Action:
This case was first reviewed by the Kansas State Board of Education at its Jan. 13, 2016, meeting. The State Board is reviewing this case again upon remand by Shawnee County District Court.

Ms. Suzette Ramos entered a criminal diversion agreement after having been charged with misdemeanor theft for using a co-worker’s credit card on five separate occasions. Ms. Ramos successfully completed diversion after a formal complaint was filed by the Kansas State Department of Education. Her criminal case was subsequently dismissed. A full evidentiary hearing was held on Nov. 23, 2015, after which the Professional Practices Commission recommended Ms. Ramos be publicly censured. KSDE filed a Petition for Review and Ms. Ramos filed a response.

All evidence presented at the Nov. 23, 2015 hearing is again provided, including a video of the hearing. Ms. Ramos’s hearing begins at approximately the 41st minute.

http://mediastream.ksde.org/media/Board/KSBOE%20Videos/23Nov15%20PPC.wmv
BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of  
the Professional License  
of Suzette Ramos

15-PPC-32  
OAH No. 16 ED0003

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<td>Initial Order</td>
<td>7</td>
</tr>
<tr>
<td>KSDE Hearing Exhibits</td>
<td>15</td>
</tr>
<tr>
<td>Ms. Ramos’s Hearing Exhibits</td>
<td>59</td>
</tr>
<tr>
<td>Ms. Ramos’s Response to Petition for Review</td>
<td>74</td>
</tr>
</tbody>
</table>
BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the Professional License
of Suzette Ramos

15-PPC-32
OAH No. 16 ED0003

PETITION FOR REVIEW

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

Introduction

Suzette Ramos is a licensed special education teacher. While licensed, she used her co-worker Gabriela Moreno’s credit card five times without authorization. Though Ms. Ramos claimed she found the credit card in the school parking lot, it was undisputed Ms. Ramos had unsupervised access to Ms. Moreno’s purse earlier that same day. In addition to claiming she found the card in a parking lot where she did not usually park, Ms. Moreno’s card was bright yellow and Ms. Ramos’s card was blue. Despite the difference in appearance and the probability of using the wrong card five times, Ms. Ramos claims to have accidently used Ms. Moreno’s card instead of her own because they were in the same coat pocket. Ms. Ramos never returned the card and never reported she used Ms. Moreno’s card. The theft was uncovered when Ms. Moreno realized her card was missing and contacted the bank and the police began investigating. Ms. Ramos wasn’t identified as the suspect until two weeks later.
After an evidentiary hearing, and by a vote of 5 - 2, the Commission recommended the State Board **publicly censure** Ms. Ramos for her actions. This recommendation is not supported by substantial and competent evidence.

**Standard of Review**

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

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

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

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

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

2
Ms. Ramos testified she did not tell Dr. Johnson the letter would be used at the hearing. See hearing DVD 1:52:40 – 1:53:50. Had Ms. Ramos testified otherwise, KSDE had rebuttal evidence available that would demonstrate Dr. Johnson was unaware of Ms. Ramos’s scheduled hearing before the Commission when she updated the letter of recommendation.

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

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

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

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

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

---

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

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

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

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

KSDE requests that the State Board review all evidence submitted at the hearing so it may judge the witnesses’ credibility for itself.\(^2\) KSDE makes that request for the following reasons:

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

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

\(^2\) All evidence admitted and a recording of the hearing are being provided to the Board electronically. Respondent is being provided a DVD copy of the hearing.
found Ms. Moreno’s unattended purse earlier in the day, but upon returning from lunch she had
parked in a parking lot different from her normal routine.

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

b. The Commission did not believe the witness

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

III. Requested Action

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

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

Respectfully submitted,

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

CERTIFICATE OF SERVICE

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

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

Kelli M. Broers
Kelli M. Broers
BEFORE THE PROFESSIONAL PRACTICES COMMISSION
KANSAS STATE DEPARTMENT OF EDUCATION

In the Matter of the Professional License of Suzette Ramos

Case No. 15-PPC-32 OAH No. 16BD0003

INITIAL ORDER

Statement of Case

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

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

Findings of Fact

1. With the exception of approximately one month, Ms. Ramos has been licensed as a teacher in Kansas since 2009. Ms. Ramos was employed as a licensed teacher at USD 457 in Garden City, Kansas, from August 2010 through May 2012, and then from August 2013 through May 2014. Prior to becoming a licensed teacher, she had worked at USD 457 as a paraeducator beginning in 1997.
2. Ms. Ramos is currently employed at USD 480 in Liberal, Kansas.

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

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

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

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

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

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

9. At around 5:00 that evening, Ms. Moreno went to buy groceries and discovered that her credit card was not in her purse. She then checked in her car and at
home. Remembering that she had put gas in her car the day before, she believed that the
card was lost and contacted the company to cancel the card.

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

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

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


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

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

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

17. On June 4, 2014, the Board of USD 457 accepted her letter of resignation.
18. Ms. Ramos was then hired as a special education teacher at USD 480 in Liberal, Kansas, for the 2014-2015 school year.

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

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

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

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

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

Conclusions of Law

and

Discussion

1. K.A.R. 91-22-1a provides that "[a]ny license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state
board for misconduct or other just cause," including entering into a diversion agreement after having been charged with a misdemeanor involving theft.

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

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

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

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

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

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

8. Ms. Ramos immediately tried to make restitution to Ms. Moreno and worked to complete her diversion in only four to five months rather than the year that had been ordered.
9. Without any prior evidence that Ms. Ramos has a propensity to engage in criminal conduct such as stealing or shoplifting, the Commission does not believe that such behavior will be repeated by Ms. Ramos.

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

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

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

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

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

15. Accordingly, the Commission finds that discipline is warranted and in this case, recommends the public censure of Ms. Ramos.
IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Ms. Ramos be disciplined by public censure.

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

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

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

Linda Sieck, Chairperson
Professional Practices Commission
CERTIFICATE OF SERVICE

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

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

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

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

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

[Signature]
Staff Person
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Professional License
of Suzette Ramos

15-PPC-32
OAH No. 16 ED0003

KSDE’S EXHIBITS
1. Complaint, Case No. 14CR689, in the District Court of Finney County, Kansas

2. Diversion Agreement, Case No. 14CR689, in the District Court of Finney County, Kansas

3. Motion and Order Dismissing Case, Case No. 14CR689, in the District Court of Finney County, Kansas

4. May 2, 2014, Letter from Heath Hogan regarding contract non-renewal

5. Ms. Ramos’s letter of resignation


7. Ms. Ramos’s apology letter

8. March 24, 2015, NASP letter

9. Letter from Ms. Ramos to KSDE received March 19, 2015

10. Letter from Ms. Ramos to KSDE received July 20, 2015

11. September 10, 2015, letter from Dr. Johnson

12. Ms. Ramos’s interrogatory responses

13. Ms. Ramos’s 2014 application for Professional License upgrade
IN THE DISTRICT COURT OF FINNEY COUNTY, KANSAS

STATE OF KANSAS, PLAINTIFF

vs

SUZETTE RAMOS, DEFENDANT

a/k/a

207 S 7th St

Garden City, KS 67846

Case No. 14CR0689

FINNEY COUNTY, KANSAS

COMPLAINT/INFORMATION

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

COUNT ONE

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

COUNT TWO

That on or about the 24th day of February, 2014 and the 26th day of February, 2014, in Finney County, Kansas, Suzette Ramos, then and there being present did unlawfully, knowingly and with the intent to defraud and for the purpose of obtaining money, goods, property or services, used a financial card, to wit: Golden Plains Bank Card, without the consent of the cardholder, to-wit: Gabriela Guadalupe Moreno, and within a seven day period of time, the value of the wrongfully obtained item(s), or service(s), was less than $1000.00. In violation of K.S.A. 2013 Supp. 21-5828(a)(1) & (b)(3), Criminal Use of a Financial Card, a class A nonperson misdemeanor. [21.5828.a.1.B3]
Witnesses: Gabriela Guadalupe Moreno, Dillons #5, Conoco, Wal-Mart, Oasis Gas & Wash, Golden Plains Credit Union, Daniel Guillermo Moreno, Gabriel Calvillo, David Gibson, Douglas Heit, and Hailey Knoll.

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

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

Krysta Harvey
Notary Public

State of Kansas }
County of Finney } ss
I do hereby certify the foregoing to be a true copy of
the document which is on file or is of record in my
office. Dated: 12-5-2015

Deputy
IN THE DISTRICT COURT OF FINNEY COUNTY, KANSAS

STATE OF KANSAS, Plaintiff

vs.

SUZETTE RAMOS, Defendant

DIVERSION AGREEMENT

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

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

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

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

1. That a "Diversion Agreement" means the specification of formal terms and conditions which the Defendant must fulfill over a specified term in order to have the charge(s) of Theft of property or services; Value less than $1,000 Criminal use of a financial card; W/o consent of owner less than $1,000 against him/her dismissed.

2. That the term of this Diversion Agreement shall be for a period of 12 months beginning on February 25 and ending on February 25, 2016, or until all conditions have been completed whichever is later.

3. That if the Defendant fulfills the obligations set forth herein, as determined by the County Attorney, the charges against said Defendant shall be dismissed with prejudice. However, should it come to the attention of the County Attorney that Defendant, during the term of this Agreement or extension thereof, has failed to fulfill the terms or obligations as set forth herein, then, and in that event, the County Attorney shall consider the Agreement breached, and shall so inform the Defendant and the District Court. The Court may resume the criminal proceedings on the complaint against the Defendant, upon finding the Defendant has failed to fulfill the terms of this Agreement.

4. Upon execution of this Agreement, the same shall be filed with the Clerk of the District Court of Finney County, Kansas, and shall serve to stay and further proceedings on the complaint until further order of the Court.
IT SHALL BE THE SPECIFIC CONDITIONS OF THIS AGREEMENT THAT:

1. Defendant shall not violate any federal, state or local laws. Provided further that Defendant shall immediately contact his/her Diversion Supervisor if arrested, charged or have any contact with Law Enforcement Officers.

2. Defendant shall continue to live in the State of Kansas or his/her state of residence. If the Defendant intends to move out of his or her state of residence, Defendant shall inform the Diversion Supervisor in writing and obtain permission before moving. Defendant shall notify the Diversion Supervisor of any change of address in writing, within five (5) days of any such change. Any mail addressed to the Defendant at the last known address as shown on the most recent reporting document, returned to the Supervisor as not deliverable, no forwarding address on file, etc., will be considered prima facie evidence that he/she has failed to meet this condition of his Diversion Agreement.

3. Defendant shall report to his/her Diversion Supervisor in person, by telephone, or by mail BETWEEN THE 15TH AND 21ST DAY OF EACH MONTH. FAILURE TO DO SO WILL RESULT IN THE AUTOMATIC REVOCATION OF THIS DIVERSION AGREEMENT.

The Defendant Shall Pay the following amounts:

1. The Diversion fee of $175.00 less the $40.00 application fee shall be due within thirty (30) days of signing this Agreement. NO EXTENSIONS WILL BE GRANTED.

2. The Defendant shall pay Court costs of $158.00 the day of the conference.

3. Defendant shall contribute $225.00 to a non-profit organization in Garden City, due the day of the Diversion Conference and payable to the Finney County Attorney’s Office, who in turn will pay out the contribution to the designated agency.

4. The Defendant shall pay a $10.00 Community Service Fee and then complete forty (40) hours of community service work to be monitored by the Diversion Supervisor. Said work is to be completed within the time allotted by the Diversion Supervisor. Defendant shall follow the rules as outlined in the community service agreement which is attached and incorporated herein. All hours shall be provided to the Diversion Supervisor in writing.

5. The Defendant shall pay restitution in the amount of $1,975.00 with monthly payments of at least $100.00 due by the 15th day of each month. The first payment shall be due by March 15, 2015, payable to the Finney County Attorney’s Office for distribution to the appropriate party.

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

1. The Defendant shall complete the Larceny Program through Community Corrections and provide proof of competition of said program to the Diversion Supervisor in writing.
2. The Defendant shall write an apology letter to the victim and submit it to the Diversion Supervisor for review. Once approved, the Diversion Supervisor will forward the apology letter to the victim.

DEFENDANTS WAIVER OF RIGHTS & STIPULATIONS

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

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

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

[Signature]
Divertee – Defendant

[Signature]
Attorney for Divertee – Defendant

[Signature]
Finney County Attorney’s Office
Diversion Supervisor
IN THE DISTRICT COURT OF FINNEY COUNTY, KANSAS

STATE OF KANSAS,

vs.

SUZETTE RAMOS,

Plaintiff

Case No.  2014-CR-000689-MD

Defendant

EXHIBIT
DEFENDANTS STIPULATION OF FACTS

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

** SEE EXHIBIT A **

Suzette Ramos
Defendant

Linda McVey
Diversion Supervisor
FINNEY COUNTY LAW ENFORCEMENT CENTER

IN JAIL: NO

GCPD #: 14-0570168

LAW ENFORCEMENT AFFIDAVIT
FOR ARREST WARRANT

STATE OF KANSAS, COUNTY OF FINNEY, ss:

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

1. NAME OF ACCUSED: Suzette Ramos
ADDRESS: 207 S. 7th Garden City KS 67846
DOB: 03021972

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

FATHER: N/A
ADDRESS: N/A

MOTHER: N/A
ADDRESS: N/A

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

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

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

6. VICTIM'S NAME: Gabriela Moreno
ADDRESS: [Redacted] Finney County KS 67846

DOB: [Redacted] (Affiant's Initials)

Ramos PPC 023

162
ACCUSED: Suzette Ramos

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

1. On February 26th, 2014 officers were dispatched to Garden City Finney County Ks, 67846, in reference to a theft of a credit card, that had also been found to have been used six times, at different locations.

2. Officers met with the victim, Gabriela Moreno (Gabriela) who stated her credit card had been missing for approximately two days and she discovered on her Golden Plains Bank statement the card had been used six times.

3. The first unauthorized purchase was at Wheatlands Conoco in Garden City Finney County Ks, 67846 for the amount of $32.01 on February 25th, 2014.

4. The second unauthorized purchase was at Dillons in Garden City Finney County Ks, 67846 for the amount of $10.44 on February 25th, 2014.

5. The third unauthorized purchase was also at Dillons in Garden City Finney County Ks, 67846 for the amount of $48.70 on February 25th, 2014.

6. The fourth unauthorized purchase was at Sams Club in Garden City Finney County Ks, 67846 for the amount of $67.58 on February 26th, 2014.

7. The fifth unauthorized purchase was at Wal-Mart in Garden City Finney County Ks, 67846 for the amount of $298.17 on February 25th, 2014.

8. The sixth and final unauthorized purchase was at Oasis Car Wash and Gas in Garden City Finney County Ks, 67846 for the amount of $63.00 on February 25th, 2014.

9. On March 11th, 2014 Officers were able to identify Suzette Ramos (Suzette) through video footage of her using the car wash and fuel at Oasis Car Wash and Gas in Garden City Finney County Ks, 67846 on February 25th, 2014. She was identified with the assistance of the vehicle bearing 892FLH on a white Dodge Pick-up.

10. Officers met with Suzette at the Law Enforcement Center on March 11th, 2014 at approximately 3:45PM. Suzette was advised of the case and advised of her rights pursuant to Miranda. Suzette stated she understood her rights and she would answer officers questions.

Affidavit

(Ramsey PPC 024)
11. Suzette stated she located a credit card in the parking lot of the school she works at, Victor Omealas Garden City Finney County Ks, 67846. Suzette stated she put the card in her pocket as she was in a hurry, to pick up her children.

12. Suzette stated after she picked up her children she went to “The Conoco, Dillons then Wal-Mart”. Suzette stated she repeatedly used the credit card from her pocket, thinking it was hers, forgetting she had picked up one earlier and placed it in her pocket. Suzette stated her bank card is a blue Teachers Credit Union Card, and the one she used was a yellow Golden Plains Card. 

13. The estimated total loss is $452.32. Due to the fact of Suzette using the card over three consecutive times at different locations, charges of Theft (F) and Criminal Use of a Financial Card (F) are requested

Number of Attachments: 0

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

[Signature]
(Notary Public)
STATE OF KANSAS
COUNTY OF FINNEY

JUDICIAL DISTRICT NO. 25
CASE NO. 2014-CR-000689-MD

DIVERSION CONDITIONS

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

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

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

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

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

Suzette Ramos
Signature of Defendant

Date 2-25-15

Linda McKay
Diversion Supervisor

Signature of Attorney

Ramos PPC 026
RULES AND REGULATIONS FOR COMMUNITY SERVICE WORKERS

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>HOURS TO COMPLETE</th>
<th>TIME LIMIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 hours</td>
<td>4 months (120 days)</td>
</tr>
<tr>
<td>50 hours</td>
<td>5 months (150 days)</td>
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<tr>
<td>60 hours</td>
<td>6 months (180 days)</td>
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<tr>
<td>80 hours</td>
<td>8 months (240 days)</td>
</tr>
<tr>
<td>100 hours</td>
<td>10 months (300 days)</td>
</tr>
</tbody>
</table>

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

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

[Signature]

**Defendant**

[Signature]

**Diversion Supervisor**

[Signature]

**Counsel for Defendant**
Receipt #: 299172

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

Nine Hundred Eighty and 32/100 Dollars  $980.32

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

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

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

Lindam
IN THE DISTRICT COURT OF FINNEY COUNTY, KANSAS

STATE OF KANSAS,

vs.

SUZETTE RAMOS,

Plaintiff

Case No. 2014-CR-000689-MD

Defendant

MOTION

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

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

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

NOW, on this 14th day of July, 2015, Plaintiff's motion is hereby granted and the above-captioned complaint is dismissed with costs assessed to the Defendant.

Honorable Riedlin R. Pierce  
District Magistrate Judge

CERTIFICATE OF MAILING

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

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

Linda McVey  
Finney County Attorney's Office
5-2-14

Suzette Ramos,

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

Heath L. Hogan
Principal- Victor Ornelas Elementary School

Employee Signature
May 2, 2014

To whom it may concern:

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

Thank you,
Suzette Ramos

[Signature]

Ramos PPC 033
June 4, 2014

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

Dear Suzette,

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

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

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

Sincerely,

Steven R. Karlin, Ed.D.
Deputy Superintendent

Enc
/rp
February 26, 2015

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

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

Dear Ms. Moreno:

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

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

Sincerely,

[Signature]
Linda McVey
Criminal Diversion Supervisor

Cc: File
Hobby,

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

[Signature]
NATIONAL ASSOCIATION FOR SHOPLIFTING PREVENTION®
...because shoplifting steals from all of us

March 24, 2015

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

Dear Suzette:

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

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

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

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

We also recommend the following for your future rehabilitation:

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

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

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

Sincerely,

Gina Hoelderlin
Program Administrator

Be Sure To Keep This Letter As Verification That You Have Completed Your SA Course Requirements.
To whom it may concern:

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

I have been in education for 18 years. I started out as a Para-educator. I absolutely loved working with children so I went back to school. I worked during the day and went to school at night. I had two small children and a husband at home to take care of. I am an honest, hard-working woman who would NEVER intentionally hurt anyone. I am a teacher, a mother, and I'm a wife. I help others; I don't hurt them. I ask that you please not revoke my teaching license. I love my job and I love being a teacher there is nothing else I'd rather be doing with my life! I am a very dedicated teacher not only to my student's, but to all staff members as well.
Linda McVey from the county attorney’s office gave me permission to give you her number. She said please feel free to call her and she will let you know how cooperative I’ve been through this whole ordeal. She then stated she would help me file a petition for expungement when this is over. Again, I am so truly sorry for my actions. I did not mean to hurt anyone.

Sincerely,

Suzette Ramos

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

- Benjamin Franklin

Linda McVey
Finney County Attorney’s office
620-272-3568
To Whom It May Concern:

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

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

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

Sincerely,

Suzette Ramos

RECEIVED
JUL 20 2015
LEARNING SERVICES
KSB E
Suzette Ramos  
15 July 2015

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

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

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

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

Sincerely,

Suzette Ramos

[Signature]

Ramos PPC 043
September 10, 2015

To Whom It May Concern:

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

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

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

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

Sincerely,

Dr. Karen Johnson
Director Special Education
Garden City Public Schools
Garden City, KS 67846
620-805-7141
BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

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

LICENSEE'S ANSWERS TO INTERROGATORIES

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

2. Describe in detail your educational background, and include the names and addresses of all institutions that you have attended, the dates of attendance and a description of the degrees or certificates that you have obtained.
   Answer:
   I feel it is important to let you know that I had been working for the Garden City School District since 1997. I began as a para professional. I loved my job and working with kids so much that I went back to school to obtain my teaching license. I worked as a para professional during the day and went to school at night while raising children and taking care of my family as well.

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

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

   Newman University fall 2008-2010 bachelor's degree
   3100 McCormick St, Wichita, KS 67213
   (316) 942-4291
Dodge City community college 2009 classes
taken for Newman
2501 N 14th Ave, Dodge City, KS 67801
(620) 225-1321

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

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

Answer

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

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

3. Identify any other professional licenses you hold or have held.

Answer:

None

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

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

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

School District of Beloit October 2012/June 2013
Kodak Education Center
1633 Keeler Avenue
Beloit, Wisconsin 53511
Reason for leaving: I came back to Kansas after my father’s health improved.

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

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

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

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

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

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

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

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

Dr. Karen Johnson-Director of Special Education
Unified School District 457
1205 Fleming
Garden City, Ks 67846
(620) 805-7000
Phyllis McVey- Cooperating Teacher  
address unknown  
(620)272-6137

8. Identify all law enforcement agencies that investigated the criminal misconduct that led to you charged in the District Court of Finney County, Kansas, in Case No. 14 CR 689. 

Garden City Police Department  
9th St #2, Garden City, KS 67846  
(620) 276-1300

9. Identify each location where you used Ms. Moreno’s credit card. For each location, provide a list of items you purchased.

Answer.  
First, let me start off by stating that I DID NOT knowingly use Gabby’s card. I thought that it was mine I was using. This was not done with malicious intent or to harm her. It was an unfortunate accident on my part. One I tried to rectify as soon as I found out what I had done. I called the Garden City Police Department every other day to find out what I could do. They told me if they needed me they would contact me.

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

First, the Oasis gas station where I purchased gas.

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

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

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

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

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

Answer:

Ramos PPC 049
A. Linda McVey  
409 N. 9th  
Garden City, Ks  
67846  
(620)272-3568  
LMCVEY@FINNEYCOUNTY.ORG

B. Diversion Coordinator

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

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

B. Character Witness- Friend of 22 years.

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

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

A. Current Principal

B. Work Ethic

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

A. Current Assistant Principal

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

B. Director of Special Education

C. Work Ethic

A.

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

Answer:

I do not anticipate calling any expert witnesses.

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

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

STATE OF KANSAS
COUNTY OF SHAWNEE

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

Suzette Ramos

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

Notary Public
My appointment expires Oct 15, 2018

CERTIFICATE OF SERVICE

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

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

MICHAEL E. FRANCIS, KS. #8703
# Application for Kansas Upgrade to Professional License

## SECTION A - TO BE COMPLETED BY APPLICANT:

1. Social Security Number: [Redacted]

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

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

4. Mailing Address:
   - 207 S. 7th St.
   - Garden City, KS 67846

5. Date of Birth (MM/DD/YYYY):
   - 1972

6. Gender:
   - Male

7. Phone:
   - 620-580-580

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

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

10. Have you honorably served in any branch of the US Armed Forces, including the National Guard and Reserves? (Yes/No)
    - No
    - Yes
    - Total years of active duty service in any branch of the US Armed Forces (if none enter "0")
    - Total years of national guard/reserve service (if none enter "0")

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

12. a. Have you ever been convicted of a felony? (Yes/No)
    - 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? (Yes/No)
    - No
    - Yes
    - If yes, please attach a copy of the court documents regarding conviction.

c. Have you entered into a criminal diversion agreement after being charged with any offense described in question 8a or 8b? (Yes/No)
    - No
    - Yes
    - If yes, please attach a copy of the diversion agreement.

d. Are there any other offenses pending against you in any state involving any of the offenses described in question 8a or 8b? (Yes/No)
    - No
    - Yes
    - If yes, please attach a copy of the court documents regarding your case.

e. Have you ever 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? (Yes/No)
    - No
    - Yes
    - If yes, please indicate the action taken: 
      - [ ] denied
      - [ ] suspended
      - [ ] revoked
      - [ ] declined
      - [ ] other state(s)

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

g. Have you ever been disciplined or had a professional license or state issued certificate denied, suspended, revoked, or been the subject of other disciplinary action regarding any professional in Kansas or any other state? (Yes/No)
    - No
    - Yes
    - If yes, please indicate the action taken:
      - [ ] denied
      - [ ] suspended
      - [ ] revoked
      - [ ] other state(s)

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? (Yes/No)
    - No
    - Yes
    - If yes, which district(s)?
    - When?

i. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure? (Yes/No)
    - No
    - Yes
    - If yes, what state(s)?
    - When?

13. List all degrees earned: (example: BA, MS, EDS, etc.) If you earned a new degree since your initial license, attach official transcripts.

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<tr>
<th>Institution</th>
<th>Degree</th>
<th>Year Earned</th>
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Form 21 - Professional License

Ramos PPC 053
14. I certify that I am of good moral character and that the information on this application is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial or revocation of my license.

[Signature of Applicant] 5-14-14

Include a $45.00 Application Fee made payable to the Kansas State Department of Education. Money order or cashier’s check preferred. Personal checks accepted. DO NOT SEND CASH.

Mail to: Teacher Education and Licensure, KSDE, Landon State Office Building, 900 SW Jackson Street, Suite 106, Topeka, KS 66612-1212.
Processing fee CANNOT be refunded and does not guarantee a license will be issued.

KSDE is no longer printing and mailing paper licenses

You can view, save or print a copy of your license online at License Look-up at https://swapp15586.ksde.org/TLL/SearchLicense.aspx. Enter the requested information and hit “search”. When the search is completed, your license information page will display and you will see a button to “Print License”. You may save a PDF and/or print a copy of your newly issued license using the Print License button.

You may also track your application processing through License Look-up. As soon as your status goes to “Issued” or “Not Active”, the Print License button will become available and will remain available to you throughout the validity of your license. A license or certificate printed from the License Look-up website may be considered an “official copy” for district files.
On that day at around 1:45 p.m., I was in my office heading to the intercom to contact a teacher. At that time Suzette Ramos came to the office holding a white purse, and stated that she found that purse in the lounge. Lora Aguilera, the school secretary grabbed it, and I immediately recognized it as Gabriela Moreno’s purse. Lora grabbed the purse and placed it on the back counter, and she said she will contact Gabriela about it. I normally eat lunch from 1:00 to 1:30 p.m. in the teacher’s lounge. Gabriela usually comes into the lounge at about 1:20 p.m. from her lunch. That’s how I know it was her purse.

[Signature]
Luz Galeano
V.O. School Nurse
On February 25th I forgot my purse in the workroom for about one hour. When I came back there I couldn’t find my purse. I went to the office and I was going to ask about it when Lora told me “we have your purse”. I thanked her and asked who brought my purse in? She responded Suzette Ramos.

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

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

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

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

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

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

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

Gabriela Moreno

Ramos PPC 056
To whom it may concern,

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

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

Lora Aguillera

[Signature]
Dear Mr. Hogan and Dr. Johnson,

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

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

My deepest apologizes,
Suzette Ramos
BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

IN THE MATTER OF
THE PROFESSIONAL LICENSE

Of Suzette Ramos
License No. 13-115907-071

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

LICENSEE’S EXHIBITS
Melten Letter - 9/6/15  
Weatherwax Letter – 9/10/15  
USD 480 Evaluation 10/14/14  
USD 457 Evaluation 10/30/13  
USD 480 Evaluation 11/4/15
Washington Elementary School  
840 N. Washington  
Liberal, Ks. 67901  
(620) 604-2100

September 9, 2015

Dear Sir or Madam,

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

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

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

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

Sincerely,

[Signature]

Traci Mettlen, Principal
September 10, 2015

To whom it may concern:

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

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

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

Best regards,

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

<table>
<thead>
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<th>Classroom Environment</th>
<th>Instruction</th>
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| Summary Rating for Domains 1 - 4 | Unsatisfactory | Basic | Proficient | Distinguished |
| TOTALS | 0 | 2 | 20 | 0 |
| Summary Rating | | | | |

### Summary Ratings

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<th>Ramos, Suzette</th>
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**Administrator**

**Teacher**

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

Ramos PPC 063
Domain 1 Notes
Mrs. Ramos aligns her lessons with the standards. The lessons are motivating and engage most students. Lessons are adjusted to meet the needs of all students. Mrs. Ramos is familiar with resources and materials available. She frequently checks for understanding and gives students helpful information if they seem confused.

Domain 2 Notes
Mrs. Ramos is fair and respectful toward students and builds positive relationships. She fosters positive interactions among students and teaches useful social skills. Mrs. Ramos maximizes student learning through smooth transitions. The room environment creates an inviting climate that maximizes learning.
**Domain 3 Notes**

Mrs. Ramos presents material clearly and explicitly, with examples and appropriate language. Mrs. Ramos is flexible and takes advantage of teachable moments. Students are actively engaged in the lesson.

Something to consider: Have students think about and actively discuss the skills being taught.

---

**Domain 4 Notes**

Mrs. Ramos communicates respectfully with parents and is sensitive to different families' cultures and values. Mrs. Ramos uses conferences and report cards to give parents feedback of their child's progress. She is a positive team player and contributes ideas and expertise to the team.
### Domain Summaries

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Unsatisfactory</th>
<th>Basic</th>
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<tr>
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### Summary Rating for Domains 1 - 4

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</table>

**Summary Rating:**

---

**Administrator**

**Teacher**

* A signature notes your evaluator has reviewed the evaluation with you. It does not necessarily mean agreement.

Ramos PPC 066
Domain 1 Notes

Mrs. Ramos designs lessons that are motivating and likely to engage all students. Miss Ramos occasionally misses deadlines for lesson plans. She designs lessons that target several learning needs, styles and interests.

Domain 2 Notes

Mrs. Ramos teaches routines and has students maintain them all year. She fosters positive interactions among students. Mrs. Ramos clearly communicates and consistently enforces high standards for student behavior.
Domain 3 Notes

Mrs. Ramos is flexible about modifying lessons to take advantage of teachable moments. She uses clear expectations and appropriate language.

Domain 4 Notes

Mrs. Ramos collaborates with colleagues to share teaching ideas. She demonstrates professional demeanor and maintains appropriate boundaries. Mrs. Ramos is a positive team player.
GARDEN CITY USD 457
Summative Evaluation (Teacher)

Teacher: Suezette Ramos  
Assignment: SPED resource

Evaluator: Heath L. Hogan
Evaluation Conf. Date: 10-30-13
Conference Dates: 10-25-13 and 10-30-13

Please check here if the teacher completed a portfolio: □

<table>
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<tr>
<th>Explanation of Ratings</th>
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<tbody>
<tr>
<td>E – Exceeds Expectations</td>
</tr>
<tr>
<td>M – Meets the High Quality Standards</td>
</tr>
<tr>
<td>B – Below Expectations</td>
</tr>
<tr>
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</tr>
<tr>
<td>Established by the District</td>
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<tr>
<td>Note: All B ratings require a comment.</td>
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<td>1. PROFESSIONAL PERFORMANCE</td>
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<tr>
<td>A. Planning and Preparation</td>
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<tr>
<td>1. Demonstrates effective planning for all students</td>
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</tr>
<tr>
<td>2. Develops coherent instruction</td>
<td>M</td>
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</tr>
<tr>
<td>3. Assesses student learning</td>
<td>M</td>
<td>Continue to use the tools available to you to check the progress of the students towards their goals.</td>
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<tr>
<td>4. Demonstrates knowledge of students</td>
<td>M</td>
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</tr>
<tr>
<td>B. Instruction</td>
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<tr>
<td>1. Demonstrates appropriate instructional skills</td>
<td>M</td>
<td>Ms. Ramos uses a variety of instructional strategies to keep her students on task</td>
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<tr>
<td>2. Communicates clearly and accurately</td>
<td>M</td>
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<tr>
<td>3. Uses effective questioning and discussion techniques</td>
<td>M</td>
<td>Continue to push higher level questions</td>
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<tr>
<td>4. Engages students in learning</td>
<td>M</td>
<td>The use of visuals and hands-on materials helps with this.</td>
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<tr>
<td>5. Provides feedback to students</td>
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<tr>
<td>C. Classroom Environment</td>
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<tr>
<td>1. Creates an environment of rapport and respect</td>
<td>E</td>
<td>Ms. Ramos treats all of her students with respect.</td>
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<tr>
<td>2. Establishes a culture for learning</td>
<td>M</td>
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Ramos PPC 069
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<tbody>
<tr>
<td>3. Manages the classroom</td>
<td>Ms. Ramos does a good job with classroom management. She has all of her materials out and ready to go.</td>
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<tr>
<td>4. Delegates appropriate responsibilities and tasks to students</td>
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### II. PROFESSIONAL RESPONSIBILITY

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<tbody>
<tr>
<td>1. Grows and develops professionally</td>
<td>Ms. Ramos is willing to take instructional feedback from the administration</td>
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<tr>
<td>2. Shows professionalism</td>
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<tr>
<td>3. Communicates effectively about the instructional program</td>
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<tr>
<td>4. Student Achievement (as defined by staff member goal)</td>
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### III. PORTFOLIO (Teacher Option)

NOTE: Renewal/non-renewal recommendations to be completed by the Supervisor after the second Summative Evaluation for non-tenured employees.

- [ ] Recommended Renewal
- [ ] Recommended Renewal with Plan of Assistance
- [ ] Recommended Non-renewal

Teacher Signature: [Signature]

Evaluator Signature: [Signature]

Signature does not necessarily indicate agreement. Teacher comments may be made within 2 weeks.
**Teacher Evaluation**

**Teacher:** RAMOS, SUZETTE  
**Building:** WASHINGTON ES.  
**Year:** 2015-2016  
**Eval #:** 1  
**Years Employed:** 1  
**Number of Evaluations this year:** 2

### Domain Summaries

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<th>Domain 4</th>
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### Summary Ratings

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**Administrator**  
**Teacher**

*Signature*  
**Date:** 11/4/15

* A signature notes your evaluator has reviewed the evaluation with you and necessarily means agreement.
  * Ramos PPC 071
Domain 1 Notes

Mrs. Ramos is organized and has lessons geared towards her students. She usually has some type of lessons with actions and movement for the students to enhance the learning.

Domain 2 Notes

Mrs. Ramos' classroom is clean and student friendly. The students know the procedures and follow her directions. There are routines that she has taught at the beginning of the year and the students know and understand those routines. She is polite and friendly with the parents, staff and students at Washington Elementary.
Domain 3 Notes

Mrs. Ramos gives clear expectations of her students. She walks around and makes sure her students are understanding and learning the material. The way she interacts with the students makes them want to learn. They seem to enjoy her class and her para. Whenever admin asks her to complete something she is on top of it and is usually the first one to say we can do this.

Domain 4 Notes

Mrs. Ramos is in constant contact with her parents. For the most part she is on time and ready to work. She works well with her colleagues and staff at Washington Elementary. She does attend PD days and even attends parent engagement nights.
BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION

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

LICENSEE'S RESPONSE TO
PETITION FOR REVIEW

For her response to the Petition for Review filed herein, Licensee requests that the Kansas State Board of Education (State Board) adopt the recommendations of the Professional Practice Commission (Commission) and enter a Final Order of public censure for the following reasons:

BACKGROUND

This matter arises out of the unlawful use of another's credit card.

The evidence, as accepted by the Commission, was that Licensee, Suzette Ramos, found a purse in the workroom or lounge at the elementary school at which she was employed on February 25, 2014. She immediately took the purse to the school office, where the school nurse identified it as belonging to a paraeducator, Gabriella Moreno.

When Ms. Moreno discovered her purse was missing, she went to the office recovered the purse turned in by Licensee.

Later, Ms. Moreno discovered her credit card was missing from the purse.

Ms. Ramos found a credit card on school property later that day in a parking lot and as she was in a hurry to pick up her children after school, put the card in her pocket.
Her own credit card was in her pocket.

Ms. Ramos made five purchases that day with Ms. Moreno’s card, totaling $452.32.

When Ms. Moreno discovered the card missing, she had her card company cancel the card and contacted the police.

On March 11, 2014, the police showed Ms. Moreno a photo of a person using her card on February 25, 2014. The person in the photo was Ms. Ramos. Thereafter, the police met with Ms. Ramos on that day and the next day, Ms. Ramos apologized to Ms. Moreno for using the card.

Ms. Ramos submitted a letter of resignation from her position, as she was advised by her school principal, Heath Hogan, on May 2, that he was not going to recommend renewal of her contract. The letter of resignation was accepted by the USD 457 Board on June 4.

On May 27, 2014, Ms. Ramos applied to upgrade her license, which was granted. Subsequently, Ms. Ramos was hired as a special education teacher by USD 480 for the 2014-2015 school year.

In December, 2014, Ms. Ramos was charged with misdemeanor theft and misdemeanor criminal use of a financial card in the District Court of Finney County, Kansas.

Ms. Ramos entered into and successfully completed a diversion program and repaid the $452.32.

ARGUMENT

Was the Commission recommendation supported by substantial, competent evidence, that is: was there such evidence presented that was relevant and of substance
that furnished a substantial basis of fact from which the issues could be resolved in the manner in which the Commission resolved them? The answer is yes.

Here, the Commission found a complete lack of evidence that Ms. Ramos has some propensity to commit theft or other criminal conduct and based on the observations at the hearing also found such behavior as occurred would not be repeated.

As to Board Counsel's comments regarding the letter of recommendation written by Dr. Johnson that Dr. Johnson was unaware the scheduled hearing before the Commission when the letter was written, there is absolutely no evidence to suggest that anything different would have been stated by Dr. Johnson than what appears in the letter. If this issue was crucial to counsel's case, counsel should have produced Dr. Johnson and give Licensee and the members of the Commission the opportunity to examine Dr. Johnson.

Indeed, Dr. Johnson's letter was identified as KSDE exhibit 11 at the hearing and was not included in the exhibits submitted to the Commission by Licensee.

Board Counsel also argues that none of the witnesses believed Licensee. However, the question is not whether other witnesses believed licensee, but what weight did the members of the Commission give to the testimony of the witness who appeared and testified.

When the members retired to consider their recommendation, they came to the conclusion that public censure is appropriate, under the evidence produced by both parties.

CONCLUSION

Based on the forgoing, it is respectfully submitted that the State Board adopt the
recommendations of the Commission and publicly censure Licensee.

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

CERTIFICATE OF SERVICE

I do hereby certify that I have served a true and correct copy of the above and foregoing document on counsel of record by (_) placing the same in the U.S. mail, postage prepaid, (_X_) facsimile to the phone number(s) listed below, and that the transmission was reported as complete and without error and that the facsimile machine complied with Supreme Court Rule 119(b)(3), or (_) hand delivery, on December 22, 2015, to:

Kelli Broers, Attorney
Kansas State Department of Education
900 Jackson, Suite 1051
Topeka, Kansas 66612
Fax: 785/296-7933

And

Theresa Cole
Kansas State Department of Education
900 Jackson, Suite 1051
Topeka, Kansas 66612
Fax: 785/291-3791

MICHAEL E. FRANCIS, KS. #8783

Ramos PPC 077
To: Commissioner Randy Watson
From: Jay Scott
Subject: Receive survey results on Individual Plan of Study implementation

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

The Kansas State Board of Education has set five education outcomes as part of the Kansans Can vision. One of these is the development of an Individual Plan of Study (IPS) focused on career interest for every student, beginning in the middle grades. KSDE surveyed all middle and high schools in September 2016 regarding the level of IPS implementation. The survey aimed at identifying implementation levels of both an IPS tool and an IPS process. During this month’s informational session, the results of the survey will be presented to keep the State Board apprised of progress made towards the goal of all middle and high school students developing and utilizing an Individual Plan of Study.

Go to this link to access the 2016 IPS Implementation Survey Results:
https://docs.google.com/a/ksde.org/forms/d/1kbqPmFCW-gJC3cQ8dE0KFVb1-6nhByMbesxr85kbT0/viewanalytics
To: Commissioner Randy Watson  
From: Kent Reed  
Subject: Discuss suspension and expulsion procedures and data  
Board Goals: Provide a flexible and efficient delivery system to meet our students’ varied and changing needs

After a quick review of definitions for suspension/expulsions and an update on risk factor data, Dr. Martin Stessman (USD 450 Superintendent, Shawnee Heights) and staff from the Center for Restorative Education will share with the Board how Shawnee County addresses options for suspension and expulsion.
EXECUTIVE SUMMARY
CENTER FOR RESTORATIVE EDUCATION

THE PROGRAM
The Center for Restorative Education (CRE) is an innovative student-focused alternative school in Topeka, KS that provides educational and case management social support services for students that have become long term suspended, expelled, or are otherwise unable to maintain in a traditional school setting. The program components include structured credit recovery and intensive case management (Standard 2011-2013 and Enhanced Wraparound 2013-2015) all within an inclusive educational approach that emphasizes personal responsibility and community support.

The CRE program's goal is to restore students' ability to function within a traditional or alternative school to move forward with their education and/or earn their high school diploma. The program accomplishes this by providing a Restorative Justice approach to strength-based services and interventions that address the behaviors and conditions related to their academic struggles while maintaining their education and academic credits. CRE supports student success and personal growth for at-risk youth.

THE EVALUATION
Kansas Children's Service League (KSCL) commissioned researchers at the University of Kansas to evaluate the CRE. This evaluation report reflects the four academic years from 2011-2015. The Center for Public Partnerships and Research and School of Social Welfare conducted a utilization-focused evaluation of the CRE program using descriptive and quasi-experimental designs. Court services youth as well as youth from a similar program were used as comparison groups. Quantitative and qualitative methods and analyses were used, as appropriate. Several in-depth qualitative case study interviews were conducted with CRE students throughout the four years to provide a rich description of the youth experience with the CRE program.

THE YOUTH
The CRE served students in four of the seven school districts in the Topeka and Shawnee County, KS area during the evaluation: USD321, USD450, USD437, and USD501. Students in grades 6-12 can be referred to CRE at any point in a school semester after being expelled or long-term suspended for truancy or juvenile offenses. Most students attending CRE are struggling with issues related to substance abuse, anger and impulse control, mental illness, and behaviors that can be violent and disruptive to their home and school environments. Without the CRE, these students would have few, if any, alternatives to engage in educational learning and maintain their credits toward graduation.

<table>
<thead>
<tr>
<th>CRE Youth 2011-2015</th>
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<tbody>
<tr>
<td>Total Students: 220</td>
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<tr>
<td>Gender: 68% Male</td>
</tr>
<tr>
<td>Average Age: 15 years old</td>
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<tr>
<td>IEP: 17% Yes</td>
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<tr>
<td>Low Income Status: 72% Yes</td>
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</table>

In these four academic years, CRE served 220 racially and ethnically diverse students, 18% of which were Hispanic. The majority come from families living below the Federal poverty line and 17% have learning disabilities with special education needs.

CRE youth experience more family-related risk factors (e.g., parental attitudes supportive of antisocial behavior & drug use) and less protective factors (e.g., family attachment) than a normative sample of youth.
KEY EVALUATION FINDINGS

Grades and Credit Recovery

CRE youth significantly improved their GPA from a D+ average the semester prior to CRE to a B average during CRE program enrollment. Post semester grades for CRE students were 32% higher than a comparison group of students involved in a similar program.

During CRE program enrollment, CRE youth recovered 3.7 credits on average, or 67% of the 5.5 credits they needed to be caught up. The longer they were enrolled in the CRE program, the more credits they were able to recover.

High School Graduation

CRE youth in both the CRE Standard and Enhanced Wraparound Case Management Models had higher graduation rates than their at-risk peers statewide who did not receive CRE services.

Socio-Emotional Well-Being

CRE boys and girls experienced growth in their overall behavioral and emotional strengths from the beginning to the end of their participation in the CRE. The growth was particularly strong for boys. Moreover, CRE boys experienced more growth in these strengths than boys involved in a similar program.

Return on Investment

The lifetime benefit to society is substantially more for the CRE youth compared to their at-risk peers. The benefits of youth graduating high school translate into increased government revenue from income and taxes and decreased government spending in healthcare, criminal activity, and welfare.
Agenda Number: 7  
Meeting Date: 12/14/2016

To: Kansas State Board of Education  
Subject: Monthly Board Reports & Requests for Future Agenda Items

These updates will include:

1. Committee Reports  
2. Board Attorney’s Report  
3. Individual Board Member Reports and Requests for Future Agenda Items  
4. Chairman’s Report
To: Board Members
From: Peggy Hill
Subject: Board Member Travel

Travel requests submitted prior to the meeting, and any announced changes, will be considered for approval by the Board.

Upcoming deadlines for reporting salary/payroll information to the Board office are:

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