

TUESDAY, FEBRUARY 13, 2018
MEETING AGENDA

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

PRE-MEETING ACTIVITY
Breakfast with Kansas Association of Independent & Religious Schools
7 a.m. Capitol Plaza Hotel, 17th and Topeka Blvd., Topeka

10:00 a.m.		1. Call to Order	
		2. Roll Call	
		3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	(AI)	4. Approval of Agenda	
	(AI)	5. Approval of January Minutes	page 5
10:05 a.m.	(IO)	6. Commissioner's Report	
10:30 a.m.	(IO)	7. Citizens' Open Forum	page 25
10:50 a.m.	(RI)	8. Receive recommendations from Kansas School for the Deaf and Kansas State School for the Blind on Goal Two: Outreach Resources and Services	page 27
11:20 a.m.		Break	
11:30 a.m.	(AI)	9. Act on recommendations of the Professional Practices Commission	pg 29
11:40 a.m.	(AI)	10. Act on higher education preparation program standards for Family and Consumer Science 6-12	page 47
Noon		Lunch <i>(Board Policy Committee will meet in Conference Room 600 North)</i>	
1:30 p.m.	(IO)	11. Recognition of National Title I Distinguished Schools from Kansas	page 63
2:00 p.m.	(IO)	12. Recognition of 2018 Kansas Teacher of the Year Team	page 65
3:00 p.m.		Break	
3:10 p.m.	(RI)	13. Receive proposed amendments to licensure regulations K.A.R. 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204, 91-1-209	page 67
3:30 p.m.		14. Consent Agenda	
		<u>Routine Items</u>	
	(RI)	a. Receive monthly personnel report	page 127

(continued)

(Consent continued)	(AI)	b. Act on personnel appointments to unclassified positions	page 129
	(RI)	c. Receive second quarter reports from Kansas School for the Deaf and Kansas State School for the Blind	page 131
	(AI)	d. Act on recommendations for licensure waivers	page 159
	(AI)	e. Act on local in-service education plans	page 163
	(AI)	f. Act on recommendations for Visiting Scholar license	page 165
	(AI)	g. Act on program approval recommendations from the Evaluation Review Committee	page 167
	(AI)	h. Act on Education Flexibility (Ed-Flex) Waiver Request	page 175
	(AI)	i. Act on licenses for commercial driver training schools	page 177
	(AI)	j. Act on contract with Kansas Department of Agriculture for Summer Food Service Program Food Safety Inspections	page 179
	(AI)	k. Act on renewal of contract to implement Kansas Integrated Accountability System application	page 181
	(AI)	l. Act on contract with Kansas Association of Broadcasters to air Public Service Announcements supporting Career and Technical Education and implementation of the Individual Plan of Study	page 183
	(AI)	m. Act on contract with Gizmo Productions to develop educational videos to support and promote Career and Technical Education and the Individual Plan of Study	page 185

3:35 p.m.	(IO)	15. Legislative Matters	page 187
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4:00 p.m.	(IO)	16. Board Reports and Requests for Future Agenda Items	page 189
	(AI)	a. Act on State Board member appointments to KSHSAA Board of Directors and Executive Board	

4:30 p.m.	(AI)	17. Act on Board Travel	page 191
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4:40 p.m.	RECESS
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5:00 p.m. Reception and Dinner	<p>POST-MEETING ACTIVITY</p> <p>The State Board of Education will meet for a reception and dinner with committee members of House and Senate Education at Top of the Tower, 434 S. Kansas Ave., #1430, Topeka. There is no set agenda and no action will be taken.</p>
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AI—Action Item	RI—Receive Item, for possible action at a future date
DI—Discussion Item	IO—Information Only

WEDNESDAY, FEBRUARY 14, 2018 WORK SESSION AGENDA

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

AI—Action Item
DI—Discussion Item

RI—Receive Item, for possible action
at a future date
IO—Information Only

9:00 a.m.

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

9:05 a.m.

- (DI) 4. Discuss Kansans Can state-level outcome: Kindergarten Readiness **page 195**

10:30 a.m.

Break

10:45 a.m.

- (IO) 5. Sexual Harassment Awareness Training **page 197**

Noon

ADJOURN

Next Meeting: March 13 and 14, 2018 in Topeka

Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a Kansas State Board of Education meeting.



KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

- **Academic** preparation,
- **Cognitive** preparation,
- **Technical** skills,
- **Employability** skills and
- **Civic** engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES FOR MEASURING PROGRESS

- Social/emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance



KANSAS STATE BOARD OF EDUCATION

Meeting Minutes January 9, 2018

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Jan. 9, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. He welcomed guests in attendance including Dr. Merrie Skaggs and student teachers from Baker University.

1/9/2018
A.M. Session
(00:00:19)

ROLL CALL

All Board members were present:

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

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Chairman Porter read both the Board's Mission Statement and Kansans Can Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA

Mr. Roberts moved to approve the Tuesday agenda as presented. Mrs. Busch seconded. Motion carried 10-0.

MOTION
(00:03:44)

APPROVAL OF THE DECEMBER MEETING MINUTES

Mr. Willard moved to approve the minutes of the December Board meeting. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(00:04:03)

COMMISSIONER'S REPORT

Dr. Randy Watson introduced Mischel Miller, new Director of Teacher Licensure and Accreditation at the Kansas State Department of Education. Ms. Miller is currently concluding her contract as USD 380 Superintendent, dividing her time between KSDE and the school district. Dr. Watson updated members on the state's application as part of the federal Every Student Succeeds Act (ESSA). Kansas is currently providing clarification to the US Department of Education on its plan. Approval of the recommended adjustments is expected by mid-January. Citing the definition of a successful Kansas high school graduate, he shared an example of a student who excelled when attention was given to his strengths, which in turn helped overcome specific weaknesses. Dr. Watson then announced the next phase of the school redesign project — Gemini II. This follows the selection of districts participating in the Mercury 7 and Gemini phases to redesign one elementary and one secondary school around the Kansans Can vision, outcomes and definition of a successful high school graduate. The application process begins Feb. 5. Selections will be announced April 17.

(00:04:12)

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:27 a.m. Speakers and their topics were: Idalia Shuman, KNEA — neutral position on Teacher Vacancy and Supply Committee's recommendation for elementary education, but concerns with recommendation for high incidence special education; Doug Tressler, ANW Special Education Cooperative — opposition to special education licensure proposal; Kim Anderson, Kansas Association of the Deaf — support for individual superintendents for

(00:28:44)

School for the Deaf and School for the Blind, encouraged KAD as a resource; John Richard Schrock, Emporia — role and responsibilities of gatekeepers with insight on student character. Chairman Porter declared the Citizens' Forum closed at 10:54 a.m.

BREAK

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

ACTION ON RECOMMENDATIONS FOR KANSAS SCHOOL FOR THE DEAF AND KANSAS STATE SCHOOL FOR THE BLIND

(00:55:31)

At the December meeting, Interim Superintendents Luanne Barron (Kansas School for the Deaf) and Jon Harding (Kansas State School for the Blind) reported on recommendations stemming from a personnel study requested by the State Board and conducted by the Kansas Association of School Boards. The goals for direction of the state schools fell into five areas. This month, Ms. Barron and Mr. Harding addressed Goal 1 — redesign of administrative structure. Together they described proposed administrative tiers to serve the needs now and in the future. They shared anticipated cost savings, additional positions for outreach and a shift of resources. Board members asked for clarification on certain staff responsibilities. Mrs. Busch moved to adopt the short and intermediate metrics, specific to Goal 1, for the Kansas School for the Deaf and Kansas State School for the Blind as presented by the Interim Superintendents. Mr. Bacon seconded. Motion carried 10-0.

MOTION

(01:14:55)

ACTION ON RECOMMENDATIONS FROM THE TEACHER VACANCY AND SUPPLY COMMITTEE

(01:16:04)

The Teacher Vacancy and Supply Committee continues to meet monthly to address issues recommended within the final report of the Blue Ribbon Task Force on Teacher Vacancies and Supply. During a regular update to the State Board, Interim Director of Teacher Licensure and Accreditation Susan Helbert reviewed alternative pathway criteria of separate two-year statewide pilots for elementary education and high incidence special education. These are intended to meet immediate needs of school districts. Candidates would be issued a Limited Apprentice license as they meet eligibility requirements and may then be assigned as the teacher of record. Ms. Helbert read the recommended motion. Board members asked about the differences between licensure waivers issued and the Limited Apprentice Pilot, time limits on completion, mentoring practices and development of student Individual Education Plans. Mrs. Busch moved to approve the recommendation of the Teacher Vacancy and Supply Committee for a two-year pilot of alternative pathways for elementary education and high incidence special education, including issuance of a Limited Apprentice license to eligible candidates. Mr. McNiece seconded. Motion carried 9-1 with Mr. Porter in opposition.

MOTION

(01:42:31)

LUNCH

At 11:55 a.m., Chairman Porter recessed the meeting for lunch until 1:30 p.m. The Board's Policy Committee met during the break, hearing more input on the policy guideline for 6th grade participation in interscholastic athletics.

RECEIVE SPECIAL EDUCATION ADVISORY COUNCIL ANNUAL REPORT

P.M. SESSION

(01:43:44)

Chairman Porter reconvened the meeting at 1:30 p.m. at which time members of the Special Education Advisory Council provided the required annual report of SEAC activities. KSDE Director Colleen Riley gave opening remarks followed by self-introductions of the SEAC members present. Dr. Marvin Miller, SEAC immediate past chair, highlighted Council accomplishments during 2016-17. These included membership expansion, support of Senate Bill 323 on language acquisition, and further work around trauma-informed care/awareness. There were inquires about ways to alleviate the special education teacher shortage. The major responsibilities of the SEAC are to advise, consult and provide recommendations to the State Board regarding matters concerning special education services.

REPORT FROM HEARTSPRING ON SCHOOL IMPROVEMENT FOCUS

(02:07:44)

Heartspring of Wichita provides a wide range of services and therapies to nearly 1,000 children through several programs including the Heartspring School, Pediatrics Services and Autism Services.

Representatives from Heartspring have addressed the State Board in the past, particularly on the topic of Emergency Safety Interventions. Stephen Perry, Director of Educational Services at Heartspring, reported on the school's improvement focus and accomplishments while implementing Kansas Multi-Tier System of Supports. These included integrated employment opportunities for students, transition services, positive behavior intervention and addition of a site council.

RECOGNITION OF 2017 NATIONAL BLUE RIBBON SCHOOLS

Deputy Commissioner Dale Dennis welcomed administrators from the five schools selected as 2017 Kansas Blue Ribbon Schools. The schools recognized were: Eisenhower Elementary (USD 475), Gardner Elementary (USD 231), Ruth Clark Elementary (USD 261), Sheridan Elementary (USD 475) and Winteer Elementary (USD 260). Building principals highlighted factors that aided in raising student achievement such as addressing anxiety issues and cooperative learning. These schools were recognized in November at a ceremony in Washington, D.C. The award is based on the school's overall academic excellence of their progress in closing achievement gaps among student subgroups.

(02:36:40)

The Board took a break until 3:15 p.m. for photos with the honorees.

BREAK

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, Chair of the Professional Practices Commission, was remotely connected to the meeting and available to answer questions about the recommendations brought forth on two cases. Mrs. Cauble moved to adopt the findings of fact and conclusions of law of the PPC and grant the applications of Craig Butler and Tyler Johnston. Mrs. Horst seconded. Motion carried 10-0.

MOTION
(03:15:23)

ACTION ON PROPOSED AMENDMENTS TO PROFESSIONAL PRACTICES COMMISSION REGULATIONS

K.A.R. 91-22-1a is one of the regulations governing teacher discipline. KSDE's Office of General Council proposed amendments to this regulation. Assistant General Counsel Kelli Broers explained the updates and proposed language changes. Mrs. Waugh moved to approve submission of the proposed amendments to Professional Practices Commission regulations, K.A.R. 91-22-1a, to the Department of Administration and the Attorney General's office for review. Mr. McNiece seconded. Motion carried 10-0. Once the Department of Administration and Attorney General's Office have completed their reviews, the State Board will set a hearing date for public comments.

MOTION
(03:19:10)

RECEIVE HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR FAMILY AND CONSUMER SCIENCE 6-12

Board members received a set of revised standards for Family and Consumer Science 6-12, which will be used by higher education institutions in their educator preparation programs. The program standards establish requirements to ensure that educator candidates in Kansas have the knowledge and skills needed for today's learning context. Education Program Consultant Dr. Catherine Chmidling and revision committee chair Sally Yahnke explained the updates to the standards and change in sequential order. Board members were provided with the proposed standards, previous standards and a crosswalk comparing the two. There were questions about the supply and demand for FACS teachers, program development, content knowledge and curriculum. A vote is anticipated at the February Board meeting.

(03:22:33)

LEGISLATIVE MATTERS

Deputy Commissioner Dale Dennis distributed information regarding state general fund receipts actuals and estimates. He commented on early work in the legislative session and reports his office is working on to provide 10 years of requested data. Mr. Porter and Mrs. Cauble suggested that Kansans Can vision information and role of the State Board be shared with those hired to conduct a school finance study for the legislature.

(03:42:10)

MOTION
(03:50:52)

CONSENT AGENDA

Mrs. Cauble moved to approve the Consent Agenda as presented. Mr. Willard seconded. Motion carried 10-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for December.
- confirmed the unclassified personnel appointment of Raymond Zwiener as System Software Staff Consultant on the Information Technology team, effective Dec. 4, 2017, at an annual salary of \$68,016.
- accepted the following recommendations for licensure waivers valid for one school year: *Early Childhood Special Education* — Kristie Butler, USD 330. *English Language Arts - Extension on the number of days under an Emergency Substitute License* — Cristina Yutzy, USD 313. *High Incidence Special Education* — Winnie Hagenah, USD 200; Stephanie Taylor, USD 253; Crystal Hackler, USD 308; Shelby Reed, USD 368; Trisha Sharp, USD 450; Raul Silva Sr., USD 457; Colleen McGrath, Matthew Lawson, Misti Kuhn, D0605; Jena Ray, D0607; Randa Linner, D0636; Jake Rourk, D0637. *Low Incidence Special Education* — Elaina Lawson, D0637. *Math - Extension on the number of days under an Emergency Substitute License* — Laura Farnsworth, USD 283; Scott Whitson, USD 313.
- approved, with modifications, the in-service education plans for USD 440 Halstead, USD 443 Dodge City, and D0610 Reno County Education Cooperative.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3176 Andrea Miller-Fanlo, 3178 Zachary Clark, 3179 Christina Sisson, 3181 Justin Kappeler, 3184 Lara Law, 3187 Megan Mayer, 3189 Alexandra Bahadori (secondary 6-12 mathematics and secondary 6-12 physics), 3191 Jessica Gage-Wanamaker, 3192 Erin Moreno, 3193 Loren Woods Johnson, 3194 Mary Kash, 3195 Twila Latini.
- accepted the following recommendations of the Evaluation Review Committee for program approval: **University of Saint Mary** — Biology (6-12), Mathematics (6-12), both continuing programs through Dec. 31, 2024.
- authorized USD 232 DeSoto to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.
- authorized USD 232 DeSoto to receive capital improvement (bond and interest) state aid as authorized by law.

authorized the Commissioner of Education to negotiate and

- approve a Striving Readers subcontract to the University of Kansas in the amount of \$217,588 over three years — \$76,872 in year one, \$69,066 in year two, and \$71,650 in year three.

EXECUTIVE SESSION

Mrs. Busch moved to recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individual to be discussed. The session would begin at 3:56 p.m. for five minutes and the open meeting would resume in the Board Room at 4:01 p.m. Commissioner Watson and Board Attorney Mark Ferguson were invited to join the session. Mr. Roberts seconded. Motion carried 10.-0

RECESS

The open meeting resumed at 4:01 p.m. at which time Chairman Porter recessed Tuesday's meeting until 9 a.m. Wednesday. Board members attended the annual State of the State Address given by Governor Brownback.

MOTION
(03:51:05)

Jim Porter, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes January 10, 2018

PRE-MEETING ACTIVITY — SEAC BREAKFAST

The Special Education Advisory Council (SEAC) hosted its annual Get-Acquainted Breakfast for Board members in Room 509 of Landon State Office Building prior to the start of the meeting.

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Jan. 10, 2018 in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He welcomed mentors and mentees in attendance from the Kansas Educational Leadership Institute (KELI) and asked for self-introductions.

**1/10/2018
A.M. Session**
(No audio,
technical error)

ROLL CALL

The following Board members were present:

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

APPROVAL OF AGENDA

Mr. McNiece moved to approve the day's agenda. Mrs. Horst seconded. Motion carried 10-0.

MOTION

CAREER TECHNICAL STUDENT ORGANIZATION REPORTS AND OFFICER PRESENTATIONS

In observance of Citizenship Day, state officers representing the various Kansas Career Technical Student Organizations addressed the State Board. Remarks focused on the significance of civic engagement, education outside of the classroom, hands-on learning and leadership skills. Student leaders of the following organizations were present: Business Professionals of America, DECA, Educators Rising, Future Business Leaders of America, FCCLA, FFA, HOSA, Skills USA and Technology Student Association.

(00:00:11)

There was a 10-minute break at 9:30 a.m.

BREAK

INFORMATION ON COMPREHENSIVE TRAINING PLAN FROM SCHOOL MENTAL HEALTH ADVISORY COUNCIL

The State Board of Education requested the establishment of a School Mental Health Advisory Council in July 2017. The Council has met monthly since August. Board member Kathy Busch serves as the Council's chair. Education Program Consultant Myron Melton provided information on the Council's purpose and progress to date. He reported on forming a strategic, comprehensive approach to mandates and required training for schools. The work of the Council also covers building capacity in schools to address student mental health needs, strengthening state and regional partnerships, providing training modules to define and identify child sexual abuse, and a personnel development plan. Mrs. Busch contributed to the report, describing work to identify community partners and create school mental health teams. Discussion included a focus on families, student training as well as teacher training, overlapping initiatives and long-range goals.

(00:23:44)

ADOPTION ON RESOLUTION FOR 2018 BOARD MEETING DATES

The Kansas State Board of Education is required to meet at least once a month. The 2018 schedule of

MOTION
(01:01:06)

meeting dates, which the Board agreed to in August, is to be formally adopted as a Resolution each January. Chairman Porter commented that meetings could occasionally be held at one of the seven Mercury Redesign Schools. Mrs. Waugh moved to adopt the Resolution establishing the 2018 calendar of Board meeting dates and time, with optional locations to be considered as needed. Mrs. Horst seconded. Motion carried 9-1 with Mr. Bacon in opposition. The resolution is provided as an attachment to the minutes.

BREAK

There was a 10-minute break at 10:23 a.m.

COMMITTEE REPORTS
(01:02:50)

BOARD REPORTS AND FUTURE AGENDA ITEMS

Legislative and Communication Committees — Mr. McNiece and Mrs. Horst reported on communication projects for the start of the legislative session. Board members will sign thank you cards for the legislators serving their districts. The previous informative postcards will not be issued weekly, but rather created to address topics as needed.

Policy — Mrs. Waugh briefed members about the prior day's committee meeting to continue discussions about restrictions for sixth grade participants in interscholastic athletics.

Coordinating Council — Mrs. Horst described work of the Council in its role to study concurrent enrollment programs looking at variances in administrative practices and tuition rates.

Student Voice — Mrs. Horst reminded members that they will be attending a luncheon with the Career and Technical Student Organization officers and participating in roundtable discussions.

BOARD ATTORNEY'S REPORT

Board Attorney Mark Ferguson announced that he would circulate the recent Attorney General's Opinion addressing the 2017 legislative changes to the language impacting executive sessions under the Kansas Open Meetings Act.

LEGISLATIVE MATTERS (continued)

Deputy Commissioner Dale Dennis reported on the release of the Governor's proposed budget as well as anticipated changes to the base. He would be providing a summary of the Governor's budget recommendations for K-12 education state aid.

INDIVIDUAL MEMBER REPORTS

Individual Board member reports: Mrs. Waugh attended the Juvenile Justice graduation ceremony in Topeka; Mr. Roberts proposed language to support his recommendation to stop labeling children by race, color and ethnicity.

MOTIONS
(01:40:57)

Action on Appointments: Chairman Porter presented information on three appointments for consideration. Motions followed as such:

- Mr. McNiece moved that Deena Horst continue as the State Board representative serving on the Kansas Master Teacher Selection Committee. Mrs. Cauble seconded. Motion carried 10-0.
- Mrs. Waugh moved that Kathy Busch continue as the State Board representative serving on the National Association of State Boards of Education's Public Education Positions committee. Mrs. Horst seconded. Motion carried 10-0.
- Mrs. Horst moved to approve Jim Porter's appointment as Chair of the NASBE Governmental Affairs Committee. Mrs. Cauble seconded. Motion carried 10-0.

(01:41:22)

(01:41:51)

Requests for Future Agenda Items:

- Stop labeling children by color, race, ethnicity, etc. in schools (Mr. Roberts)
- Sexual harassment awareness training for Board members (Mr. Porter)

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mrs. Busch — Jan. 17 per diem for School Mental Health Advisory Committee meeting, Jan. 24 Child Abuse Intervention Seminar; Mr. McNiece — Jan. 16 legislative liaison work, Jan. 18 K-12 education budget committee; Mr. Porter — Jan. 12 retirees event, Jan. 17— presentation to Corrections and Juvenile Justice Committee, March 1 — university panel discussion; Mr. Roberts — Feb. 6 and 7 CTE Conference. Mrs. Cauble moved to approve the travel requests and additions. Mrs. Busch seconded. Motion carried 10-0.

MOTION
(01:46:43)

ADJOURN

The business of the Board concluded at 11:17 a.m. Afterwards, Board members were guests of the Career Technical Student Organizations at the Capitol Plaza for the annual luncheon. Other Board members joined Commissioner Watson for the Superintendent of the Year recognition lunch at KASB.

ADJOURN

The next meeting is scheduled for Feb. 13 and 14, 2018.

Jim Porter, Chairman

Peggy Hill, Secretary

RESOLUTION

Be It Resolved that:

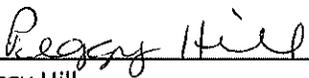
The Kansas State Board of Education will conduct its regular meeting beginning at 10 a.m. on the second Tuesday and 9 a.m. on the second Wednesday of each month with the exception of April (2018) when said meeting will be held on the third Tuesday and Wednesday of the month. The location is the Landon State Office Building (LSOB), 900 SW Jackson, Ste 102, Topeka, Kansas, unless otherwise noted. The State Board reserves the right to change meeting location with at least two weeks advance notice. The 2018 schedule of Kansas State Board of Education regular meetings and legislative conference calls is approved as:

Date 2018	Meeting	Location
January 9-10	Regular Board Meeting	LSOB, Topeka
January 26	Legislative Conference Call - 4 p.m.	LSOB, Topeka
February 13-14	Regular Board Meeting	LSOB, Topeka
February 23	Legislative Conference Call – 4 p.m.	LSOB, Topeka
March 13-14	Regular Board Meeting	LSOB, Topeka
March 30	Legislative Conference Call – 4 p.m.	LSOB, Topeka
April 17	Regular Board Meeting	LSOB, Topeka
April 18	Annual visit KS School for Blind / School for Deaf	Kansas City / Olathe
May 8-9	Regular Board Meeting	LSOB, Topeka
June 12-13	Regular Board Meeting	LSOB, Topeka
July 10-11	Regular Board Meeting	LSOB, Topeka
August 14-15	Regular Board Meeting	LSOB, Topeka
September 11-12	Regular Board Meeting	LSOB, Topeka
October 9-10	Regular Board Meeting	LSOB, Topeka
November 13-14	Regular Board Meeting	LSOB, Topeka
December 11-12	Regular Board Meeting	LSOB, Topeka

If the regular meeting date occurs on a legal holiday or on a holiday specified by the Board, such regular meeting shall be held the following day, commencing at the same hour.

CERTIFICATE

This is to certify that the above resolution was duly adopted by the Kansas State Board of Education on the 10th day of January, 2018.



 Peggy Hill
 Secretary, Kansas State Board of Education

KANSAS STATE BOARD OF EDUCATION**Special Meeting Minutes****January 26, 2018****CALL TO ORDER**

Chairman Jim Porter called the special meeting of the State Board of Education to order at 1 p.m. Friday, Jan. 26, 2018, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

1/26/2018
(00:03:12)

ROLL CALL

All Board members were present:

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

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Chairman Porter read both the Board's Mission Statement and Kansans Can Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited. Mr. Willard's arrival after the Pledge was noted for the record.

APPROVAL OF AMENDED AGENDA

Chairman Porter acknowledged a request from the Kansas Press Association to keep the entire meeting open. Executive Sessions are allowed in order to protect the privacy rights of employees and the attorney-client privilege. He announced that there would be additions to the agenda: (1) an Executive Session for the purpose of consultation with attorney and (2) discussion time among Board members in open session. Mrs. Busch moved to approve the agenda as amended. Mr. McNiece seconded. Motion carried 9-1 with Mr. Roberts in opposition.

MOTION
(00:07:47)

EXECUTIVE SESSION #1

Mrs. Busch moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney. The session would begin at 1:10 p.m. for up to 30 minutes. No action would be taken during this session. The open meeting would resume in the Board Room, Suite 102, at 1:40 p.m. Commissioner Randy Watson, Board Attorney Mark Ferguson and General Counsel Scott Gordon were invited to join the Executive Session. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(00:08:38)

The Board returned to open session at 1:40 p.m.

EXECUTIVE SESSION #2

Mrs. Busch moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individual(s) to be discussed. The Board would take a 10-minute break prior to the Executive Session which would begin at 1:50 p.m. for up to 60 minutes. No action would be taken during this session. The open meeting

MOTION
(00:11:13)

would resume in the Board Room, Suite 102, at 2:50 p.m. Commissioner Randy Watson, Board Attorney Mark Ferguson, General Counsel Scott Gordon and Deputy Commissioner Dale Dennis were invited to join the Executive Session. Mr. McNiece seconded. Motion carried 10-0.

The Board returned to open session at 2:50 p.m.

ACTION ON GUIDANCE TO COMMISSIONER

Mrs. Cauble made the following motion: KSDE employees report to the Commissioner of Education, who may request guidance from the Kansas State Board of Education on employment matters. Commissioner Watson has requested our guidance, therefore I move that the Kansas State Board of Education give guidance to Commissioner Watson to fully support the continued employment of Deputy Commissioner Dale Dennis and his staff. Mr. McNiece seconded. A time for Board member comments followed. Mrs. Cauble reread the motion and the vote was taken. Motion carried 9-1 with Mr. Bacon in opposition.

MOTION
(00:14:33)

ACTION TO DIRECT COMMISSIONER

Mr. Bacon made the following motion: I move that the Kansas State Board of Education direct Commissioner Randy Watson to bring to the Board not later than the March Board meeting recommendations for a process to ensure transparency and accuracy. Mr. Roberts seconded. Motion carried 10-0.

MOTION
(00:15:24)

OPEN DISCUSSION

Several Board members made comments acknowledging support (meeting attendance, text messages, emails, letters); the need to ensure procedures are transparent, open and easily understandable; and the importance of working cooperatively with the legislature. Individual responses are captured in the audio recordings beginning at (00:17:06).

ADJOURN

The meeting adjourned at 3:08 p.m.

Jim Porter, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes December 12, 2017

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Dec. 12, 2017, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. He welcomed guests in attendance from the Kansas Educational Leadership Institute (KELI) and asked them to introduce themselves.

12/12/2017
A.M. Session
(00:00:05)

ROLL CALL

All Board members were present:

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

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Chairman Porter read both the Board's Mission Statement and Kansans Can Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA

Mrs. Busch moved to approve the Tuesday agenda as presented. Mrs. Horst seconded. Motion carried 10-0.

MOTION
(00:03:20)

APPROVAL OF THE NOVEMBER MEETING MINUTES

Mrs. Horst moved to approve the minutes of the November Board meeting. Mr. Roberts seconded. Motion carried 10-0.

MOTION
(00:03:39)

COMMISSIONER'S REPORT

Dr. Randy Watson previewed preliminary data to indicate that positive movement is occurring toward the Kansans Can vision through the state-level outcomes. He explained that high school graduation rates must be looked at in conjunction with postsecondary progress data. He used charts of 2015, 2016 and 2017 aggregate numbers to show early results indicate a narrowing of gaps in several sub-sections, for instance English Language Learners. Dr. Watson shared evidence of input actions to improve outcomes for social-emotional growth and kindergarten readiness. These include the hiring of more counselors and social workers, access to all-day kindergarten, and service to more children in four-year-old at-risk programs. Individual Plans of Study are focusing on students' intrapersonal and interpersonal skills as well as their content knowledge.

(00:03:52)

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:30 a.m. There was one participant, through an interpreter — Kim Anderson, Kansas Association of the Deaf, concerned with the personnel study on the School for the Deaf and School for the Blind. Clarification questions were asked. Chairman Porter declared the Citizens' Forum closed at 10:41 a.m.

(00:30:12)

INFORMATION ON KANSAS STRIVING READERS COMPREHENSIVE LITERACY INITIATIVE

The Kansas State Department of Education was awarded a \$27 million competitive federal grant from the U.S. Department of Education to significantly advance literacy skills for Kansas children ages birth

(00:41:41)

through grade 12. Dr. Suzanne Myers, project director for the Kansas Striving Readers Comprehensive Literacy Initiative, provided information on the criteria for subgrantees, project requirements and general timeline. Approximately 96 percent of the funding award will be subgranted to school districts/consortiums. Award announcements are anticipated for summer of 2018 with implementation by August 2018. Dr. Myers then answered Board members' questions on such topics as eligibility, the required literacy needs assessment, outside evaluators and those districts that would qualify to apply for the subgrants.

BREAK

Board members took a break from 11:05 to 11:20 a.m.

ACTION ON AMENDMENT TO KANSAS CURRICULAR STANDARDS FOR HEALTH EDUCATION

At its November meeting, the State Board of Education received a proposed amendment to the Kansas model standards for Health Education. The purpose is to add instruction of hands-only CPR and Emergency Cardiovascular Care. Assistant Director Branden Johnson provided a recap of the amendment, which is supported by both the American Heart Association and the Kansas Association for Health, Physical Education, Recreation and Dance. Mrs. Busch moved to approve the addition of CPR standards to the existing Kansas Model Curricular Standards for Health Education that conform to the core teaching objectives for lay provider training as outlined in American Heart Association Guidelines for CPR and Emergency Cardiovascular Care. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(01:03:41)

ACTION ON NEW APPOINTMENT TO THE PROFESSIONAL STANDARDS BOARD

Two nominations were received to fill a vacancy on the Professional Standards Board. Mrs. Cauble moved to appoint Tasha Markham to her first partial term on the Professional Standards Board to run from Dec. 1, 2017 through June 30, 2018. Mrs. Waugh seconded. Motion carried 9-0, with Mr. Willard absent for the vote. Ms. Markham is a 5th grade teacher at Lincoln Elementary, USD 484 Fredonia.

MOTION
(01:04:34)

ACTION ON HIGHER EDUCATION PREPARATION PROGRAM STANDARDS FOR SECONDARY EDUCATION UNIFIED 6-12

A standards-writing work group was in charge of developing the new educator preparation program standards for Secondary Education Unified 6-12. The draft document was presented to the Board last month for review. KSDE's Dr. Catherine Chmidling and Dr. Beverly Schottler from the Associated Colleges of Central Kansas explained highlights of the standards and answered questions about the opportunities this program would offer teacher candidates. Individuals would be trained for providing special education support across the content areas for grades 6-12, including training to support specifically English Language Arts and Mathematics, in inclusive settings. Mr. McNiece moved to approve the new educator preparation program standards for Secondary Education Unified 6-12. Mrs. Busch seconded. Motion carried 10-0.

MOTION
(01:20:40)

LUNCH

At 11:40 a.m., Chairman Porter recessed the meeting for lunch. The Board's Policy Committee met during the break to continue discussions on the guideline for 6th grade participation in interscholastic athletics. The meeting would resume at 1:30 p.m.

RECOGNITION OF 2017 MILKEN NATIONAL EDUCATOR

The 2017 Milken Educator Award winner is Heidi Albin, a science teacher at Complete High School in Maize (USD 266). She was accompanied by several of her students who helped describe three of the outdoor science exploration programs in their school, including establishment of a Fishing Futures chapter. Complete High School also participates in the Kansas Green Schools program through the Kansas Association for Conservation and Environmental Education (KACEE). The Milken Family Foundation's program recognizes, celebrates and rewards teachers and principals who have made and continue to make significant contributions to the education of children. As a Milken Educator, Ms. Albin receives an unrestricted cash award of \$25,000 from the Milken Family Foundation.

P.M. SESSION
(01:21:50)

RECEIVE UPDATE FROM TEACHER VACANCY AND SUPPLY COMMITTEE

The Teacher Vacancy and Supply Committee (TVSC) is a standing sub-committee of the Professional Standards Board, created by the State Board to address recommendations of the Blue Ribbon Task Force on Teacher Vacancies and Supply. The committee currently meets monthly. In this report to Board members, Interim Director of Teacher Licensure and Accreditation Susan Helbert and TVSC co-chair Dr. Laurie Curtis provided updates on licensure issues identified as priorities. Current recommendations center on proposed requirements and timelines for statewide pilots for limited elementary and limited special education alternative pathways. The inclusion of required field experience and mentoring while continuing in approved programs was discussed. Other ongoing considerations are paraprofessional pathways and micro-credentialing.

(01:38:13)

INFORMATION ON A+ SCHOOL PILOT PROGRAM IN CHENEY AND HIAWATHA

Two schools were selected to participate in the Kansas A+ School Pilot program, now in its third year. They are Hiawatha Elementary (USD 415) and Cheney High School (USD 268). The goal is to use arts as a catalyst for transforming schools. There are eight A+ essentials that support a whole school learning environment. Networking, professional development and research are the cornerstones of the program. School representatives as well as students from Hiawatha Elementary shared how the program has positively impacted their school environment. Program sponsors are the Kansas Alliance for the Arts in Education (KSAAE) and the Creative Arts Industries Commission. Data is also being collected to evaluate affect on attendance rates and test scores.

(02:14:55)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, Chair of the Professional Practices Commission, was remotely connected to the meeting and available to answer questions about the recommendations brought forth on two cases. Mr. Bacon moved to adopt the findings of fact and conclusions of law of the PPC and that no discipline be imposed upon John Donaldson. Mrs. Horst seconded. Motion carried 9-0 with Mrs. Cauble absent for the vote.

MOTION
(03:01:01)

Next, Mrs. Horst moved to adopt the findings of fact and conclusions of law of the PPC and publicly censure Sarah Marolf as set forth in the Initial Order entered in this matter. Mrs. Busch seconded. Motion carried 10-0.

MOTION
(03:01:58)

There was a 10-minute break at 3:15 p.m.

BREAK

RECEIVE PROPOSED AMENDMENTS TO PROFESSIONAL PRACTICES COMMISSION REGULATIONS

K.A.R. 91-22-1a is one of the regulations governing teacher discipline. This particular regulation has not been updated in more than a decade. KSDE's Office of General Council has drafted proposed amendments to add clarity to the existing regulations, including expanding the enumerated list of actionable behavior. Assistant General Counsel Kelli Broers explained the proposed changes. She answered questions related to process of review and specific subsections. A request was made for a glossary of terms. She commented on feedback received from educational organizations. The next step in the regulations process is for Board approval to submit the proposed amendments to the Department of Administration and Office of Attorney General for review.

(03:02:52)

LEGISLATIVE MATTERS - ACTION ON CTE COST STUDY REPORT

Deputy Commissioner Dale Dennis reported on the study required by Senate Bill 19 on Career and Technical Education (CTE) weighting and cost per pathway in an approved CTE program. A proposed plan for providing state aid to school districts for CTE programs/courses was to be completed by Jan. 15. Mr. Dennis reviewed the findings and shared a printout of the cost study results. Mrs. Busch moved to accept the CTE special report and recommend to the Legislature the current .5 weighting be

(03:30:32)

MOTION
(03:38:02)

continued and reviewed again in the future. Mr. McNiece seconded. Motion carried 10-0.

Mr. Dennis mentioned the multiple report requests his office was working. He then answered Board members' questions, including ones about all-day kindergarten funding, at-risk guidelines and cash balances. Legislative Liaison Jim McNiece commented on the School Finance Study Committee's meetings. He mentioned plans for a legislative gathering Feb. 13 with the education committee. He also talked about other efforts to continue building relationships with legislators.

BREAK

Board members took a break from 4:35 to 4:45 p.m.

CONSENT AGENDA

MOTION
(04:17:11)

Mrs. Busch moved to approve the Consent Agenda as presented. Mrs. Horst seconded. Motion carried 9-0 with Mr. Bacon absent for the vote. In the Consent Agenda, the Board:

- received the monthly Personnel Report for November.
- accepted the following recommendations of the Evaluation Review Committee for program approval: **Tabor College** — Health (PreK-12), Physical Education (PreK-12), both continuing programs through Dec. 31, 2024; **Washburn University** — History, Government, Social Studies (5-8), History, Government, Social Studies (6-12), Mathematics (5-8), all continuing programs through Dec. 31, 2024.
- accepted the following recommendations for licensure waivers valid for one school year: *Deaf or Hard of Hearing* -- Gina Westerman, USD 465. *Early Childhood Special Education* -- Beverly Gross, Hailey Gifford, USD 244; Erin Shore, USD 353; Tara Lowry, Amy Koeppe, USD 475; Amanda Tucker, USD 501; Kayla Cozza, D0602; Mindy Alderfer, Emily Warner, D0605; Andrea Prochnow, D0613; Heather Albers, D0605. *Early Childhood/Preschool* -- Beverly Furlong, USD 231. *General Business Topics – Extension on the number of days on an Emergency Substitute License* -- Taylor Stucky, USD 418. *Gifted* -- Jodi Feltman, USD 102; Susan Copeland, Kelsie Rogers, USD 383; Amanda Keller, Jill Hultberg, USD 418; Julia Wilke, USD 465; Nancy Diepenbrock, D0605. *High Incidence Special Education* -- Julie Lueger, USD 115; Grayson Mays, USD 202; Vandana Yadav, USD 229; Lisa Lucas, USD 230; Jessica Malter, USD 231 Kristi McMillen, USD 244; Anthony Markowitz, Tracy Ensminger, USD 253; Brittany Hauck, USD 259; Beatrice Sahlfeld, USD 273; Joshua Anguiano, USD 305; Lisa Wege, Rebecca Long, Tara Ladusch, USD 336; Cale Green, USD 364; Carly Weisbeck, Eric Winters, Tiffany Pacey, Jeanie Fulmer, Matthew McCasland, Meghan Mai, Sharla Jost, USD 418; Kaitlin Smith, USD 453; Susan Schultz, Dustin Durbin, Stacey Harper, Julia Crowdis, Tony Glidewell, Bryon Sturm, Dana Madrigal, Lisa Phillips, USD 465; Rebecca Fink, USD 469; Samantha Garner, Lacy Stockton, Patricia James, Shiann Farris, Angela Davis, Shanda Montgomery, Lauren Yamashita, Cassie Sandlin, USD 475; Sari Legleiter, USD 489; Andrew Nussbaum, Lori Havens, USD 497; Joann Boyd, Tayne Preno, Corie Griffin, Hayley Christensen, Paige Luthi, Jennifer Waltermann, Jessica Hill, Alyssa Willhite, Theresa Barry, USD 500; Randi Arensman, Alicia Cattrell, Daniel English, Garrett Royston, Hillary Stucky, Jason White, Ashley Davidson, Anna Alvarez, Shea Wright, Jordan Wolf, USD 501; Patrick Adkins, Alexa Scarlett, USD 512; Ashley Calvin, Peggy Pool, Emily Chessmore, Erica Smith, Tami Dubois, Aaron Byarlay, Angela Brumbaugh, Margaret Porter, Rae Ann Mattke, D0602; Amber Zwierzychowski, Amy Oliver, Cathy Cox, Diana Sanpaka, Ellen Waters, Jessica Hacker, Lucas Bauman, Marla Stark, Ryan Ford, Stephanie Grippin, Taylor Bauman, Trisha Barnard, Troy Piper, Venus Covey, D0605; Kory Roberts, Melanie McGee, Rick Weber, Brett Delich, D0608; Tami Dillon, D0610; Dillon Shouse, Hannah Elliott, Jason Millemon, Jo Ann Cline, Kathryn Jackson, Matthew Legg, Ruth Nolte, Tamara Mink, Gustaf Lindstrom, Jennifer Sowers, Lorena Carrillo, Cristabell Bernadac, D0613; Tabatha Johnson, D0616; Angela Mans, D0618; Paula Kraft, Traci Middleton, D0620; Tiffani Knowles, D0718. *High Incidence Special Education – Extension on the number of days on an Emergency Substitute*

License -- Taronza Bronson, Amy Kannaday, USD 469. *Library Media Specialist* -- Daniel Chamberlain, Hillary Watson, Lynnlea Anderson, Roni Knight, USD 457. *Low Incidence Special Education* -- Jennifer Buehler, USD 229; Daniel Ruegsegger, USD 231; Heather Garner, USD 244; Ellie Wingert, Heather Pfeiff, USD 418; Keely Hammontree, USD 497; Aubrey Gilhaus, Travis Sumner, Angela Holtgraves, Courtney Cleveland, Hailey Smith, Jenee Vickers, USD 512.

- Issued Calendar Year 2018 licenses to the following recommended commercial driver training schools: Behind the Wheel, Inc., Overland Park; Bi-State Driving School, Overland Park; Buckle-Up School, LLC, Lawrence; Double Team Driving School, Olathe; Drive Right School of Johnson County, Overland Park; Drive Right School of Wichita, Wichita; DriveKansas, Inc., Bonner Springs; EcoDriver School, Lenexa; Freedom Driving School, Lenexa; Go Driving School, LLC, Lawrence; Go Driving School Manhattan, Manhattan; Harder Performance Driving School, Overland Park; HyPlains Driving School of Garden City, Garden City; HyPlains Driving School, Inc., Dodge City; Legacy Driving School of Andover, LLC, Andover; Little Apple Driving School, Manhattan; McPherson Driving School, LLC, McPherson; Midwest Driving School, Lawrence; Motorcycle Rider Education, Wichita; Premier Driving School, LLC, Newton; Premier Driving School of Derby, Derby; Premier Driving School of Hutchinson, Hutchinson; Royal Driving School, Salina; Safety First Driving, Olathe; Schuetz Driving School, Olathe; Suburban Driving Academy, Kansas City; 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; and Behind the Wheel Defensive Driving School, Wichita.
- authorized USD 109 Republic County to receive capital improvement (bond and interest) state aid as authorized by law. (See additional Consent Action on Wednesday)

authorized the Commissioner of Education to negotiate and

- amend the contract with Journey Ed to provide testing for Microsoft Office certifications in an amount not to exceed \$507,135.82.

BOARD REPORTS AND FUTURE AGENDA ITEMS

Policy — Mrs. Waugh reported that the Policy Committee is still discussing the guideline for 6th grade participation in interscholastic athletics. This month the committee heard comments from superintendents of small districts. The committee will meet next with sports medicine professionals.

School Mental Health Advisory Council — Mrs. Busch commented on the Council's upcoming meeting to continue discussions on managing mandatory trainings for school personnel. Many of these trainings fall under the umbrella of social emotional development. Other topics include flexibility with completing the trainings and the need to provide mental health support services to schools.

Individual Board member reports: Mrs. Busch attended an Educators Rising event at Emporia for aspiring teachers and high school students interested in the teaching profession. Mrs. Horst and Mrs. Mah participated in the Education Commission of the States' Dual Enrollment Policy Academy, which coincides with their work on the concurrent enrollment task force. Mrs. Cauble attended the ECS winter conference in Denver.

Chairman Porter reported on decisions of the task force studying procurement and health insurance, plus commented on Board member participation in the Dialogue Summit on Retention as well as the KASB panel discussion. He attended a meeting of the former Emergency Safety Intervention Task Force to discuss use of mechanical restraint by law enforcement.

**COMMITTEE
REPORTS**
(04:17:32)

**INDIVIDUAL
MEMBER
REPORTS**

Requests for Future Agenda Items:

- Discuss actively using State Board liaisons for KSSB and KSD (Mrs. Cauble)
- Sexual harassment awareness training for Board members (Mr. Porter)

**BD ATTORNEY
REPORT**

Board Attorney Mark Ferguson offered to answer questions from his monthly summary.

BOARD MEMBER TRAVEL

MOTION
(04:50:23)

Additions to the travel requests were: Mrs. Horst — Dec. 21 USD 271 and USD 392 visits; Mr. McNiece and Mr. Porter —Dec. 18 School Finance Study Committee. Mr. McNiece moved to approve the travel requests and additions. Mr. Roberts seconded. Motion carried 10-0.

RECESS

RECESS

Chairman Porter recessed the meeting at 5:20 p.m. until 9 a.m. Wednesday.

Jim Porter, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

**Meeting Minutes
December 13, 2017**

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Dec. 13, 2017 in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

12/13/2017
A.M. Session
(00:00:04)

ROLL CALL

The following Board members were present:

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

APPROVAL OF AGENDA

Mr. Willard moved to approve the day’s agenda. Mrs. Busch seconded. Motion carried 9-0 with Mrs. Cauble absent for the vote.

MOTION
(00:00:20)

READING FOR SUCCESS REPORT FROM ISTATION AND FORT HAYS STATE UNIVERSITY

Board members received enrollment numbers and other relevant information for the 2017-2018 academic year pertaining to the Kansas Reading for Success Program, which was launched in October 2015. Istation is the vendor contracted to provide services. Ossa Fisher, Deputy Chief Operating Officer for Istation, shared data current through Dec. 5, 2017 noting that 184 school districts were utilizing Istation for grades pre-K through 8th. Information was also presented on Istation’s progress-monitoring assessment for students and its comparisons to the Kansas assessments in English language arts. A research team from Fort Hays State University examines the effects of the Istation reading program on elementary students’ reading ability. FHSU representatives reported on growth scores, survey results and aggregate data by geographic locale. Board members had several questions and comments about disseminating survey information, plans for engaging schools not currently participating, working with the service centers and consistency of program use. Additional data was requested for average daily use by month.

(00:00:39)

RECEIVE RECOMMENDATIONS OF FUTURE STRUCTURES FOR KANSAS STATE SCHOOL FOR THE BLIND AND KANSAS SCHOOL FOR THE DEAF

At the request of the State Board, the Kansas Association of School Boards (KASB) conducted a personnel study with a focus specifically on current staffing levels and services offered at Kansas School for the Deaf and Kansas State School for the Blind. Dr. Brian Jordan with KASB gave an overview of the study. Then, Interim Superintendents Luanne Barron (KSD), through use of an interpreter, and Jon Harding (KSSB) reported on the findings and responded to the recommendations. The concentration areas identified were: redesign of the administrative structure, outreach resources, increased/expanded collaboration and transition services for students. Among the number of specific topics discussed with Board members and the interim superintendents were: getting services to children not currently being served, the needs of children birth to age 3, improved data, teacher recruitment/teacher prep programs, transition life skills, communication, marketing with businesses, and comparisons with other state schools for the deaf and/or blind. After a 10-minute break at 11:10 a.m., more discussion followed.

(00:54:07)

MOTION
(02:17:40)

EXECUTIVE SESSION

Mrs. Busch moved to recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individual to be discussed. The session would begin at 11:30 a.m. for 30 minutes and the open meeting would resume in the Board Room at noon. Dr. Watson and Board Attorney Mark Ferguson were invited to join the session. Mr. Roberts seconded. Motion carried 10-0.

The open meeting resumed at noon.

ADDITIONAL ACTION ON CONSENT AGENDA

Mr. Dale Dennis provided a request from USD 109 Republic County to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation. In previous consent action, the Board approved USD 109's request for capital improvement (bond and interest) state aid. Mr. Roberts moved to approve the request for USD 109 Republic County to hold a bond election. Mrs. Horst seconded. Motion carried 9-0 with Mrs. Mah absent for the vote.

MOTION
(02:19:57)

EXECUTIVE SESSION

Mrs. Busch moved to recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under KOMA, in order to protect the privacy interest of the individual to be discussed. The session would begin at 12:01 p.m. for 15 minutes and the open meeting would resume in the Board Room. Board Attorney Mark Ferguson was invited to join the session. Mr. Bacon seconded. Motion carried 10-0.

MOTION
(02:20:33)

ADJOURN

Open session resumed at 12:16 p.m. and Chairman Porter immediately adjourned the meeting. The next meeting is scheduled for Jan. 9 and 10, 2018.

ADJOURN

Jim Porter, Chairman

Peggy Hill, Secretary

Subject: Citizens' Open Forum

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

Each speaker shall be allowed to speak for three minutes. Any person wishing to speak shall complete a presenter's card, giving his or her name and address, and the name of any group he or she is representing. (Ref. Board Policy 1012) The speaker's card should be completed prior to 10:30 a.m.

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



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

KANSAS STATE SCHOOL FOR THE DEAF
450 EAST PARK ST. · OLATHE, KS 66061-5497
PHONE: 913-791-0573 FAX: 913-791-0577

KANSAS STATE SCHOOL FOR THE BLIND
1100 STATE AVE. · KANSAS CITY, KS 66102-4411
PHONE: 913-281-3308 FAX: 913-281-3104

To: Commissioner Randy Watson
From: Luanne Barron, Jon Harding
Subject: Receive recommendations from Kansas School for the Deaf and Kansas State School for the Blind on Goal Two: Outreach Resources and Services

Kansas Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education. For such control and supervision, the State Board of Education may enter into contracts, adopt rules and regulations and do or perform such other acts as are authorized by law or are necessary for such purposes.

In June 2017, the State Board authorized the KSD and KSSB Interim Superintendents to work together with the Kansas Association of School Boards to bring back to the State Board recommendations on administrative structures to serve both schools now and in the future. Five main goals have been proposed.

This month, the Interim Superintendents will present on Goal Two, which is to expand personnel for Outreach/Field Services. They will share their recommendation to reallocate positions from Administration to Outreach/Field Services and a short-term plan.



REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:

Director:

Commissioner:

Meeting Date: 2/13/2018

Kelli Broers

Scott Gordon

Randy Watson

Item Title:

Act on the recommendations of the Professional Practices Commission (revocations)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and revoke the licenses and any associated endorsements of Shelly Moore, Dawn Meredith and Kayla Ingalls.

Explanation of Situation Requiring Action:

1. Shelly Moore 17-PPC-27

Shelly Moore holds a Kansas professional teaching license. While licensed she was convicted of felony and misdemeanor drug-related crimes. KSDE filed a complaint and Moore did not request a hearing or file an answer. As a result, the Professional Practices Commission voted unanimously to recommend the State Board revoke Moore’s license and any associated endorsements. Further details are contained in the attached initial order.

2. Dawn Meredith 17-PPC-29

Dawn Meredith holds a Kansas substitute license. While licensed she was convicted of felony theft of a firearm. KSDE filed a complaint and Meredith did not request a hearing or file an answer. As a result, the Professional Practices Commission voted unanimously to recommend the State Board revoke Meredith’s license and any associated endorsements. Further details are contained in the attached initial order.

3. Kayla Ingalls 17-PPC-34

Kayla Ingalls holds a Kansas initial teaching license. While licensed she engaged in an inappropriate relationship with a student. KSDE filed a complaint and Ingalls did not request a hearing or file an answer. As a result, the Professional Practices Commission voted unanimously to recommend the State Board revoke Ingalls’ license and any associated endorsements. Further details are contained in the attached initial order.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
Shelly Moore

17-PPC-27

INITIAL ORDER

The above-captioned case comes before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) to determine whether Shelly Moore shall be subject to discipline up to and including revocation of her license.

This matter convened on December 4, 2017. Appearing for the Commission were Chairman Linda Sieck, Vice Chairman, Jessica Snyder, and members Vici Jennings, John McKinney, Nathan Reed, Ginger Riddle, and Maret Schrader. R. Scott Gordon appeared as counsel for KSDE. Shelly Moore appeared not.

FINDINGS OF FACT

1. Shelly Moore, 1525 N. Fairmount., Wichita, Kansas 67208 has been licensed since 1994. Her professional license is scheduled to expire on January 27, 2019.
2. On February 9, 2017, Moore was convicted¹ of:
 - a. Felony possession with intent to distribute a controlled substance in violation of K.S.A. 21-5705(a)(7) & (d)(1)(B);
 - b. Felony conspiracy to commit possession with intent to distribute a controlled substance in violation of K.S.A. 21-5705(a)(7), (d)(1), & (B) and K.S.A. 21-5302;
 - c. Felony no drug stamp, in violation of K.S.A. 79-5204; and
 - d. Misdemeanor possession of drug paraphernalia in violation of K.S.A. 21-5709(b)(2).
3. KSDE filed a complaint seeking the revocation of Moore's license. It was mailed to her last known address by certified mail, return receipt requested. It was delivered. Moore did not file an answer and she did not request a hearing.

¹ Saline County, Kansas, District Court, Case No. 2015-CR-001142, State v. Moore.

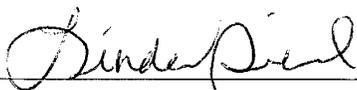
CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI; K.S.A. 72-7513.
2. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).
3. The Commission investigates and conduct hearings pertaining to allegations of misconduct. K.S.A. 72-8507; K.A.R. 91-22-1a *et seq.*
4. Mailing notice to a party's last known address is a permissible form of service. A written certificate of service is sufficient to presume service. Furthermore, service by mail is complete upon mailing. See K.S.A. 77-531.
5. A party must request a hearing within 15 days of service of a complaint. K.S.A. 77-542.
6. A party has 20 days to file an answer upon receipt of a complaint. If no answer is filed, the person is deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action. K.A.R. 91-22-9.
7. The State Board may revoke a license for misconduct or other just cause. K.A.R. 91-22-1a(a). The State Board may also revoke the license of an individual who has been convicted of any crime punishable as a felony or convicted of any drug-related crime. K.A.R. 91-22-1a(a)(1)&(4); See K.S.A. 72-1383; Hainline at 224. The State Board may also cancel a license on grounds of immorality. K.S.A. 72-1383.
8. The Commission, after reviewing the evidence in this matter and considering the applicable law, believes revocation of Moore's license and any associated endorsements is necessary.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 7 - 0, that it revoke Shelly Moore's license due to the underlying criminal conduct as alleged in the conduct as well as her failure to file a response to the complaint.

This Initial Order is made and entered this December 4, 2017.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairperson
Order signed on January 3, 2018

NOTICE

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 3rd day of January 2018, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by certified mail, return receipt requested, to:

Shelly Moore
1525 N. Fairmount
Wichita, Kansas 67208

and via interoffice mail to:

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



Gwen Kramer
Secretary, Professional Practices Commission

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of
Dawn Meredith

17-PPC-29

INITIAL ORDER

The above-captioned case comes before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) to determine whether Dawn Meredith shall be subject to discipline up to and including revocation of her license.

This matter convened on December 4, 2017. Appearing for the Commission were Chairman Linda Sieck, Vice Chairman, Jessica Snyder, and members Vici Jennings, John McKinney, Nathan Reed, Ginger Riddle, and Maret Schrader. R. Scott Gordon appeared as counsel for KSDE. Dawn Meredith appeared not.

FINDINGS OF FACT

1. Dawn Meredith, age 38, holds a Kansas substitute license, which is valid through March 28, 2019. Her last known address is 1304 11th Avenue, Dodge City, Kansas 67801.
2. On July 13, 2017, Meredith pleaded no contest to and was convicted of felony theft of firearm in violation of K.S.A. 21-5801(a)(1).¹
3. On September 29, 2017, the court sentenced Meredith to a six-month underlying prison sentence with a 12-month probation term granted.
4. KSDE filed a complaint seeking the revocation of Meredith's license. It was mailed to her last known address by certified mail, return receipt requested. It was delivered. Meredith did not file an answer and she did not request a hearing.

¹ State v. Meredith, Case No. 17 CR 297, District Court of Ford County, Kansas.

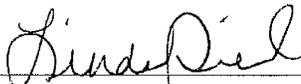
CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI; K.S.A. 72-7513.
2. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).
3. The Commission investigates and conduct hearings pertaining to allegations of misconduct. K.S.A. 72-8507; K.A.R. 91-22-1a *et seq.*
4. Mailing notice to a party's last known address is a permissible form of service. A written certificate of service is sufficient to presume service. Furthermore, service by mail is complete upon mailing. See K.S.A. 77-531.
5. A party must request a hearing within 15 days of service of a complaint. K.S.A. 77-542.
6. A party has 20 days to file an answer upon receipt of a complaint. If no answer is filed, the person is deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action. K.A.R. 91-22-9.
7. The State Board may revoke a license for misconduct or other just cause. K.A.R. 91-22-1a(a). The State Board may also revoke the license of an individual who has been convicted of any crime punishable as a felony. K.A.R. 91-22-1a(a)(1); See K.S.A. 72-1383; Hainline at 224. The State Board may also cancel a license on grounds of immorality. K.S.A. 72-1383.
8. The Commission, after reviewing the evidence in this matter and considering the applicable law, believes revocation of Meredith's license and any associated endorsements is necessary.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 7 - 0, that it revoke Dawn Meredith's license due to the underlying criminal conduct as alleged in the complaint as well as her failure to file a response to the complaint.

This Initial Order is made and entered this December 4, 2017.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairperson
Order signed on January 3, 2018

NOTICE

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

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CERTIFICATE OF SERVICE

I hereby certify that on this 3rd day of January 2018, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by certified mail, return receipt requested, to:

Dawn Meredith
1304 11th Avenue
Dodge City, Kansas 67801

and via interoffice mail to:

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



Gwen Kramer
Secretary, Professional Practices Commission

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of
Kayla Ingalls

17-PPC-34

INITIAL ORDER

The above-captioned case comes before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) to determine whether Kayla Ingalls shall be subject to discipline up to and including revocation of her license.

This matter convened on December 4, 2017. Appearing for the Commission were Chairman Linda Sieck, Vice Chairman, Jessica Snyder, and members Vici Jennings, John McKinney, Nathan Reed, Ginger Riddle, and Maret Schrader. R. Scott Gordon appeared as counsel for KSDE. Kayla Ingalls appeared not.

FINDINGS OF FACT

1. Kayla Ingalls, age 24, holds a Kansas initial teaching license. Her last known address is 1224 Greenbrier Drive, Eudora, Kansas 66025.
2. During the 2016 - 2017 school year, Ingalls was employed by Baxter Springs Schools, USD 508. In February 2017, Ingalls admitted to Superintendent, David Pendergraft, and High School Principal, Cory White, that she had sent and received inappropriate photos via text messages with a student. She resigned her position because of her misconduct.
3. Kansas Department of Children and Families records show that Ingalls also reportedly allowed the student to give her a back rub during class.
4. KSDE filed a complaint seeking the revocation of Ingalls's license. It was mailed to her last known address by certified mail, return receipt requested. It was delivered. Ingalls did not file an answer and she did not request a hearing.

CONCLUSIONS OF LAW

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

2. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).

3. The Commission investigates and conduct hearings pertaining to allegations of misconduct. K.S.A. 72-8507; K.A.R. 91-22-1a *et seq.*

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

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

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

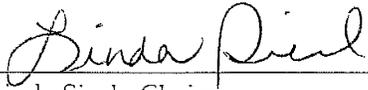
7. The State Board may revoke the license of an individual who commits an act that injures the health or welfare of a child through sexual exploitation or engages in any sexual activity with a student, regardless of whether a conviction results. K.A.R. 91-22-1a(a)(7)&(8). The State Board may also cancel a license on grounds of immorality. K.S.A. 72-1383.

8. The Commission, after reviewing the evidence in this matter and considering the applicable law, believes revocation of Ingalls's license and any associated endorsements is necessary.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 7 - 0, that it revoke Kayla Ingalls's license due to the underlying misconduct alleged in the complaint as well as her failure to file a response to the complaint.

This Initial Order is made and entered this December 4, 2017.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairperson
Order signed on January 3, 2018

NOTICE

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Peggy Hill
Secretary, Kansas State Board of Education
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Topeka, Kansas 66612

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CERTIFICATE OF SERVICE

I hereby certify that on this 3rd day of January 2018, I filed a true and correct copy of the above and foregoing with the Secretary for the Kansas State Board of Education and I mailed one copy by certified mail, return receipt requested, to:

Kayla Ingalls
1224 Greenbrier Drive
Eudora, Kansas 66025

and via interoffice mail to:

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



Gwen Kramer
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

Staff Initiating:

Catherine Chmidling

Interim Director:

Susan Helbert

Commissioner:

Randy Watson

Meeting Date: 2/13/2018

Item Title:

Act on higher education program standards for Family and Consumer Science 6-12

Recommended Motion:

It is moved that the Kansas State Board of Education approve the new educator preparation program standards for Family and Consumer Science 6-12.

Explanation of Situation Requiring Action:

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

Standards revision work groups are completing the task of revising all program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. In January, a completed set of revised standards was presented for review: Family and Consumer Science 6-12. Approval of the standards is requested. Once approved, the IHEs have access to develop new programs around the standards or to revise their current programs to align to the updated standards.

The proposed standards, the previous standards and a crosswalk were provided at the January 2018 meeting. Staff and representatives from the standards revision committee will be available to answer questions.

Preparation Program Standards materials:

Family and Consumer Science 6-12 crosswalk

Family and Consumer Science 6-12 proposed program standards

Family and Consumer Science 6-12 previous program standards

Crosswalk: Previous versus New Family and Consumer Sciences 6-12 Standards

General Information about this Revision:		
» This update moves standards to sequential order with measureable outcomes.		
STANDARD 1		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of family and consumer sciences demonstrates an understanding of the major concepts, theoretical views, scientific principles, resources, and skills in the areas of personal and family development, life span human growth and development, parenting and child development, interpersonal skills, human sexuality, personal and family resource management, life and career planning, nutrition and food, wellness, living environments, and apparel and textiles.	The teacher of family and consumer sciences (FCS) understands how social, cultural, cognitive, economic, emotional, and physical factors of the individual impacts families, communities, and the workplace.	<ul style="list-style-type: none"> • Moved from old Standard Two to new Standard One. • Edited standard to more closely align to the impact of an individual on families, community and the workplace.
STANDARD 2		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of family and consumer sciences understands that social, cultural, cognitive, economic, emotional, and physical factors contribute to the well-being of individuals, families, and communities.	The teacher of family and consumer sciences (FCS) understands and develops programs that prepare individuals to be productive members within society and for careers based upon family and consumer sciences knowledge and skills.	<ul style="list-style-type: none"> • Moved from old Standard Five to new Standard Two. • Added “understands and develops” to indicate that not only do preservice teachers develop programs but they understand why program components reflect current practices in family and consumer sciences.
STANDARD 3		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of family and consumer sciences understands that individuals and families	The teacher of family and consumer sciences (FCS) demonstrates an	<ul style="list-style-type: none"> • Portion of old Standard One has become new Standard Three.

can be empowered through education to maximize their potential and to function independently and collaboratively.	understanding of the central concepts, theoretical views, and structures of family and consumer sciences and the relationship to the well-being of individuals, families, and communities.	<ul style="list-style-type: none"> • Changed standard to include the rigor required of preservice teachers to connect theory and the Family and Consumer Sciences Body of Knowledge.
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STANDARD 4

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of family and consumer sciences understands how technology and the quality of environments enhance the functioning and productivity of individuals, families, careers and communities.	The teacher of family and consumer sciences (FCS) plans for classroom and laboratory learning, creates valid and reliable assessments, and utilizes multiple instructional strategies in classroom and laboratory settings in: <ul style="list-style-type: none"> • personal and family development, • life span human growth and development, • parenting and child development, • education and training across the lifespan, • interpersonal skills, • human sexuality, • personal and family resources management, • life and career planning, • nutrition, food, and wellness, • living environments and apparel and textiles. 	<ul style="list-style-type: none"> • Moved from old Standard One to new Standard Four. • Emphasis moves from understanding of content in Family and Consumer Sciences to planning and implementing teaching strategies and assessments.

STANDARD 5

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of family and consumer sciences develops family and consumer sciences programs that prepare individuals to be productive members within society and for careers based upon family and consumer sciences knowledge and skills.	The teacher of family and consumer sciences (FCS) understands the need to engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.	<ul style="list-style-type: none"> • New standard added to reflect the life-long learning and personal development required of an effective and successful professional in Family and Consumer Sciences.

**Kansas Educator Preparation Program Standards for
Family and Consumer Sciences Educators 6-12**

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

Standard 1: The teacher of family and consumer sciences (FCS) understands how social, cultural, cognitive, economic, emotional, and physical factors of the individual impacts families, communities, and the workplace.	
Function 1: The teacher understands the development and use of personal, social and material resources to meet the needs of individuals, families, communities, and the workplace.	
Content Knowledge	Professional Skills
1.1.1 CK The teacher understands emerging, persistent, and perennial concerns of individuals and families.	1.1.3 PS The teacher uses and models analytical, empirical, interpretive, and critical science modes of inquiry.
1.1.2 CK The teacher understands advocacy on behalf of individuals, families, consumers, and communities.	
Function 2: The teacher explores the interrelatedness of family, community, and the workplace.	
Content Knowledge	Professional Skills
1.2.1 CK The teacher understands the multifaceted demands on the individual.	1.2.6 PS The teacher works collaboratively to develop and implement a family and consumer sciences program that addresses issues affecting individuals and families.
1.2.2 CK The teacher understands family strengths lead to community vitality.	
1.2.3 CK The teacher understands how decision making impacts quality of life.	
1.2.4 CK The teacher understands the importance of becoming productive members of society.	
1.2.5 CK The teacher understands management of life balance (time, education investment, skill development valued, goal setting/achievement).	
Standard 2: The teacher of family and consumer sciences (FCS) understands and develops programs that prepare individuals to be productive members within society and for careers based upon family and consumer sciences knowledge and skills.	
Function 1: The teacher understands the knowledge, skills, and practices in careers of family and consumer sciences including FCS education.	
Content Knowledge	Professional Skills
2.1.1 CK The teacher understands the importance of career and life planning.	2.1.4 PS The teacher assists students in identifying personal career goals.
2.1.2 CK The teacher understands the careers aligned to the field of FCS.	2.1.5 PS The teacher assists students in exploring careers in FCS.
2.1.3 CK The teacher understands how to prepare students for the role of leadership and service in FCS and workplace settings.	2.1.6 PS The teacher will instruct students regarding career development initiatives including Career Clusters and Pathways related to FCS:

	<ul style="list-style-type: none"> • Human Services, • Hospitality & Tourism, • Visual Arts, • Education and Training.
Function 2: The teacher understands how to integrate the Family, Career and Community Leaders of America (FCCLA) student organization into the FCS Program.	
Content Knowledge	Professional Skills
2.2.1 CK The teacher understands the adviser’s function and responsibilities to maintain a FCCLA Chapter.	2.2.4 PS The teacher advises and manages an FCCLA chapter.
2.2.2 CK The teacher understands the mission, goals, and organization of Family, Career and Community Leaders of America (FCCLA).	
2.2.3 CK The teacher understands how to prepare students for leadership and service roles in family, community and workplace.	
Standard 3: The teacher of family and consumer sciences (FCS) demonstrates an understanding of the central concepts, theoretical views, and structures of family and consumer sciences and the relationship to the well-being of individuals, families, and communities.	
Function 1: The teacher demonstrates an understanding of the central concepts, theoretical views, scientific principles, resources and skills in:	
<ul style="list-style-type: none"> • personal and family development, • life span human growth and development, • parenting and child development, • interpersonal skills, • human sexuality, • personal and family resources management. 	
Content Knowledge	Professional Skills
3.1.1 CK The teacher understands the factors affecting evolving interpersonal, family, community, and professional relationships throughout the life cycle.	3.1.18 PS The teacher demonstrates the skills of discovery, integration, and application of knowledge in the areas of personal and family development including relationships, cultural influences, the integration of multiple life roles and responsibilities in family, career and community settings, life span human growth and development, parenting and child development, human sexuality, and resource management.
3.1.2 CK The teacher understands the functions of relationships and uses strategies and resources for communication and strengthening interpersonal and family relationships and dealing with change, conflict and crisis.	3.1.19 PS The teacher integrates knowledge across the curriculum to enhance the development of individuals, families, and communities.
3.1.3 CK The teacher understands parenting styles and their impact on family relationships across the lifespan.	3.1.20 PS The teacher integrates the process skills of critical thinking, problem solving, decision making, goal setting, cooperation, management, leadership, creativity, and communication across the curriculum.
3.1.4 CK The teacher communicates parenting skills and their impact.	

3.1.5 CK The teacher understands the historical significance of the family as a basic unit of society and is familiar with public policies and social/cultural and economic factors that affect families.	
3.1.6 CK The teacher understands human sexuality and its impact on interpersonal relationships.	
3.1.7 CK The teacher understands the stages, characteristics and interrelatedness of physical, social, emotional, moral, and cognitive development throughout the life cycle.	
3.1.8 CK The teacher understands strategies for observation and assessment of human development throughout the life cycle.	
3.1.9 CK The teacher understands how to plan, conduct, and assess developmentally appropriate and safe early childhood learning experiences.	
3.1.10 CK The teacher is aware of resources, regulations, and ethical standards related to caregiving throughout the life cycle.	
3.1.11 CK The teacher understands and communicates essential financial literacy concepts and their impact on factors that affect individual and family resources (food, clothing, shelter, health care, insurance, recreation, time, human capital) and financial management throughout the life cycle.	
3.1.12 CK The teacher understands and communicates the decision making, problem solving, and critical thinking skills necessary in managing finances.	
3.1.13 CK The teacher interprets the effects of technology on individual and family resources.	
3.1.14 CK The teacher understands the significance of parenting skills and the impact on the family.	
3.1.15 CK The teacher understands consumer rights and responsibilities and governmental laws and policies related to consumerism.	
3.1.16 CK The teacher understands roles, responsibilities, and resource management skills necessary in family, work, and community settings.	
3.1.17 CK The teacher is familiar with local, state, and federal resources/policies that assist/hinder the family, community, and workplace.	
Function 2: The teacher demonstrates an understanding of the central concepts, theoretical views, scientific principles, resources and skills in nutrition, food, and wellness.	
Content Knowledge	Professional Skills

3.2.1 CK The teacher understands the functions and sources of nutrients and the dietary guidelines necessary for healthy living throughout the life cycle.	3.2.10 PS The teacher demonstrates the skills of discovery, integration, and application of knowledge in the areas of nutrition, food, and wellness.
3.2.2 CK The teacher understands the factors that influence food consumption, nutrition, and behavior and promotes healthy living through wellness initiatives.	3.2.11 PS The teacher integrates knowledge across the curriculum to enhance the development of individuals and families.
3.2.3 CK the teacher understands the interrelationship of mental, social, emotional, and physical health throughout the life cycle.	3.2.12 PS The teacher integrates the process skills of critical thinking, problem solving, decision making, goal setting, cooperation, management, leadership, and communication throughout the curriculum.
3.2.4 CK The teacher is familiar with the impact of environmental, economic, scientific, technological, and governmental influences on food and nutrition from farm to table.	
3.2.5 CK The teacher understands the sources of food contamination, and safety and sanitation procedures, along with the role of local, state, and federal agencies in monitoring food safety.	
3.2.6 CK The teacher knows the general concepts of food science.	
3.2.7 CK The teacher understands the impact of environmental factors on food preparation and production.	
3.2.8 CK The teacher demonstrates an understanding of food preparation and meal planning.	
3.2.9 CK The teacher understands the decision making, problem solving, and critical thinking skills necessary for economic choices related to nutrition, food, and wellness.	
Function 3: The teacher demonstrates an understanding of the central concepts, theoretical views, scientific principles, resources and skills in living environments, and apparel and textiles.	
Content Knowledge	Professional Skills
3.3.1 CK The teacher understands the elements and principles of design as it applies to housing and interiors.	3.3.11 PS The teacher demonstrates the skills of discovery, integration, and application of knowledge in the areas of living environments and apparel and textiles.
3.3.2 CK The teacher understands the sustainability and environmental impact of housing materials and design.	3.3.12 PS The teacher integrates knowledge across the curriculum to enhance the development of individuals and families.
3.3.3 CK The teacher understands the various factors that affect housing choices.	3.3.13 PS The teacher integrates the process skills of critical thinking, problem solving, decision making, goal setting, cooperation, management, leadership, creativity, and communication across the curriculum.

3.3.4 CK The teacher is familiar with regulations, safety standards, and ethical issues related to living environments, textiles, and apparel production.	
3.3.5 CK The teacher is familiar with the basic types and characteristics of textiles.	
3.3.6 CK The teacher is familiar with basic construction techniques of textile products.	
3.3.7 CK The teacher understands the social, cultural, economic, and psychological factors that affect apparel choices and living environment choices.	
3.3.8 CK The teacher understands the basic elements and principles of design as applied to textiles, fashion design, and wardrobe planning.	
3.3.9 CK The teacher knows methods for maintenance of apparel as well as living environments.	
3.3.10 CK The teacher understands the decision making, problem solving, and critical thinking skills necessary for economic choices related to living environments and apparel and textiles.	
<p>Standard 4: The teacher of family and consumer sciences (FCS) plans for classroom and laboratory learning, creates valid and reliable assessments, and utilizes multiple instructional strategies in classroom and laboratory settings in:</p> <ul style="list-style-type: none"> • personal and family development, • life span human growth and development, • parenting and child development, • education and training across the lifespan, • interpersonal skills, • human sexuality, • personal and family resources management, • life and career planning, • nutrition, food, and wellness, • living environments and apparel and textiles. 	
<p>Function 1: Planning. The teacher plans instruction that supports all students to meet rigorous learning goals by drawing upon content knowledge and pedagogy, technology, curriculum, and integration across content area.</p>	
Content Knowledge	Professional Skills
4.1.1 CK The teacher utilizes local, state, and national family and consumer sciences standards for planning.	4.1.3 PS The teacher integrates current academic and employability and workplace standards into family and consumer sciences curriculum.
4.1.2 CK The teacher understands that family and consumer sciences programs are built upon the application of sciences, arts, and humanities.	4.1.4 PS The teacher plans instruction based on an understanding of individuals, families, and the community in which they are teaching.
	4.1.5 PS The teacher plans, develops, implements and evaluates programs that prepare students for individual, family, community roles, and for careers in family and consumer sciences.

	4.1.6 PS The teacher implements and maintains approved career pathways.
	4.1.7 PS The teacher develops instructional plans sensitive to the diversity, culture, and age of the learners.
	4.1.8 PS The teacher plans course curriculum units and sequence for an approved family and consumer sciences program.
<p>Function 2: Teaching Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content and their connections, and to apply knowledge in relevant ways:</p> <ul style="list-style-type: none"> • personal and family development, • life span human growth and development, • parenting and child development, • education and training across the lifespan, • interpersonal skills, • human sexuality, • personal and family resources management, • life and career planning, • nutrition, food, and wellness, • living environments and apparel and textiles. 	
Content Knowledge	Professional Skills
4.2.1 CK The teacher understands and uses a variety of appropriate instructional strategies and resources.	4.2.5 PS The teacher uses teaching strategies that are appropriate to the family and consumer sciences content and learner.
4.2.2 CK The teacher understands that family and consumer sciences empowers students to maximize their potential through instructional strategies that promote problem-solving, critical thinking, ethical reasoning, leadership and citizenship, and communication skills.	4.2.6 PS The teacher works collaboratively to develop and implement a family and consumer sciences program that addresses issues affecting individuals, families, and communities.
4.2.3 CK The teacher knows the techniques for creating student centered learning and laboratory experiences related to family, careers, and community.	4.2.7 PS The teacher addresses emerging, persistent, and perennial concerns of individuals, families, and communities, and plans instruction to meet these needs.
4.2.4 CK The teacher understands how academic standards are embedded and reinforced within a family and consumer sciences curriculum to promote student success.	
<p>Function 3: Safety. The teacher establishes and models appropriate health and safety practices in the family and consumer sciences learning environment.</p>	
Content Knowledge	Professional Skills
4.3.1 CK The teacher understands safe laboratory experiences.	4.3.4 PS The teacher models safe laboratory practices.
4.3.2 CK The teacher understands the importance of a safe physical environment.	4.3.5 PS The teacher continually monitors the emotional climate in the classroom to build a respectful classroom.
4.3.3 CK The teacher understands the importance of establishing a safe emotional climate.	

<p>Function 4: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage students in self-assessment, and to use data to make curricular decisions about:</p> <ul style="list-style-type: none"> • Personal and family development, • Lifespan human growth and development, • Parenting and child development, • Education and training across the lifespan, • Interpersonal skills, • Human sexuality, • Personal and family resources management, • Life and career planning, • Nutrition, food, and wellness, • Living environments and apparel and textiles. 	
Content Knowledge	Professional Skills
4.4.1 CK The teacher understands multiple forms of traditional and authentic assessments appropriate to the content and the needs of the individual learner.	4.4.5 PS The teacher constructs and implements multiple forms of valid and reliable assessments appropriate to family and consumer sciences content and the learner.
4.4.2 CK The teacher understands how to engage students in assessing themselves.	
4.4.3 CK The teacher understands how data can be used to make informed curricular decisions.	
4.4.4 CK The teacher understands how technology assists in managing student assessment.	
<p>Standard 5: The teacher of family and consumer sciences (FCS) understands the need to engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.</p>	
<p>Function 1: The teacher understands the resources for professional development and continuing education, including local, state, and national family and consumer sciences organizations.</p>	
Content Knowledge	Professional Skills
5.1.1 CK The teacher understands the need for ongoing professional development.	5.1.3 PS The teacher attends local, district, state, and national family and consumer sciences organization professional development opportunities.
5.1.2 CK The teacher understands how to access and utilize credible professional development.	5.1.4 PS The teacher collaborates and networks to enhance understanding of the FCS content/program and profession.
	5.1.5 PS The teacher identifies and utilizes resources which are research-based and considered best practice.
	5.1.6 PS The teacher identifies and addresses contemporary issues and trends in family and consumer sciences education.
<p>Function 2: The teacher understands ethical professional practice based upon history and philosophy of family and consumer sciences and career and technical education.</p>	
Content Knowledge	Professional Skills
5.2.1 CK The teacher understands the profession evolves over time.	5.2.5 PS The teacher demonstrates ethical professional practice.

5.2.2 CK The teacher understands the broad field of FCS and has a holistic vision for the profession.	
5.2.3 CK The teacher understands the value of civic engagement and advocacy for the profession.	
5.2.4 CK The teacher understands the actions required for ethical professional practice both individually and collectively.	

FAMILY AND CONSUMER SCIENCES

Early Adolescence through Late Adolescence Grades 6-12

Standard #1 The teacher of family and consumer sciences demonstrates an understanding of the major concepts, theoretical views, scientific principles, resources, and skills in the areas of personal and family development, life span human growth and development, parenting and child development, interpersonal skills, human sexuality, personal and family resource management, life and career planning, nutrition and food, wellness, living environments, and apparel and textiles.

Knowledge

1. The teacher understands family systems throughout time and within cultures.
2. The teacher understands the complexity of the challenges faced by individuals and families.
3. The teacher understands the importance of the strength and vitality of families in the development of individuals and families.
4. The teacher understands the significance of using reasoned processes and integrating knowledge related to emerging and persistent concerns of families in the areas of personal and family development including relationships, cultural influences, and the integration of multiple life roles and responsibilities in family, career and community settings, life span human growth and development, parenting and child development, human sexuality, personal and family resource management, nutrition and food, wellness, living environments, apparel and textiles, and life and career planning.
5. The teacher understands human sexuality, including information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS).

Performance

1. The teacher demonstrates the skills of discovery, integration, and application of knowledge in the areas of personal and family development including relationships, cultural influences, the integration of multiple life roles and responsibilities in family, career and community settings; life span human growth and development; parenting and child development, human sexuality, resource management; nutrition and food; wellness; living environments; apparel and textiles; and life and career planning.
2. The teacher uses and models analytical, empirical, interpretive, and critical science modes of inquiry.
3. The teacher integrates knowledge across the curriculum to enhance the development of individuals and families.
4. The teacher demonstrates skill in presenting information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS).

Standard #2 The teacher of family and consumer sciences understands that social, cultural, cognitive, economic, emotional, and physical factors contribute to the well-being of individuals, families, and communities.

Knowledge

1. The teacher understands the development and use of personal, social and material resources to meet individual, family and community needs.
2. The teacher understands the complex roles of individuals and families as consumers of materials and services.
3. The teacher understands the importance of nurture and challenge to the development of the learner within the learning community as well as within the family.

Performance

1. The teacher addresses emerging, persistent, and perennial concerns of individuals and families and plans instruction to meet these needs.
2. The teacher acts as an advocate on behalf of individuals, families, consumers, and communities.

Standard #3 The teacher of family and consumer sciences understands that individuals and families can be empowered through education to maximize their potential and to function independently and collaboratively.

Knowledge

1. The teacher understands factors to be used in the design, development, and management of a family and consumer sciences program.
2. The teacher understands the importance of a family and consumer sciences program in preparing students for family, community and career roles.
3. The teacher understands that family and consumer sciences programs are built upon sciences, arts and humanities.
4. The teacher understands the importance of a family and consumer sciences curriculum that empowers students to maximize their potential through problem-solving, critical thinking, ethical reasoning, leadership and citizenship, and communication skills.

Performance

1. The teacher works collaboratively to develop and implement a family and consumer sciences program that addresses issues affecting individuals and families.
2. The teacher acts as an advocate for family and consumer sciences programs.
3. The teacher makes linkages and develops partnerships with parents, the community, and business and industry.

Standard #4 The teacher of family and consumer sciences understands how technology and the quality of environments enhance the functioning and productivity of individuals, families, careers and communities.

Knowledge

1. The teacher identifies the broad implications of technology on individuals, families, careers and communities.
2. The teacher understands the environmental impact of decisions made by individuals, families and communities.
3. The teacher understands general health and safety principles related to individuals, families, careers and communities.

Performance

1. The teacher creates learning opportunities that help students understand relationships among society, technology, and the environment.
2. The teacher establishes and models appropriate health and safety practices in the family and consumer sciences learning environment.
3. The teacher develops a safe learning environment for family and consumer sciences students.

Standard #5 The teacher of family and consumer sciences develops family and consumer sciences programs that prepare individuals to be productive members within society and for careers based upon family and consumer sciences knowledge and skills.

Knowledge

1. The teacher understands the importance of career and life planning.
2. The teacher understands the knowledge, skills and practices needed to prepare students for careers in family and consumer sciences.
3. The teacher understands the importance of the linkages and partnerships between family and consumer sciences and career and technical education.
4. The teacher understands how career and technical student organizations help prepare students for roles of leadership and service in the family, community, and workplace.

Performance

1. The teacher plans, develops, implements and evaluates programs that prepare students for individual, family, community roles, and for careers in family and consumer sciences.
2. The teacher prepares students for leadership and service roles in the family, community and workplace.

3. The teacher implements learning opportunities that empower students to make the transition from school to career.
4. The teacher documents work experience related to family and consumer sciences.



Kansas State Department of Education

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

(785) 296-3201
(785) 296-6659 - fax

www.ksde.org

To: Commissioner Randy Watson
From: Tate Toedman
Subject: Recognition of the 2017 National Title I Distinguished Schools from Kansas

The Kansas State Board of Education will have the opportunity to hear from the two 2017 Title I Distinguished Kansas Schools. These schools were honored earlier this month at a ceremony in Philadelphia at the national Title I conference.

2017 Title I Distinguished Schools:

- Pleasant Ridge Elementary School, Easton USD 449, Principal Amanda Brimer
- Valley Heights Elementary School at Blue Rapids, Valley Heights USD 498, Principal Robert Green

The principals from the above-named schools will briefly introduce themselves and share with Board members the factors they have found to be most significant in raising student achievement at their schools and their experience at the Title I conference. They will be available to respond to questions from Board members.



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Topeka, Kansas 66612-1212

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(785) 296-6659 - fax

www.ksde.org

To: Commissioner Randy Watson
From: Denise Kahler
Subject: Recognition of 2018 Kansas Teacher of the Year Team

At its February meeting, the Kansas State Board of Education will have the opportunity to hear from the eight members of the 2018 Kansas Teacher of the Year Team.

2018 Kansas Teacher of the Year

- Samantha “Sam” J. Neill, a high school English language arts teacher at Buhler High School, Buhler USD 313.

2018 Kansas Regional Teachers of the Year

- Jennifer L. Donovan, an elementary music teacher at Clear Creek Elementary School in Shawnee, De Soto USD 232.
- Jamie D. Manhart, a high school journalism teacher at Silver Lake Jr.-Sr. High School, Silver Lake USD 372.
- Megan E. Nagel, a sixth-grade English language arts and science teacher at Santa Fe 5/6 Center in Newton, Newton USD 373.
- Angela “Angie” R. Powers, a tenth-grade English and AVID teacher at Olathe Northwest High School, Olathe USD 233.
- Gilbert “Gil” R. Still Jr., a fourth-grade teacher at Northwest Elementary School in Dodge City, Dodge City USD 443.
- Sarah C. VenJohn, a high school mathematics teacher at Winfield High School, Winfield USD 465.
- Bradley “Brad” W. Weaver, an elementary music teacher at Atchison Elementary School, Atchison USD 409.

These exemplary teachers will briefly introduce themselves and then share with Board members one issue that is important to them as a classroom teacher. They will be available to respond to questions from Board members.



KANSAS

Teacher of the Year Program



2018 KANSAS TEACHER OF THE YEAR

Samantha "Sam" J. Neill
Grades 9-12 English Language Arts
Buhler USD 313
Buhler High School
611 N. Main St.
Buhler, KS 67522
(620) 543-2255
sneill@usd313.org

2018 KANSAS REGIONAL TEACHERS OF THE YEAR



Jennifer L. Donovan
Kindergarten-Grade 5 Music
De Soto USD 232
Clear Creek Elementary School
5815 Monticello Rd.
Shawnee, KS 66226
(913) 422-8700
jdonovan@usd232.org



Gilbert "Gil" R. Still Jr.
Grade 4
Dodge City USD 443
Northwest Elementary School
2100 6th Ave.
Dodge City, KS 67801
(620) 471-2115
still.gilbert@usd443.org



Jamie D. Manhart
Grades 9-12 Journalism
Silver Lake USD 372
Silver Lake Jr.-Sr. High School
200 E. Lake St., P. O. Box 39
Silver Lake, KS 66539
(785) 582-4639
jmanhart@silverlakeschools.org



Sarah C. VenJohn
Grades 9-12 Mathematics
Winfield USD 465
Winfield High School
300 Viking Blvd.
Winfield, KS 67156
(620) 221-5160
sarah_venjohn@usd465.com



Megan E. Nagel
Grade 6 English Language Arts, Science
Newton USD 373
Santa Fe 5/6 Center
130 W. Broadway
Newton, KS 67114
(316) 284-6270
megan.nagel@usd373.org



Bradley "Brad" W. Weaver
Kindergarten-Grade 5 Music
Atchison USD 409
Atchison Elementary School
825 N. 17th St.
Atchison, KS 66002
(913) 367-1161
bweaver@usd409.net



Angela "Angie" R. Powers
Grade 10 English, AVID
Olathe USD 233
Olathe Northwest High School
21300 College Blvd.
Olathe, KS 66061
(913) 780-7150
apowersonw@olatheschools.org



Communications and Recognition Programs
Kansas State Department of Education
Landon State Office Building
900 S.W. Jackson Street, Suite 102
Topeka, KS 66612-1212
(785) 296-2551
www.ksde.org

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Kansas State Department of Education

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

(785) 296-3201

(785) 296-6659 - fax

www.ksde.org

To: Commissioner Randy Watson
From: Susan Helbert
Subject: Receive proposed amendments to licensure regulations K.A.R. 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204, 91-1-209

The Professional Standards Board and the Regulations Committee have recommended a set of regulation changes. Staff proposes that the regulations begin the required adoption process, which starts by submitting the proposed regulations to the Department of Administration and Attorney General's office for review. After review by the Department of Administration and Office of Attorney General, the State Board will set a public hearing date for comments on the proposed regulations.

This set of regulations includes amendments to build in additional license options and new endorsement areas, provide some additional flexibility, and includes clarification and updating of terms. Below is a brief summary of the proposed amendments.

91-1-200. Definition of Terms.

The definitions of standard teaching license and recent credit or experience are edited to clarify their usage within the remainder of the regulations.

91-1-201. Type of Licensure.

The level of an early childhood through late childhood license is adjusted to allow a prekindergarten through grade 6 level license.

91-1-202. Endorsements.

- Adjusted to update several endorsement names:
 - i. Created one comprehensive endorsement for technology education to replace the categorical endorsements and changed the name to Technology and Engineering Education.
 - ii. Changed "foreign language" to World Languages.
 - iii. Changed "special education generalist, high incidence" to "secondary education unified."
- Created new endorsements for:
 - i. Prekindergarten general education
 - ii. Middle level generalist
 - iii. Director of Special Education
 - iv. Basic mathematics and Advanced mathematics to replace the current mathematics endorsement.

(continued)

91-1-203. License requirements.

1. Adjusted leadership license requirements to accommodate director of special education.
2. Updated the requirements for the foreign exchange license to allow an extension of up to two additional years to align with new federal rules.
3. School counselor adjustments:
 - i. Direct entry route (for those without a teaching background): created a provisional license; removed requirement for a supervised internship to upgrade from the initial to a professional license.
 - ii. Traditional route: dropped requirement for a professional level teaching license.

91-1-204. Licensure of out-of-state and foreign applicants.

1. Removed requirement for an “in effect” (currently valid) license for out-of-state application for most KS license types and clarified they must have achieved a standard license in their home state.
2. Clarified language to require copy of out-of-state license(s) with an application.
3. Adjusted school counselor requirements to align with the adjustments made in 91-1-203.

91-1-209. Additional endorsements.

1. Deleted sections (b) through (e). This is clean-up as these sections went out of force on June 30, 2012.
2. Updated names of special education endorsements that are not eligible to be added by test only.
3. Created a “test plus” for ESOL and CTE endorsements (FACS, Agriculture, Technology and Engineering Education). For these endorsement areas, content professional learning and an assessment of the learning must be completed in addition to passing the appropriate content assessment. Universities offering approved programs will have responsibility for developing, administering and verify the learning and assessment.

Item 13 Attachments

91-1-200. Definition of terms. (a) “Accomplished teaching license” means a license issued to an individual who has successfully completed an advanced performance assessment designated by the state board for the purpose of identifying accomplished teaching, or who has achieved national board certification.

(b) “Accredited experience” means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(c) “All levels” means early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(d) “Alternative teacher education program” means a program to prepare persons to teach by a means other than the traditional, college-based, approved program.

(e) “Approved program” means a teacher education program approved by the state board for content and pedagogy.

(f) “Content assessment” means an assessment designated by the state board to measure subject matter knowledge for an endorsement.

(g) “Deficiency plan” means a detailed schedule of instruction from an approved program that, if completed, will qualify an individual for full endorsement in a subject.

The individual who is to receive the instruction and a representative of the institution at which the instruction is to be given shall sign each deficiency plan.

(h) "Duplication of a license" means the issuance of a license to replace a license that is lost or destroyed.

(i) "Emergency substitute teaching license" means a license issued to an individual that allows access to practice as a substitute teacher as defined by K.A.R. 91-31-34(b).

(j) "Endorsement" means the legend printed on each license that identifies the subject in which an individual has specialization.

(k) "Evidence-centered assessment" means an assessment designated by the state board to measure an individual's knowledge of subject matter and ability to implement the knowledge and skills of a teacher leader.

(l) "Exchange license" means a two-year license issued under the exchange license agreement.

(m) "Initial license" means the first license that an individual holds to begin practice while preparing for the professional license.

(n) "Institutional verification" means acknowledgment that an individual has successfully completed a program within an accredited unit.

(o) "Interim alternative license" means a license that allows temporary access to practice to an individual who has completed an alternative teacher education program and been issued a license in another state.

(p) “Licensure” means the granting of access to practice teaching, administration, or school services in Kansas public schools.

(q) “Local education agency ” and “LEA” mean any governmental agency authorized or required by state law to provide education to children, including each unified school district, special education cooperative, school district interlocal, state school, and school institution.

(r) “Mentor” means a teacher or administrator who holds a professional license assigned by an LEA to provide support, modeling, and conferencing to a beginning professional.

(s) “Official transcript” means a student record that includes grades and credit hours earned and that is affixed with the official seal of the college and the signature of the registrar.

(t) “One year of teaching experience” means accredited experience that constitutes one-half time or more in one school year, while under contract.

(u) “Pedagogical assessment” means an assessment designated by the state board to measure teaching knowledge.

(v) “Performance assessment” means an assessment designated by the state board to measure an individual’s ability to implement the knowledge and skills of a teacher, administrator, or school services provider.

(w) “Prekindergarten” means a program for children three and four years old.

(x) “Professional license” means a license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

(y) “Provisional school specialist endorsement license” means a license issued to an individual that allows access to practice as a school specialist while the individual is in the process of completing requirements for the school specialist license.

(z) “Provisional teaching endorsement license” means a license issued to an individual that allows access to practice in an endorsement area while the individual is in the process of completing requirements for that endorsement.

(aa) “Recent credit or recent accredited experience” means valid credit or accredited experience earned during the six-year period immediately preceding the filing of an application.

(bb) “Restricted teaching license” means a license that allows an individual limited access to practice under a special arrangement among the individual, a Kansas teacher education institution, and an LEA.

(cc) “Standard,” when used to describe a license, means that the license is ~~current~~, unrestricted, nonprobationary, nonprovisional, nonsubstitute, or nontemporary; is issued by the state board or a comparable agency in another state; and allows an individual to work as a teacher, administrator, or school specialist in accredited school systems in Kansas or another state.

(dd) “Standards board” means the teaching and school administration professional standards advisory board.

(ee) “State board” means the state board of education.

(ff) “STEM license” means a license that allows an individual to teach only an approved subject in a hiring LEA, as specified in K.A.R. 91-1-203 (m).

(gg) “Subject” means a specific teaching area within a general instructional field.

(hh) “Substitute teaching license” means a license issued to an individual that allows access to practice as a substitute as defined in K.A.R. 91-31-34(b).

(ii) “Teacher education institution” means a college or university that has an accredited administrative unit for the purpose of preparing teachers.

(jj) “Transitional license” means a license that allows an individual to temporarily practice if the individual held a license but does not meet recent credit, recent experience, or renewal requirements to qualify for an initial or professional license.

(kk) “Valid credit” and “credit” mean a semester hour of credit earned in, or validated by, a college or university that is on the accredited list maintained by the state board.

(ll) “Visiting scholar teaching license” means a license that allows an individual who has documented exceptional talent or outstanding distinction in a particular subject area to practice on a temporary, limited basis. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T 91-6-30-14, June 30, 2014; amended Oct. 24, 2014; amended,

P-_____.)

91-1-201. Type of licensure. (a) The following types of licenses shall be issued by the state board:

- (1) Accomplished teaching license;
- (2) initial licenses, including the following:
 - (A) Initial school leadership license;
 - (B) initial school specialist license; and
 - (C) initial teaching license;
- (3) emergency substitute teaching license;
- (4) exchange school specialist license;
- (5) exchange teaching license;
- (6) foreign exchange teaching license;
- (7) interim alternative license;
- (8) professional licenses, including the following:
 - (A) Professional school leadership license;
 - (B) professional school specialist license; and
 - (C) professional teaching license;
- (9) provisional school specialist endorsement license;
- (10) provisional teaching endorsement license;
- (11) restricted school specialist license;
- (12) restricted teaching license;
- (13) STEM license;

(14) substitute teaching license;

(15) transitional license; and

(16) visiting scholar teaching license.

(b)(1) Each initial license shall be valid for two years from the date of issuance.

(2) An initial teaching license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(3) Each initial school leadership license shall be issued for all levels.

(4) Each initial school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.

(c)(1) Each professional license shall be valid on the date of issuance. Each license shall expire on the license holder's fifth birthdate following issuance of the license.

(2) A professional teaching license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(3) Each professional school leadership license shall be issued for all levels.

(4) Each professional school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.

(d) (1) Each accomplished teaching license shall be valid for 10 years from the date of issuance.

(2) An accomplished teaching license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(e) Each substitute teaching license shall be valid on the date of issuance and shall be issued for all levels. Each substitute license shall expire on the license holder's fifth birthdate following issuance of the license.

(f) The first emergency substitute teaching license issued to an individual shall be valid for the school year in which it is issued and shall be issued for all levels. Each subsequent renewal of an emergency substitute license shall be valid for two consecutive school years.

(g) Each visiting scholar teaching license shall be valid through June 30 of the school year for which it is issued and shall be issued for the level corresponding with the teaching assignment.

(h)(1) Each exchange license shall be valid for two years from the date of issuance.

(2) An exchange teaching license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(3) Each exchange school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.

(i) Each foreign exchange teaching license shall be valid through June 30 of the school year for which it is issued and shall be valid for the level corresponding with the teaching assignment.

(j)(1) Each restricted teaching license shall be valid for the school year in which the license is issued. Any restricted teaching license may be reissued for two additional consecutive school years if progress reports are submitted as required in K.A.R. 91-1-203 (h)(2).

(2) A restricted teaching license may be issued for one or more of the following levels:

(A) Late childhood through early adolescence (grades 5 through 8);

(B) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(C) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(k)(1) Each restricted school specialist license shall be valid for three consecutive school years from the date of issuance.

(2) Each restricted school specialist license shall be issued for all levels.

(l) (1) Each transitional license shall be valid for the school year in which the license is issued.

(2) Each transitional license shall be nonrenewable.

(3) A transitional license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(m)(1) Each interim alternative license shall be valid for one year from the date of issuance.

(2) The initial one-year term shall be automatically extended for one additional one-year term if the licensee demonstrates progress toward achieving an initial or

professional license. Each interim alternative license shall be nonrenewable after two years.

(3) An interim alternative license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(n)(1) Each provisional teaching endorsement license shall be valid for two years from the date of issuance.

(2) A provisional teaching endorsement license may be issued for one or more of the following levels:

(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);

(B) early childhood through late childhood (prekindergarten through grade 6 or kindergarten through grade 6);

(C) late childhood through early adolescence (grades 5 through 8);

(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or

(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(o)(1) Each provisional school specialist license shall be valid for two years from the date of issuance.

(2) A provisional school specialist endorsement license shall be issued for all levels.

(p)(1) A nonrenewable license shall be issued to each applicant who meets all other requirements for an initial license except the assessments.

(2) Each nonrenewable license shall be valid only through June 30 of the school year for which the license is issued.

(q)(1) Each STEM license shall be valid only through June 30 of the school year for which the license is issued.

(2) Each STEM license shall be valid for grades 8 through 12. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 25, 2006; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 12, 2011; amended, T-91-16-30-14, June 30, 2014; amended Oct. 24, 2014; amended P- _____.)

91-1-202. Endorsements. (a) Each license issued by the state board shall include one or more endorsements.

(b) Endorsements available for teaching at the early childhood license level (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3) shall be as follows:

- (1) Early childhood;
- (2) early childhood unified;
- (3) deaf or hard-of-hearing;
- (4) prekindergarten general education
- ~~(4)~~(5)visually impaired; and
- ~~(5)~~(6) school psychologist.

(c) Endorsements available for teaching at the early childhood through late childhood license level (prekindergarten through grade 6 or kindergarten through grade 6) shall be as follows:

- (1) Elementary education;
- (2) elementary education, unified;
- (3) English for speakers of other languages (ESOL);
- (4) gifted;
- (5) high-incidence special education; and
- (6) low-incidence special education.

(d) Endorsements available for teaching at the late childhood through early adolescence license level (grades 5 through 8) shall be as follows:

- (1) English for speakers of other languages (ESOL);
- (2) English language arts;
- (3) gifted;
- (4) high-incidence special education;
- (5) history, government, and social studies;
- (6) low-incidence special education;
- (7) mathematics; ~~and~~
- (8) middle level generalist; and
- ~~(8)~~(9) science.

(e) Endorsements available for teaching at the early adolescence through late adolescence and adulthood license level (grades 6 through 12) shall be as follows:

- (1) Advanced mathematics;
- ~~(1)~~(2) Agriculture;
- (3) basic mathematics;
- ~~(2)~~(4) biology;
- ~~(3)~~(5) business;
- ~~(4)~~(6) chemistry;
- ~~(5)~~ ~~communication technology~~;
- ~~(6)~~(7) earth and space science;

~~(7)~~(8) English for speakers of other languages (ESOL);

~~(8)~~(9) English language arts;

~~(9)~~(10) family and consumer science;

~~(10)~~(11) gifted;

~~(11)~~(12) high-incidence special education;

~~(12)~~(13) history, government, and social studies;

~~(13)~~(14) journalism;

~~(14)~~(15) low-incidence special education;

~~(15)~~ mathematics;

(16) physics;

(17) ~~power, energy, and transportation technology;~~

~~(18)~~ production technology;

~~(19)~~ psychology;

(18) secondary education unified;

~~(20)~~(19) speech and theatre; and

~~(21) special education generalist, high-incidence; and~~

~~(22)~~(20) technology and engineering education; and.

(f) Endorsements available for teaching at the early childhood through late adolescence and adulthood level (prekindergarten through grade 12) shall be as follows:

(1) Art;

- (2) deaf or hard-of-hearing;
- (3) English for speakers of other languages (ESOL);
- (4) ~~foreign language~~;
- ~~(5)~~ gifted;
- ~~(6)~~(5) health;
- ~~(7)~~(6) high-incidence special education;
- ~~(8)~~(7) instrumental music;
- ~~(9)~~(8) low-incidence special education;
- ~~(10)~~(9) music;
- ~~(11)~~(10) physical education;
- ~~(12)~~(11) visually impaired; ~~and~~
- ~~(13)~~(12) vocal music.; and
- (13) world language.

(g) Endorsements available for school leadership at all levels shall be as follows:

- (1) Building leadership; ~~and~~
- (2) director of special education; and
- ~~(2)~~(3) district leadership.

(h) Endorsements available for school specialist fields at all levels shall be as follows:

- (1) Library media specialist;
- (2) reading specialist;

- (3) school counselor;
- (4) school psychologist; and
- (5) teacher leader.

(i) Endorsements available for the foreign exchange teaching license shall be issued in the content area and valid only for the local education agency approved by the commissioner.

(j) Endorsements available for the restricted teaching license shall be issued in the content area and valid only for the local education agency approved by the state board.

(k) Endorsements available for the provisional teaching endorsement license at the early childhood through late childhood license level (kindergarten through grade 6) shall be as follows:

- (1) English for speakers of other languages (ESOL);
- (2) gifted;
- (3) high-incidence special education; and
- (4) low-incidence special education.

(l) Endorsements available for the provisional teaching endorsement license at the early childhood license level (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3) shall be as follows:

- (1) Early childhood; and
- (2) early childhood unified.

(m) Endorsements available for the provisional teaching endorsement license at the late childhood through early adolescence license level (grades 5 through 8) shall be as follows:

- (1) English for speakers of other languages (ESOL);
- (2) English language arts;
- (3) gifted;
- (4) high-incidence special education;
- (5) history, government, and social studies;
- (6) low-incidence special education;
- (7) mathematics; and
- (8) science.

(n) Endorsements available for the provisional teaching endorsement license at the early adolescence through late adolescence and adulthood license level (grades 6 through 12) shall be as follows:

- (1) Advanced mathematics;
- ~~(1)~~(2) Agriculture;
- (3) basic mathematics;
- ~~(2)~~(4) biology;
- ~~(3)~~(5) business;
- ~~(4)~~(6) chemistry;
- ~~(5)~~ communication technology;

~~(6)~~(7) earth and space science;

~~(7)~~(8) English for speakers of other languages (ESOL);

~~(8)~~(9) English language arts;

~~(9)~~(10) family and consumer science;

~~(10)~~(11) gifted;

~~(11)~~(12) high-incidence special education;

(13) history, government, and social studies;

~~(13)~~(14) journalism;

~~(14)~~(15) low-incidence special education;

~~(15)~~ mathematics;

(16) physics;

~~(17)~~ power, energy, and transportation technology;

~~(18)~~ production technology;

~~(19)~~ psychology;

~~(20)~~(18) speech and theatre; and

~~(21)~~ special education generalist, high-incidence; and

~~(22)~~(19) technology and engineering education; and

~~(21)~~ history, government, and social studies.

(o) Endorsements available for the provisional teaching endorsement license at the early childhood through late adolescence and adulthood level (prekindergarten through grade 12) shall be as follows:

- (1) Art;
- (2) deaf or hard-of-hearing;
- (3) English for speakers of other languages (ESOL);
- (4) ~~foreign language~~;
- (5) gifted;
- (6)(5) health;
- (7)(6) high-incidence special education;
- (8)(7) instrumental music;
- (9)(8) low-incidence special education;
- (10)(9) music;
- (11)(10) physical education;
- (12)(11) visually impaired; and
- (13)(12) vocal music; and
- (13) world language.

(p) Endorsements available for provisional school specialist endorsement license at all levels shall be as follows:

- (1) Library media specialist;
- (2) reading specialist; and
- (3) school counselor.

(q) Each applicant for a license with a low-incidence or high-incidence special education endorsement, or a gifted, visually impaired, or deaf or hard-of-hearing endorsement, shall have successfully completed one of the following:

(1) A state-approved program to teach general education students; or

(2) a professional education component that allows students to acquire competency in the following:

(A) The learner and learning: learner development, learning differences, and learning environments;

(B) content: content knowledge and application of content;

(C) instructional practice: assessment, planning for instruction, and instructional strategies;

(D) professional responsibility: professional learning and ethical practice, leadership, and collaboration; and

(E) the ability to apply the acquired knowledge to teach general education students.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended Aug. 10, 2007; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-16-30-14, June 30, 2014; amended Oct. 24, 2014; amended P- _____.)

91-1-203. Licensure requirements. (a) Initial licenses.

(1) Each applicant for an initial teaching license shall submit to the state board the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from an accredited institution by the unit head or designee of completion of a teacher education program;

(C) verification of successful completion of a state board approved pedagogical assessment ~~as determined by the state board~~;

(D) verification of successful completion of a state board approved ~~an~~ endorsement content assessment ~~as determined by the state board~~;

(E) verification of eight semester hours of recent credit;

(F) an application for an initial license; and

(G) the licensure fee.

(2) Each applicant for an initial school leadership license shall submit to the state board the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

(C) if application is made for a district leadership endorsement, verification from an accredited institution by the unit head or designee of completion of an approved building leadership or director of special education program;

(D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate leadership program coursework;

(E) verification of successful completion of a state board approved school leadership assessment ~~as determined by the state board~~;

(F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(G) an application for an initial school leadership license;

(H) the licensure fee; and

(I) verification of five years of experience in a state-accredited school while holding a standard teaching or school specialist license and having achieved the professional-level license, a professional clinical license, or a full technical certificate.

(3) Each applicant for an initial school specialist license shall submit to the state board the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;

(C) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;

(E) if application is made for a library media specialist endorsement or reading specialist endorsement, a currently valid professional teaching license;

(F) if application is made for a school counselor endorsement, one of the following:

(i) A currently valid initial or professional teaching license; or

(ii) verification that the applicant successfully completed additional field experiences consisting of two three-credit-hour courses or at least 70 clock-hours over at least two semesters during the approved program specified in paragraph (a)(3)(B);

(G) verification of successful completion of a state board approved school specialist ~~assessment as determined by the state board~~;

(H) an application for an initial school specialist license; and

(I) the licensure fee.

(b) Professional licenses.

(1) Each applicant for an initial professional teaching license shall submit to the state board the following:

(A) Verification of successful completion of the teaching performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board;

(B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(C) an application for professional teacher license; and

(D) the licensure fee.

(2) Each applicant for an initial professional school leadership license shall submit to the state board the following:

(A) Verification of successful completion of the school leadership performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board;

(B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(C) an application for professional school leadership license; and

(D) the licensure fee.

(3) Each applicant for an initial professional school specialist license shall submit to the state board the following:

(A) ~~(i)~~ Verification of successful completion of the school specialist performance assessment prescribed by the state board while the applicant is employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license; or

~~(ii) if the applicant was issued an initial school specialist license with endorsement for school counselor as specified in paragraph (a)(3)(F)(ii), verification of successful completion of a supervised internship year while the applicant is employed as a school~~

~~counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency;~~

(B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(C) an application for professional school specialist license; and

(D) the licensure fee.

(4) Each applicant for an initial professional school specialist license with endorsement for teacher leader shall submit to the state board the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) (i) Verification from an accredited institution by the unit head or designee of completion of a graduate-level teacher leader program and verification of successful completion of an evidence-centered assessment; or

(ii) verification by a teacher who has acquired the competencies established by the teacher leader standards of successful completion of an evidence-centered assessment;

(C) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(D) verification of at least five years of accredited experience as a teacher, as a library media specialist or reading specialist, or as a school counselor meeting the requirements of paragraph (a)(3)(F)(i);

(E) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate teacher leader program coursework;

(F) verification of a currently valid professional teaching license;

(G) an application for an initial professional school specialist license for teacher leader; and

(H) the licensure fee.

Paragraphs (b)(4)(B)(i) and (ii) shall remain in effect only through July 1, 2016.

(5) When required by this subsection, the performance assessment for teaching and school specialist licenses shall be completion of at least a year-long approved mentoring program based on model mentoring program guidelines and chosen by the local education agency. The performance assessment for school leadership licenses shall be completion of at least a year-long approved mentoring program chosen by the local education agency and based on guidelines developed by a research-based leadership institute.

(c) Accomplished teaching licenses. Each applicant for an initial accomplished teaching license shall submit to the state board the following:

(1) Verification of achieving national board certification issued by the national board for professional teaching standards;

(2) verification of a currently valid Kansas professional teaching license;

(3) an application for an accomplished teaching license; and

(4) the licensure fee.

(d) Substitute teaching license. Each applicant for an initial substitute teaching license shall submit to the state board the following:

(1) An official transcript from an accredited institution verifying the granting of a bachelor's degree;

(2) verification from an accredited institution of completion of an approved teacher education program;

(3) an application for substitute teaching license; and

(4) the licensure fee.

(e) Emergency substitute teaching license. Each applicant for an emergency substitute teaching license shall submit to the state board the following:

(1) An official transcript verifying the completion of at least 60 semester hours of general education coursework, professional education coursework, or a combination of these types of coursework;

(2) an application for emergency substitute teaching license; and

(3) the licensure fee.

(f) Visiting scholar teaching license.

(1) Each applicant for a visiting scholar teaching license shall submit to the state board the following:

- (A) An application for a visiting scholar teaching license and the appropriate fee;
- (B) written verification from an administrator of an accredited or approved local education agency that the applicant will be employed if the license is issued; and
- (C) documentation of exceptional talent or outstanding distinction in one or more subjects or fields.

(2) Upon receipt of an application for a visiting scholar teaching license, the following requirements shall be met:

(A) The application and documentation submitted shall be reviewed by the commissioner of education or the commissioner's designee. As deemed necessary, other steps shall be taken by the commissioner of education or the commissioner's designee to determine the applicant's qualifications to be issued a visiting scholar teaching license.

(B) A recommendation to the state board shall be made by the commissioner of education or the commissioner's designee on whether this license should be issued to the applicant.

(3) The decision of whether a visiting scholar teaching license should be issued to any applicant shall be made by the state board.

(g) Foreign exchange teaching license.

(1) Each applicant for a foreign exchange teaching license shall submit to the state board the following:

(A) An application for a foreign exchange teaching license and the appropriate fee;

(B) an official credential evaluation by a credential evaluator approved by the state board and listed on the state board's web site;

(C) verification of employment from the local education agency, including the teaching assignment, which shall be to teach in the content area of the applicant's teacher preparation or to teach the applicant's native language; and

(D) verification of the applicant's participation in the foreign exchange teaching program.

(2) The foreign exchange teaching license may be renewed for a maximum of ~~two~~ four additional school years if the licensee continues to participate in the foreign exchange teaching program, the district has a continuing need to employ the teacher, and the teacher's performance is appropriate.

(h) Restricted teaching license.

(1) Each applicant for a restricted teaching license shall submit to the state board the following:

(A) An application for a restricted teaching license and the appropriate fee;

(B) an official transcript or transcripts verifying completion of an undergraduate or graduate degree in the content area or with equivalent coursework in the area for which the restricted license is sought. Heritage language speakers shall qualify as having met content equivalency for their heritage language;

(C) verification of a minimum 2.75 grade point average on a 4.0 scale for the most recent 60 semester credit hours earned;

(D) verification that the applicant has attained a passing score on the content assessment required by the state board of education;

(E) verification that the local education agency will employ the applicant if the license is issued;

(F) verification that the local education agency will assign a licensed teacher with three or more years of experience to serve as a mentor for the applicant;

(G) verification that the applicant has completed a supervised practical training experience through collaboration of the teacher education institution and the hiring local education agency;

(H) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:

(i) The applicant has on file a written plan that will qualify the applicant for full licensure in the content area for which the restricted license is sought;

(ii) the plan for program completion can be completed in not more than two years and contains a specific designation of the coursework that is to be completed each year;

(iii) the program provided to the applicant will meet the institution's approved professional education standards; and

(iv) the institution will provide the applicant with on-site support at the employing local education agency, including supervision of the applicant's teaching experience; and

(l) a statement verifying that the local education agency and the teacher education institution have collaborated regarding the approved program that the applicant will pursue and the support that the applicant will receive.

(2) The teacher education institution providing a plan of study for any person holding a restricted teaching license shall coordinate the submission of a progress report before July 1 of each year during the effective period of the restricted license. This progress report shall verify the following:

(A) The applicant's contract will be renewed.

(B) The local education agency will continue to assign an experienced mentor teacher to the applicant.

(C) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure.

(D) The institution will continue to support the applicant, on-site, as necessary.

(E) The applicant has attained at least a 2.75 GPA on a 4.0 scale in those courses specified in the applicant's plan for full licensure.

(3) Each applicant who is unable to provide any verification or statement required in paragraph (h)(2) shall no longer be eligible to hold a restricted teaching license.

(i) Restricted school specialist license.

(1) Each applicant for a restricted school specialist license with endorsement for school library media or school counselor shall submit to the state board the following:

(A) An application for a restricted school specialist license and the appropriate fee;

(B) an official transcript or transcripts verifying completion of a graduate degree in the content area of counseling or library media;

(C) verification of at least three years of full-time professional counseling or librarian experience;

(D) verification of a minimum 3.25 cumulative grade point average on a 4.0 scale in graduate coursework; and

(E) documentation that the following conditions are met:

(i) The local education agency has made reasonable attempts to locate and hire a licensed person for the restricted school specialist position that the applicant is to fill;

(ii) the local education agency will employ the applicant if the license is issued;

(iii) the local education agency has an agreement with an experienced school specialist in the same content area to serve as a mentor for the applicant;

(iv) the local educational agency will provide, within the first six weeks of employment, an orientation or induction program for the applicant;

(v) the local education agency has collaborated with a Kansas teacher education institution regarding the program that the applicant will pursue to obtain full licensure;

and

(vi) the local education agency will provide release time for the candidate to work with the mentor and to work on progress toward program completion; and

(F) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:

(i) The applicant has on file a written plan that will qualify the applicant for full licensure in the school specialist content area for which the restricted license is sought;

(ii) the plan for program completion can be completed in not more than three years and contains a specific designation of the coursework that is to be completed each year;

(iii) the program provided to the applicant will meet the institution's approved professional education standards;

(iv) the institution will provide the applicant with on-site support; and

(v) the institution has collaborated with the employing local education agency concerning the applicant's program.

(2) Each local education agency that employs a person holding a restricted school specialist license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted school specialist license. This progress report shall include the following:

(A) Verification that the applicant has attained passing scores on the content assessment required by the state board by the end of the first year;

(B) verification from the chief administrative officer of the employing local education agency attesting to the following:

(i) The applicant's contract will be renewed; and

(ii) the local education agency will continue to assign an experienced mentor teacher to the applicant and provide accommodations to the applicant to work with the mentor teacher and to complete the applicant's plan for full licensure;

(C) a statement from the licensing officer of the applicant's teacher education institution attesting to the following:

(i) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure; and

(ii) the institution will continue to support the applicant, on-site, as necessary; and

(D) an official transcript verifying that the applicant has attained at least a 3.25 GPA on a 4.0 scale in the courses specified in the applicant's plan for full licensure.

(3) Each applicant who is unable to provide any verification or statement required in paragraph (i)(2) shall no longer be eligible to hold a restricted school specialist license and shall return any previously issued restricted school specialist license to the state board.

(j) Transitional license.

(1) Each applicant for a transitional license shall submit to the state board the following:

(A) Verification of meeting the requirements for an initial or professional license as provided in K.A.R. 91-1-203(a) or (b) or K.A.R. 91-1-204(c), except for recent credit or recent experience; or

(B) verification of having previously held an initial or professional Kansas license or certificate that has been expired for six months or longer;

(C) an application for a transitional license; and

(D) the licensure fee.

(2) Any person who holds a transitional license issued under paragraph (j)(1)(A) may upgrade that license to an initial or professional license by submitting to the state board the following:

(A) Verification of accredited experience during the term of the transitional license; or

(B) (i) Verification of having successfully completed eight hours of recent credit; or

(ii) verification of meeting the requirements in K.A.R. 91-1-205(b)(3)(C), if the person meets the requirements of K.A.R. 91-1-206 and K.A.R. 91-1-215 through 91-1-219.

(3) Any person who holds a transitional license issued under paragraph (j)(1)(B) may upgrade that license to an initial or professional license by submitting to the state board verification of meeting the requirements in K.A.R. 91-1-205(a)(2) or (b).

(k) Provisional teaching endorsement license.

(1) Each applicant shall hold a currently valid initial or professional license at any level and shall submit to the state board the following:

(A) Verification of completion of at least 50 percent of an approved teacher education program in the requested endorsement field;

(B) a deficiency plan to complete the approved program requirements from the licensing officer of a teacher education institution;

(C) verification of employment and assignment to teach in the provisional endorsement area;

(D) an application for a provisional endorsement teaching license; and

(E) the licensure fee.

(2) Each applicant for a provisional teaching endorsement license for high-incidence special education, low-incidence special education, deaf or hard of hearing, gifted special education, or visually impaired shall hold a currently valid initial or professional license and shall submit to the state board the following:

(A) Verification of completion of coursework in the areas of methodology and the characteristics of exceptional children and special education, and completion of a practicum in the specific special education field;

(B) a deficiency plan to complete the approved program requirements for the licensing officer of a teacher education institution;

(C) verification of employment and the assignment to teach in the provisional endorsement area;

(D) an application for a provisional endorsement teaching license; and

(E) the licensure fee.

(I) Provisional school specialist endorsement license. ~~Each applicant shall hold a currently valid professional license as described in K.A.R. 91-1-201 (a)(8) and shall~~ submit to the state board the following:

(1) Verification of completion of 50 percent of an approved school specialist program;

(2) a deficiency plan for completion of the approved school specialist program from the licensing officer at a teacher education institution;

(3) verification of employment and assignment in the school specialty endorsement area for which licensure is sought;

(4) for a provisional library media or reading specialist endorsement license, verification of a currently valid professional teaching license;

~~(4)~~(5) for a provisional school counselor endorsement license;

(A) verification from the employing local education agency that a person holding a professional school counselor specialist license will be assigned to supervise the applicant during the provisional licensure period;

(B) (i) verification of a currently valid initial or professional teaching license; or

(ii) verification from the licensure officer at the teacher education institution that the applicant has successfully completed additional field experiences consisting of at least one of the three-credit hour courses or at least 35 clock hours described in (a)(3)(F)(ii) and that the applicant will be supervised onsite by the institution during the first semester of the provisional license;

~~(5)~~(6) an application for a provisional school specialist license; and

~~(6)~~(7) the licensure fee.

(m) STEM license.

(1) Each applicant for a STEM license shall submit to the state board the following:

(A) An official transcript verifying the granting of an undergraduate or graduate degree in one of the following subjects: life science, physical science, earth and space science, mathematics, engineering, computer technology, finance, or accounting;

(B) verification of at least five years of full-time professional work experience in the subject;

(C) verification that a local education agency will employ the applicant and assign the applicant to teach only the subject specified on the license if the license is issued;

(D) verification that the hiring local education agency will provide professional learning opportunities determined as appropriate by the hiring local education agency;

(E) an application for the STEM license; and

(F) the licensure fee.

(2) Any applicant may apply for a STEM license valid for subsequent school years by submitting the following:

(A) The verification specified in paragraphs (m)(1)(C) and (D);

(B) an application for renewal; and

(C) the licensure fee. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 5, 2005; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-16-30-14, June 30, 2014; amended Oct. 24, 2014; amended P- _____.)

91-1-204. Licensure of out-of-state and foreign applicants. (a) Despite any other licensure regulation, any person who meets the requirements of this regulation may be issued a license by the state board.

(b) Any applicant for an initial Kansas teaching or school specialist license who holds a valid teaching or school specialist license with one or more full endorsements issued by a state that has been approved by the state board for exchange licenses may be issued a two-year license, if the applicant's endorsements are based on completion of a state-approved program in that state.

(c)(1) Any person who holds or has held a ~~valid~~ standard teaching, school leadership, or school specialist license issued by another state may apply for either an initial or a professional license.

(2) To obtain an initial teaching license, each applicant specified in paragraph (c)(1) shall submit the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;

(C) verification of successful completion of a pedagogical assessment prescribed by the state board or evidence of successful completion of a pedagogical assessment in

the state in which the applicant holds or has held a standard license;

(D) verification of successful completion of an endorsement content assessment prescribed by the state board or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds or has held a standard license;

(E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(F) a copy of the applicant's out-of-state standard license;

~~(F)~~(G) an application for a Kansas license; and

~~(G)~~(H) the licensure fee.

(3) To obtain a professional teaching license, each applicant specified in paragraph (c)(1) shall submit the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;

(C) a copy of the applicant's ~~currently valid~~ out-of-state standard teaching license;

(D)(i) Evidence of successful completion of pedagogical, content, and performance assessments prescribed by the state board or evidence of successful completion of the three assessments in the state in which the applicant holds or has held the standard license;

(ii) verification of at least three years of recent accredited experience under a standard license; or

(iii) verification of at least five years of accredited experience under a standard license;

(E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(F) an application for a Kansas license; and

(G) the licensure fee.

(4) To obtain an initial school leadership license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

(C) if application is made for a district leadership endorsement, verification from an accredited institution by the unit head or designee of completion of an approved building leadership program;

(D) verification of a minimum 3.25 cumulative GPA in graduate leadership program coursework;

(E) verification of successful completion of a school leadership assessment as determined by the state board;

(F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(G) a copy of the applicant's out-of-state standard leadership license;

~~(G)~~(H) an application for initial school leadership license;

~~(H)~~(I) the licensure fee; and

~~(I)~~(J) verification of five years of experience in a state-accredited school while holding a standard teaching license, or standard school specialist license and having achieved the professional-level license, a professional clinical license, a leadership license, or a full vocational-technical technical certificate.

(5) To obtain an initial school specialist license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;

(C) verification of a minimum 3.25 cumulative GPA in graduate school specialist program coursework;

(D) (i) if application is made for a library media specialist endorsement, ~~school counselor endorsement~~, or reading specialist endorsement, a ~~currently~~ valid professional teaching license; or

(ii) if application is made for a school counselor endorsement, a standard teaching license;

(E) verification of successful completion of a school specialist assessment as determined by the state board;

(F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(G) a copy of the applicant's out-of-state standard school specialist license;

~~(G)~~(H) an application for an initial school specialist license; and

~~(H)~~(I) the licensure fee.

(6) To obtain a professional school leadership license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

(C) verification of a minimum 3.25 cumulative GPA in graduate leadership program coursework;

(D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(E) verification of five years of experience in a state-accredited school while holding a standard teaching license, or standard school specialist license and having achieved the professional-level license, a professional clinical license, a leadership license, or a full vocational technical education certificate;

(F)(i) Evidence of successful completion of the school leadership assessment and completion in a state-accredited school of the school leadership performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds or has held a standard school leadership license; or

(ii) verification of at least three years of recent accredited experience in a school leadership position while holding a standard school leadership license; or

(iii) verification of at least five years of accredited school leadership experience under a standard school leadership license;

(G) a copy of the applicant's out-of-state standard school leadership license;

~~(G)~~(H) an application for the professional school leadership license; and

~~(H)~~(I) the licensure fee.

(7) To obtain a professional school specialist license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level specialist program;

(C) verification of a minimum 3.25 cumulative GPA in graduate school specialist program coursework;

(D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(E)(i) if application is made for a library media specialist endorsement,~~school counselor endorsement,~~ or reading specialist endorsement, a currently valid professional teaching license; or

(ii) if application is made for a school counselor endorsement, a standard teaching license;

(F)(i) Evidence of successful completion of the school specialist assessment and completion in a state-accredited school of the school specialist performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds or has held a standard school specialist license; or

(ii) verification of at least three years of recent accredited experience in a school specialist position while holding a valid standard school specialist license; or

(iii) verification of at least five years of accredited school specialist experience under a standard school specialist license;

(G) a copy of the applicant's out-of-state standard school specialist license;

~~(G)~~(H) an application for the professional school specialist license; and

~~(H)~~(I) the licensure fee.

(8) Any person who holds a valid initial or professional school specialist license as a school counselor in another state where the counselor license is issued without a classroom teaching requirement may apply for an initial or professional school specialist license with endorsement for school counselor.

(A) To obtain an initial school specialist license with endorsement for school counselor, each applicant specified in paragraph (c)(8) shall submit to the state board the following:

(i) An official transcript verifying the granting of a graduate degree;

(ii) verification from an accredited institution by the unit head or designee of completion of a graduate-level school counselor program;

(iii) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;

(iv) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit; and

(v) evidence of successful completion of the school counselor assessment prescribed by the state board or evidence of successful completion of a school counselor content assessment in the state in which the applicant holds or has held a standard school specialist license;

(vi) a copy of the applicant's out-of-state standard school specialist license;

(vii) an application for the school specialist license; and

(viii) the licensure fee.

~~(B) Each applicant who is issued an initial school specialist license with endorsement for school counselor as specified in paragraph (c)(8)(A) shall upgrade to the professional school specialist license by submitting to the state board verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency.~~

~~(C)~~ To obtain a professional school specialist license with endorsement for school counselor, each applicant specified in paragraph (c)(8) shall submit to the state board verification of all documentation specified in paragraph (c)(8)(A) and one of the following:

(i) Verification of at least three years of recent accredited experience as a school counselor while holding a valid, standard school counselor license;

~~(ii) verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial or professional a standard school counselor license. The internship shall be for one full school year or two full semesters and shall be under the~~

~~supervision of a teacher education institution in collaboration with the hiring local education agency; or~~

(iii) verification of at least five years of accredited school counselor experience under a standard school counselor license.

(d)(1) Any person who holds a valid professional teaching license in another state and has earned national board certification issued by the national board for professional teaching standards may apply for an accomplished teaching license, which shall be valid for as long as the national board certificate is valid.

(2) To obtain an accomplished teaching license, each applicant specified in paragraph (d)(1) shall submit the following:

- (A) Evidence of current national board certification;
- (B) verification of a valid professional teaching license issued by another state;
- (C) an application for an accomplished teaching license; and
- (D) the licensure fee.

(e)(1)(A) Any person who holds a valid license in another state earned through completion of an alternative teacher-education program may apply for an interim alternative license.

(B) Any person who holds a valid license in another state earned through completion of an alternative teacher-education program and who has five or more years of accredited experience earned under a standard license, three years of which are

continuous in the same local education agency, may apply for a professional teaching license by meeting the requirements of paragraph (c)(3).

(2) To obtain an interim alternative license, each applicant specified in paragraph (e)(1)(A) shall submit to the state board the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) a copy of the applicant's currently valid out-of-state license;

(C) verification of completion of the alternative teacher-education program;

(D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(E) an application for an interim alternative license; and

(F) the licensure fee.

(3) Each person who holds an interim alternative license shall submit to the commissioner of education, within the first six months of validity of the interim alternative license, a request for review of the application by the licensure review committee.

(A) Upgrading the interim alternative license to the standard initial license shall require verification of the following:

(i) Successful completion of all requirements set by the licensure review committee and approved by the state board; and

(ii) successful completion of a pedagogical assessment prescribed by the state board and successful completion of an endorsement content assessment prescribed by the state board.

(B) Upgrading the interim alternative license to the professional level license shall require verification of the following;

(i) A recommendation from the licensure review committee and approval by the state board with no additional requirements specified; and

(ii) verification that the person meets the requirements of K.A.R. 91-1-204(c)(3)(D).

(f) Any person who has completed an education program from a foreign institution outside of the United States may receive an initial license if, in addition to meeting the requirements for the initial license as stated in K.A.R. 91-1-203, that person submits the following:

(1) An official credential evaluation by a credential evaluator approved by the state board; and

(2) if the person's primary language is not English, verification of passing scores on an English proficiency examination prescribed by the state board. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014; amended P-_____.)

91-1-209. Additional endorsements. (a) Any person who holds a currently valid teaching, school ~~service~~ specialist, or school leadership license may add additional endorsements to that license by submitting to the state board the following:

(1) Verification from an accredited institution by a unit head or designee of completion of an approved content area program;

(2) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;

(3) an application for an added endorsement; and

(4) the application fee.

~~(b)(1) Any person who holds a currently valid teaching license with a science endorsement at the early adolescence through late adolescence and adulthood level may add an additional science endorsement for that level by submitting to the state board the following:~~

~~(A) Verification of successful completion of the appropriate science endorsement content assessment prescribed by the state board;~~

~~(B) an application for an added endorsement; and~~

~~(C) the application fee.~~

~~(2) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(c)(1) Any person who holds a currently valid teaching license at any level may add a content area endorsement for the late childhood through early adolescence level by submitting to the state board the following:~~

~~(A) Verification from an accredited institution by a unit head or designee of completion of 15 semester credit hours in the content area for which endorsement is sought;~~

~~(B) verification of one of the following:~~

~~(i) A pedagogy course for the late childhood through early adolescence level;~~

~~or~~

~~(ii) recent accredited experience of one year or more in one of the grades 5 through 8;~~

~~(C) verification of successful completion of the appropriate content assessment prescribed by the state board;~~

~~(D) an application for an added endorsement; and~~

~~(E) the application fee.~~

~~(2) Teaching endorsements for adaptive, functional, gifted, deaf or hard-of-hearing, and visually impaired shall not be available under this subsection.~~

~~(3) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(d)(1) Any person who holds a currently valid teaching license with a content area endorsement at the early adolescence through late adolescence and adulthood level may add an additional content area endorsement for that level by submitting to the state board the following:~~

~~(A) Verification from an accredited institution by a unit head or designee of completion of 50 percent or more of an approved content area program, including the content methods course;~~

~~(B) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;~~

~~(C) an application for an added endorsement; and~~

~~(D) the application fee.~~

~~(2) Any person who holds a currently valid teaching license with a content area endorsement at the late childhood through early adolescence level may add the same content area endorsement at the early adolescence through late adolescence and adulthood level by submitting to the state board verification of meeting the requirements specified in paragraph (d)(1).~~

~~(3) Teaching endorsements for adaptive, functional, gifted, deaf or hard-of-hearing, and visually impaired shall not be available under this subsection.~~

~~(4) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(e) (1) Any person who holds a valid out-of-state teaching license with an additional endorsement that was earned by completion of coursework specified by the other state may add that endorsement to the person's Kansas license by submitting to the state board the following:~~

~~(A) A copy of the out-of-state license showing the endorsement;~~

~~(B) verification that the person completed the specified coursework;~~

~~-(C) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds a license;~~

~~(D) an application for an added endorsement; and~~

~~(E) the licensure fee.~~

~~(2) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(f)(1) Except as prescribed in paragraph (f)(b)(2), any person who holds a valid teaching license may add an additional teaching endorsement by submitting to the state board the following:~~

~~(A) Verification of successful completion of the endorsement content assessment prescribed by the state board;~~

~~(B) an application for an added endorsement; and~~

~~(C) the application fee.~~

~~(2) Teaching endorsements for early childhood, early childhood unified, early childhood through late childhood generalist, adaptive high-incidence, low-incidence, elementary education unified, secondary education unified, gifted, deaf or hard-of-hearing, or visually impaired shall not be available under paragraph (f)(b)(1).~~

~~(3) Applicants adding a career and technical education subject endorsement for technology and engineering education, family and consumer science, or agriculture, or an endorsement for English for speakers of other languages must~~

verify completion of content specific professional learning and assessment of the learning in addition to the requirements of paragraph (b)(1). The assessment shall be designed, administered and verified by a Kansas higher education institution with an approved program in the subject endorsement and shall address essential knowledge and skills prescribed in the program standards, including student safety where applicable. The professional learning and assessment shall be reviewed during each institution's program review process as required in K.A.R. 91-1-235 and K.A.R. 91-1-236.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended July 27, 2012.)



Kansas State Department of Education

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

(785) 296-3201
(785) 296-6659 - fax

www.ksde.org

To: Commissioner Randy Watson
From: Gwen Kramer, Wendy Fritz
Subject: Personnel Report

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	2	4	4	5	0	1	5					
Classified	0	0	0	0	0	0	0					
Unclassified	1	4	4	5	0	1	5					
Unclassified Regular (leadership)	1	0	0	0	0	0	0					
Total Separations	4	3	1	1	0	0	0					
Classified	0	1	0	0	0	0	0					
Unclassified	3	1	1	1	0	0	0					
Unclassified Regular (leadership)	1	1	0	0	0	0	0					
Recruiting (data on 1st day of month)	13	11	13	8	9	6	5					
Classified	0	0	0	0	0	0	0					
Unclassified	9	11	13	8	9	6	5					
Unclassified Regular (leadership)	4	0	0	0	0	0	0					

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 b.

Staff Initiating:

Gwen Kramer

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 2/13/2018

Item Title:

Act on personnel appointments to unclassified positions

Recommended Motion:

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

Natalie McClane to the position of Education Program Consultant on the Early Childhood, Special Education, and Title Services team, effective Jan. 2, 2018, at an annual salary of \$56,118.40. This position is funded by the Early Childhood Fund.

Holly Kuckelman to the position of Consultant on the Child Nutrition and Wellness team, effective Jan. 2, 2018, at an annual salary of \$48,484.80. This position is funded by the SAE Food SUS Summer Food SVS.

Barbara Bahm to the position of Senior Administrative Assistant on the Career, Standards, and Assessment team, effective Jan. 4, 2018, at an annual salary of \$28,308.80. This position is funded by the State General Fund (SGF).

Jennifer Marlatt to the position of Senior Administrative Assistant on the Career, Standards, and Assessment team, effective Jan. 22, 2018, at an annual salary of \$28,308.80. This position is funded by the Striving Readers Federal Funds.

Melanie Scott to the position of Trainer on the Information Technology team, effective Feb. 12, 2018, at an annual salary of \$46,092.80. This position is funded by the State General Fund (SGF).

Explanation of Situation Requiring Action:

Natalie McClane manages KSDE's responsibility to provide leadership and ensure compliance with state and federal laws and regulations for Individuals with Disabilities Education Act 2004 (IDEA), as well as Elementary and Secondary Education Act (ESEA) and Kansas State Board of Education Outcomes and requirements of Kansas accreditation. The employee provides technical assistance to ensure proper implementation and compliance with state and federal regulations related to the ESEA, Individuals with Disabilities in Education Act (IDEA), the Kansas Exceptional Children's Act, and other education laws. The employee provides consultative services in the area of education requirements, facilitation, and technical assistance for local education agency personnel related to improving student results, in accordance with federal and state requirements. The employee also interacts with parents, general education and other human service agency personnel, faculty of institutions of higher education, professional organizations, and advocacy groups for the purpose of participating in committee work and providing information and technical assistance in the area of early childhood special education.

(continued)

Holly Kuckelman manages the federally required oversight for local sponsors of U.S. Department of Agriculture (USDA) Child Nutrition Programs (CNP) as assigned. This is accomplished by conducting administrative reviews. The incumbent also provides consultative services, technical assistance and training to CNP management personnel in the assigned region. The consultant's work helps to increase access and assure that local CNPs operate with integrity while providing high quality nutrition and wellness programs for Kansas children.

The CNPs include the National School Lunch Program, School Breakfast Program, After School Care Snack Program, Special Milk Program, CACFP At-Risk After School Meals Program, Fresh Fruit and Vegetable Program and the Summer Food Service Program. Local CNP sponsors include public school districts, private schools, residential child care institutions and nonprofit organizations.

Barbara Bahm manages support to Education Program Consultants (EPC) and Career and Technical Student Organization (CTSO) state advisors, where administration occurs for career and technical education programs.

Jennifer Marlatt manages and provides administrative support to the Education Program Consultant working with the Kansas Striving Readers Comprehensive Literacy Initiative (KSRCLI), as well as the Project Director of the KSRCLI. This position may also have direct responsibility for project management.

Melanie Scott manages support implementation and provides technical support for data collection systems in districts and schools in order to meet state and federal reporting requirements and to ensure the quality of the data collected. Responsibilities involve professional educational work of a specialized nature, which includes developing training materials for software applications and associated work processes; developing training materials for program improvement; delivering and/or assisting with the delivery of training; surveying participants for training program enhancements; enhancing training materials based on participant feedback; and providing phone and on-line helpdesk support for the systems. This position also provides feedback to the application enhancement process and communicates with school and district staff, helping them resolve issues regarding application use. Minimal seasonal travel may be required.



KANSAS SCHOOLS FOR THE DEAF AND THE BLIND

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

www.KSSDB.org

KANSAS STATE SCHOOL FOR THE DEAF
450 EAST PARK ST. · OLATHE, KS 66061-5497
PHONE: 913-791-0573 FAX: 913-791-0577

KANSAS STATE SCHOOL FOR THE BLIND
1100 STATE AVE. · KANSAS CITY, KS 66102-4411
PHONE: 913-281-3308 FAX: 913-281-3104

To: Commissioner Randy Watson
From: Luanne Barron, Jon Harding
Subject: Receive second quarter reports from Kansas School for the Deaf and Kansas State School for the Blind

Individual reports for the second quarter (Oct. 1 – Dec. 31, 2017) are provided from the Kansas School for the Deaf and Kansas State School for the Blind.



EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS



FY 2018

KANSAS STATE SCHOOL FOR THE DEAF 2nd QUARTERLY REPORT



October 1 – December 31, 2017

TABLE OF CONTENTS

KSD VISION, MISSION, BELIEF STATEMENT, ACCREDITATION.....	1
CAMPUS-BASED ENROLLMENT.....	1
PROFESSIONAL DEVELOPMENT, CURRICULUM AND INSTRUCTION	2
BILINGUAL DEPARTMENT	2
INSTRUCTIONAL TECHNOLOGY.....	3
INSTRUCTIONAL SERVICES	3
ELEMENTARY DEPARTMENT	3
<i>Early Childhood Center</i>	3
<i>Elementary School</i>	3
SECONDARY DEPARTMENT	4
<i>Hurricane Harvey Relief</i>	4
<i>Introduction to Digital Technology</i>	4
Transition Services	4
Dual Placement Services.....	5
STUDENT LIFE.....	6
<i>K-STAR Program</i>	6
OUTREACH	7
AUDIOLOGY	7
<i>Audiology/Hearing Assistive Technology (HAT) Report</i>	7
<i>ATU Lease Program</i>	8
BIRTH – THREE SERVICES	8
OTHER OUTREACH SERVICES OVERVIEW	9
ADDITIONAL SERVICES OVERVIEW	9
CONFERENCES AND COLLABORATIONS	10
KSD BUDGET/REVENUE & EXPENDITURES.....	11

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.

BELIEF STATEMENTS

- Each student has the right to a safe and secure educational environment.
- Each student has the right to an academically rigorous program.
- Full access to ASL and English is crucial to a student's development, and both languages are equally utilized and valued.
- Exposure to and experience with Deaf culture will enrich the lives of students and their families.
- Outreach services provide the highest quality of services, resources, and support to children aged birth – 21 who are deaf/hard of hearing, by collaborating with their families, their communities, and the professionals that serve them.
- Each student and family has the right to transition services to understand student needs, access available services, and utilize programs for the benefit of the student's educational career and into postsecondary life.

ACCREDITATION

KSD was awarded full accreditation through CEASD (Conference of Educational Administrators of Schools and Programs for the Deaf). We will begin an 18 month self-study (needs assessment) for the new accreditation cycle beginning in the fall of 2019.

CAMPUS-BASED ENROLLMENT

The current enrollment in our campus-based program is 135. There are 72 students in the elementary school, grades Pre-K through 6, and 63 students in the secondary school, grades 7 through KSTAR (transition students).

PROFESSIONAL DEVELOPMENT, CURRICULUM AND ASSESSMENTS

PROFESSIONAL DEVELOPMENT

The staff development focus for second quarter centered on state assessment preparation for the instructional staff. Security and ethics training was completed as well as workshops on the interim and practice assessments provided by KSDE. In addition, the H.R. Director arranged staff training on different employee topics. The first training was for the student life staff on the topic of “Building Trust”. It was well received, and the workshop will be repeated for the instructional staff later this year.

CURRICULUM AND INSTRUCTION

In the area of curriculum and instruction, the focus during the second quarter was to develop skill-based curriculums using the Kansas curriculum standards as our guide. Our focus is on Tier three students, who have significant language delays. Curriculum groups in the secondary department regularly meet to address the needs of Tier three students. We are developing standards-based skills that are streamlined to meet the diverse needs of this group of students. Specific skills are being developed in ELA, Math, Science, and History/Government. Once the skills are completed, assessments will be developed/adopted to measure the skills.

In the elementary department, the curriculum/assessment coordinator conducted a month long curriculum snapshot, detailing the curriculums, assessments, and progress for each class, grades K – 6. The snapshot included strengths and areas of concern. The snapshot report will be shared with the superintendent and elementary head teacher during the third quarter. Once we know where we are, we can move forward with changes to improve instruction and outcomes for our students.

BILINGUAL DEPARTMENT

During second quarter, the bilingual specialist and language facilitator

- provided services including ASL tutoring, reading intervention, fingerspelling intervention, viewing comprehension, vocabulary support, language facilitation, and ASL immersion for almost half of all KSD students (58) including
 - direct support to one student at the secondary level and three students at the elementary level who have not previously had experience functioning socially and academically with ASL (language facilitator)
 - Three ASL Immersion classes – two elementary classes with a total of 11 students, and one secondary class with 4 students
 - ASL tutoring for three students released from ASL Immersion
- joined the outreach team each month for full evaluations on students from other public schools across the state (bilingual specialist)
- provided consultation for teachers who have students in their classes with IEP goals related to ASL communication skills.

INSTRUCTIONAL TECHNOLOGY

We are in the process of developing a new web design for our KSD website (www.ksdeaf.org), in order to comply with Web Content Accessibility Guidelines (WCAG 2.0) and Section 508 of the Rehabilitation Act of 1973. It is essential that the Web be accessible in order to provide equal access and equal opportunity to people with disabilities, giving them the opportunity to more actively participate in society.

Web accessibility encompasses all disabilities for which access to the Web is affected, including visual, auditory, physical, speech, cognitive, and neurological disabilities.

This process is just now in the beginning stages and should be completed by May 2018 to replace the existing KSD website design.

INSTRUCTIONAL SERVICES

ELEMENTARY DEPARTMENT

Early Childhood Center

With the advent of the Kansas State Board of Education's vision for education in Kansas identifying Kindergarten Readiness as one of five Outcome Areas to measure progress, we are expected to utilize a developmentally appropriate snapshot tool beginning with the 2018-2019 school year. The goal of Kindergarten Readiness is to ensure that each student enters kindergarten at age 5 socially, emotionally, and academically prepared for success. This is where the Early Childhood Center (ECC) at Kansas School for the Deaf (KSD) comes in. The instrumental role of the ECC teachers and para educators in ensuring that the students are socially, emotionally and academically ready to enter kindergarten when they exit the ECC program cannot be overestimated. Because for the last two years we have had two separate classes, preschool and pre-kindergarten, we are seeing the hard work of the ECC teachers and para educators come to fruition. This year's kindergarten students are the most prepared kindergarteners we have ever seen. This is because the students have been at KSD since age 3, where ASL/English bilingual education, incidental learning, and peer interaction are language rich and accessible to the students.

With that said, the ECC program has the largest new student enrollment in a very long time. Eleven of the 18 ECC students are newcomers, and we look forward to seeing them blossom and become kindergarten ready. Two of the 11 new students are hearing and have deaf/hard-of-hearing siblings. They will attend KSD as ECC peer models for one year and then go to public school as kindergarteners.

Elementary School

While we are on the topic of new enrollments, the elementary school at KSD currently has fifty-three (53) students and eleven (11) of them are new to KSD. In other words, Emery Hall (early childhood and elementary combined) has twenty-two (22) new students, and the total number of students in Emery Hall is now seventy-one (71). We are expecting two new students in January 2018 (one in early childhood and another one in elementary)!

As for school improvement efforts, we are still in the preliminary stage of the vocabulary goal implementation. Our goal for this five-year cycle is to improve our students' ability to comprehend and use vocabulary in ASL at the LABELING level, FUNCTIONS level, ASSOCIATIONS level, and the CATEGORIES level. These are the first 4 of 12 levels in the vocabulary pyramid called "semantics". The Bilingual Specialist is working collaboratively with one of the Speech-Language Pathologists, to develop a new test, based off of an assessment used widely by Speech and Language Pathologists, called the LPT (Language Processing Test). The language used in the administration of the new assessment will be ASL. The assessment has been piloted with the head teacher and classroom teachers to ensure it will work well with our students. The training for elementary teachers in how to assess and teach their students about these different levels of semantics will be on January 19, 2018.

SECONDARY DEPARTMENT

Hurricane Harvey Relief

The KSD Student Body Council conducted a campus-wide Hurricane Harvey Relief project collecting school and personal supplies to help the 140 Texas School for the Deaf (Austin) students, and their families, who were devastated by the historical flood surrounding the Houston area.

Introduction to Digital Technology

The Middle school students took an elective course named "Introduction to Digital Technology" during second quarter. The course came with a LEGO Digital Designer (LDD) computer program. The program allows users to build models using virtual Lego bricks, via the computer-aided design program. The students drew a road map on a large piece of paper for the Lego car to follow. Then they programmed instructions into the car's memory for it to follow the map from the starting point to the ending point. If the Lego car went off the road map, the students had to reprogram it to be sure it had the right information in its memory to accurately follow the road map they had designed. The students enjoyed learning this technology. The Lego materials were among the items donated to KSD by Amazon last summer.

TRANSITION SERVICES

Second quarter activities for the transition coordinator included:

- Attending meetings of the Johnson County Transition Council – an excellent resource for CDDO, VR, KAN-Care, and future placement options.
- Working with families of seniors to ensure their students get appropriate placement for their future needs.
- Observing students in different classes, at lunch, during assemblies, activity time after lunch, and during school activities as part of the transition plan. This gives insight into how students are performing in and out of the classroom and is an added benefit during transition planning.
- Working with students in preparing Transition PowerPoints and writing transition plans attended 22 IEP meetings this quarter.

- Attending biweekly meetings for the KSTAR Program
- Meeting with sophomores, juniors and seniors who are interested in taking the ACT test. Students were given information and reminded to sign up and complete the necessary paperwork for ASL interpreters and extended time. Practice ACT sessions have been posted and interpreters have been notified. Several students attended ACT practice sessions at Olathe North High School.
- Joining the KSD Career Specialist to meet with students during seminar time to discuss the transition process: learning to advocate for one's needs, explaining the IEP process, learning the interview process, welcoming guest speakers, sharing concerns for one's future, and working on portfolios, college applications, and vocational rehabilitation forms.
- Working on continued business partnerships. Beginning with internships for our students, we seek out businesses that will be willing to provide future employment.

The following opportunities were arranged by the Transition Coordinator for students to learn more in preparation for their transition from KSD:

- Representatives from three colleges: the Rochester Institute of Technology (RIT), Gallaudet University, and Johnson County Community College (JCCC) came to KSD to speak with the juniors and seniors. Visits by Kansas University and Kansas State University representatives are being scheduled.
- A Speaker from The Coalition for Independence come to speak to our seniors and KSTAR regarding future needs and supports. We will have a representative from Southwest Collegiate Institute for the Deaf on February 1, 2018.
- Junior and senior students from KSD joined local public school students at the 2nd annual Olathe Chamber of Commerce Career Expo on November 14th. Students had the opportunity to explore a variety of career choices and meet potential employers offering jobs.
- A representative from Pre-Employment Transition Services (Pre-ETS) came to KSD on November 29th to visit with our students and explain their program. Students are in the process of completing paperwork to begin the program.

DUAL PLACEMENT SERVICES

During the second semester, we will have 10 KSD students taking 29 classes through the Olathe School District and the Shawnee Mission School District. Daily attendance for dual placement students is recorded and facilitated through the coordinator.

The dual placement coordinator is in daily/weekly contact with the Olathe representative and the Olathe Advanced Technical Center (OATC) representative regarding grades, student behaviors, accommodations, and collaborative support.

STUDENT LIFE

K-STAR PROGRAM

Students Employed	3	1 – Dairy Queen 1 – Dairy Queen & Cintas 1 – KSD Kitchen & Cintas
Completed Transition into Postsecondary Course at JCCC	2	

Transportation to and from work and JCCC for the (TIPS) class, is provided by KSD.

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

	<u>HAT Consults</u>	<u>ATU Calls</u>	<u>ATU Emails</u>	<u>Comp Evals</u>	<u>IEPs Attended</u>	<u>HA/CI Checks/Repairs</u>	<u>Non-KSD Parent Calls</u>
Quarter 1	<u>22 Consultations:</u> <i>Acension Catholic Arkansas City Baldwin City Bucklin Carbondale Clay Center Dodge City (2) Flint Hills Christian Ft. Leavenworth Good Shepherd Hutchinson Jetmore Junction City Lansing Manhattan Olsburg Paola Sacred Heart Southwestern Heights Sterling Winfield</i>	45	1,060	14	8	25	1
Quarter 2	<u>6 Consultations:</u> <i>Clay Center Emporia Louisburg Paola Seneca Washington</i>	46	669	-	30	28	-

HA – Hearing Aid
 CI – Cochlear Implant

AUDITORY TRAINING UNIT (ATU) LEASE PROGRAM – QUARTER 2

Current Number of Receivers Leased	309
Total Students Served to Date (FY 2018)	190
Current ATUs Billed	\$ 100,617.40
Current Collected	\$ 81,334.20

BIRTH – THREE SERVICES

Services were provided to the following networks:

	<u>Networks Served</u>	<u>Number Served</u>
Quarter 1	<ul style="list-style-type: none"> • Douglas County Infant/Toddler Services • Geary County Infant/Toddler Network • Johnson County Infant/Toddler Services • Pony Express Infant/Toddler Services • Wyandotte County Infant/Toddler Services 	37 Families 39 Children
Quarter 2	<ul style="list-style-type: none"> • Douglas County Infant/Toddler Services • Geary County Infant/Toddler Network • Johnson County Infant/Toddler Services • Pony Express Infant/Toddler Services • Pottawatomie/Wabaunsee Infant/Toddler Network • TARC (Shawnee County) • Wyandotte County Infant/Toddler Services 	41 Families 43 Children

OTHER OUTREACH SERVICES OVERVIEW

Service	Quarter 1	Quarter 2
<i>Consultations/Observations/Evaluations</i>	51	22
<i>Workshops/Trainings/ Professional Development</i>		
• Presentations	1	2
• Participants (directly served)	70	169
• Students (indirectly served)	73	68+
<i>Participants in Family Signs Kansas</i>		
• Number of Families	8	9
• Number of Participants	8+	14
• Number of Students	8	11
<i>Served by Sound START</i>		
• Number of Families	37	41
• Number of Children	39	43
<i>Number of future teachers of the deaf (TODs) enrolled in the State Personnel Development Grant (SPDG) program</i>	15 total	Ongoing
• KSD	4	
• USD 259 – Wichita	1	
• USD 262 – Valley Center	1	
• USD 338 – Valley Falls	1	
• USD 435 – Abilene	1	
• USD 465 – Winfield	1	
• USD 469 – Lansing	1	
• USD 500 – Kansas City	2	
• USD 609	1	
• USD 638	1	
• No School Affiliation	1	

ADDITIONAL SERVICES OVERVIEW

Service	Quarter 1	Quarter 2
<i>Mail, email, telephone and in-person contacts</i>	1,472	1,090
<i>Listserv</i>		
• Members (cumulative)	318	354
• Messages sent	34	28
<i>Lending Library</i>		
• Materials checked out	9	12

CONFERENCES AND COLLABORATIONS – FY 18

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 Parent Support Group
Kansas Speech-Hearing Association (KSHA)
Kansas State Department of Education (KSDE) Annual Conference
Multi-Tier System of Supports (MTSS) Symposium
Outreach Family Workshop
SB323 Language Assessment Committee
Sound Beginnings
Sound START
Special Education Advisory Council (SEAC)
TASN Leadership Conference
TASN Provider (Teachers of the Deaf Grant)
Topeka Parent Group
Wyandotte County Early Childhood Interagency Coordinating Council

BUDGET/REVENUE & EXPENDITURES BY FUND

	<i>FY 2018 Budget/Revenue</i>	<i>Expenditures To Date 12/31/17</i>	<i>Balance</i>
State Appropriation	8,831,258	3,355,765	5,475,493
Federal Aid:			
School Lunch & Breakfast	46,155	17,020	29,135
Special Education – Regular	301,644	44,399	257,245
Other	8,200	4,100	4,100
Subtotal – Federal Aid	355,999	65,519	290,480
Fees/Tuition	637,624	313,037	324,587
Miscellaneous	3,100	3,034	66
Building	1,216,466	682,705	533,761
TOTAL	11,044,447	4,420,060	6,624,387

BUDGET EXPENDITURES BY OBJECT

	<i>FY2018 Budget/Revenue</i>	<i>Expenditures To Date 12/31/17</i>	<i>Balance</i>
Salaries & Wages	8,412,223	3,015,468	5,396,755
Contractual Services *	857,499	416,263	441,236
Commodities **	352,755	122,538	230,217
Capital Outlay	195,150	176,402	18,748
Debt Service	93,272	46,636	46,636
Other	2,143	2,143	0
Capital Improvements	1,131,405	640,610	490,795
TOTAL	11,044,447	4,420,060	6,624,387

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

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

FY 2018

Kansas State School for the Blind 2nd Quarterly Report



October 1 – December 31, 2017

TABLE OF CONTENTS

MISSION STATEMENT	1
OVERVIEW	1
CAMPUS	2
STUDENTS.....	2
EXPANDED CORE CURRICULUM (ECC) DATA	2
ACTIVITIES/EVENTS	3
DEAF-BLIND PROJECT	5
TRAINING	5
COLLABORATION	5
FAMILY SUPPORT	6
INSTRUCTIONAL SUPPORT	6
FIELD SERVICES (OUTREACH)	6
SERVICE REQUESTS	6
TASN GRANT	6
KANLOVKIDS.....	7
COMMUNITY OF PRACTICE MEETINGS	7
CONTACT SURVEY	7
DIRECT SERVICES.....	7
KASEA MEETINGS.....	7
ESY PROGRAM	7
KANSAS INSTRUCTIONAL RESOURCE CENTER (KIRC)	8
USD STUDENTS SERVED WITH KIRC MATERIALS SUPPORT (<i>by KSBE District</i>)	8
VALUE OF NEW MATERIALS PURCHASED FOR USDs WITH FEDERAL QUOTA FUNDS (<i>by KSBE District</i>)	8
MATERIALS/SERVICES PROVIDED	8
STATEWIDE TEACHER TRAINING FOR USDs	9
STATEWIDE COLLABORATIONS FOR IMPROVED SERVICES	9
KSSB BUDGET/REVENUE & EXPENDITURES	10

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.

OVERVIEW

Through KSSB services, students who are Blind/Visually Impaired, and families, are receiving intensive services that would simply be unavailable elsewhere in our state. KSSB provides both direct services to students and leadership services to schools and teachers across the state. KSSB is focused on school improvement via the five goals recommended in the KASB report:

1. Redesign the current leadership structure
2. Develop more outreach services
3. Improve communication and visibility statewide
4. Increase professional development
5. Assist students in their transition to life after KSSB

This quarter, KSSB has worked with KSD on goal #1, redesigning the current leadership structure. Three shared administrative positions have been eliminated from the structure: Superintendent of both schools, Custodial Manager, and Security Officer. KSSB proposes just three administrators to handle educational and student matters, both on campus and off: Superintendent, Director of Outreach, and an Early Childhood and Family Services Director.

For goal 2, KSSB has already made dramatic changes in the past three years to expand outreach through attrition, reductions, and reassignments in campus-based staff.

For goal 3, KSSB's entire approach to outreach services has changed by committing to serving students statewide, hiring and placing staff in regions, and providing both direct and leadership services in all regions of the state.

For goal 4, KSSB is committed to offering high-quality, student-focused professional development for all staff using outside experts in the field and inviting KSD staff to join in. A customized employment workshop was offered to staff from both schools this quarter, and a communication workshop will be offered to staff from both schools in May.

For goal 5, KSSB is working to prepare students for work, school, and recreation in their home communities by having a transition specialist work with each student's home team. We have applied to become a Vocational Rehabilitation (VR) "vendor" to serve students who are receiving VR services. More parents and schools need to know about our transition program, as it should be serving more students than we currently do.

KSSB's education portfolio includes: campus (school/dorm), field services (low vision clinics, teacher prep grant), Deaf-Blind project, KIRC, and Accessible Arts. Each of these groups is working more closely together than ever before to meet our vision and while much work remains, we have made great strides impacting students across the state.

With support from KSDE and the State Board, we believe our impact can, and should, be much greater. Schools and parents need to know what KSSB offers and use this state resource, which is funded by the state, to improve student outcomes.

CAMPUS

Students

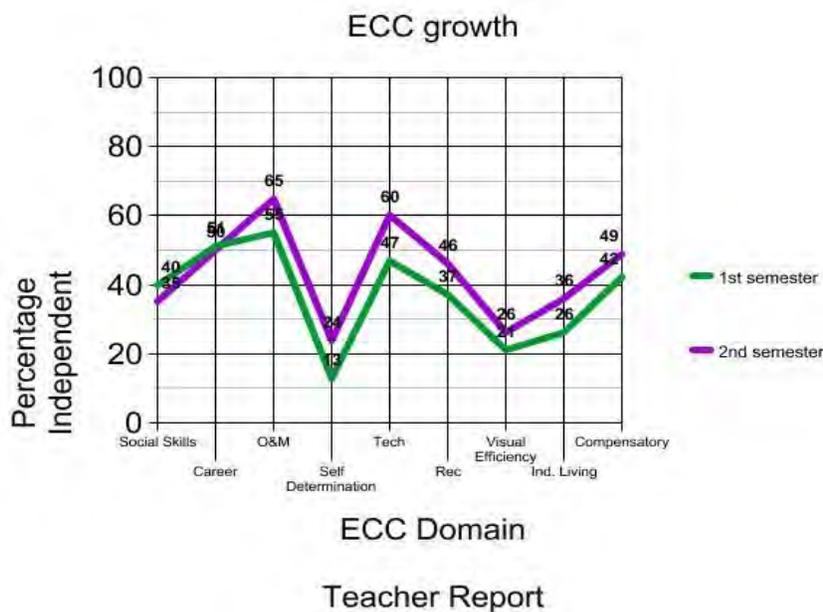
We presently have twenty-four (24) students with an additional student expected to enroll this semester. We have made a commitment in the past two years to returning students to home schools and communities when they are ready for a less restrictive setting, which has reduced our numbers from previous years but demonstrates to districts our commitment to serving *student* interests, not *adult* interests. We believe that more students could benefit from short-term, intensive placements but there are a number of barriers including:

- districts are often unaware of our flexible placement options,
- they may view a placement at KSSB as a ‘failure’ of their own system,
- they may believe that students may not return when ready,
- they may be reluctant to pay transportation expenses, or
- they may see KSSB as a ‘segregated’ setting that conflicts with their own commitment to inclusive settings.

We welcome help in dispelling these notions and conveying the notion that we are *partners* with LEAs and KSDE in finding ways to help all students who are B/VI succeed.

Expanded Core Curriculum (ECC) data

Teachers have collected data, weekly, on each student’s growth in the Expanded Core Curriculum domains: Growth (or regression) from 1st semester to 2nd semester in each domain is shown below. Teachers use the Expanded Core Observation Checklist developed by Karen Wolffe, Ph.D. Observation data shows that students are most independent in Orientation and Mobility skills and Technology skills, while they are least independent in Self Determination skills.



Activities/Events

- Celebrated White Cane Day with a school walk to Big Eleven Lake for a group photo. Students and staff celebrated with CCVI staff on October 12th by walking to local businesses.
- Formalized agreement with Sprint to conduct pilot study on Bluetooth “Low Energy” beacons placed on KSSB’s campus to promote Orientation and Mobility.
- Worked with Hays’ Director of Special Education to plan a week-long summer experience in Hays. The purpose of the change is to expand and improve offerings and increase participation from students in western Kansas.
- Larry Hisle, Executive Director of the Greater Kansas City Federal Executive Board, accepted the invitation to join our KC Blind All-Stars (non-profit) board of directors. Larry has also arranged a special visit to the Truman Museum for our students.
- Attended KASEA Region 6 meeting in Haysville with staff, Debbie Moody.
- Hosted Corinne Mueller from Project Vital to conduct tactile graphics study with Samsung tablets that include haptic (vibratory) feedback.
- Hosted first KASB stakeholder meeting at KSD.
- Met with Mike Donnelly (VR) and Elizabeth VanVleck (PRE-ETS) in Topeka. KSSB will apply to be on the Vocational Rehabilitation vendor list.
- Kansas Guardianship Program (Laura Dickinson) presented to staff on guardianship options.
- Met with Luanne Barron, the Deaf-Blind Project Director, and the Helen Keller Great Plains Regional Representative to work on developing an MOU to improve practice and knowledge within KSD and KSSB programs/staff.
- Hosted Transition Fair (October 27th) and invited National Federation of the Blind to speak.
- Boys weekend October 27th and 28th - eleven boys attended the event.
- Hosted KASB Stakeholder meeting #2 at KSSB.
- Met with Dr. Kendall Krug to discuss KanLovKids (Low Vision Clinics).
- Attended KASB Superintendent Forums.
- Attended Greenbush District Leadership trainings.
- Worked with M. Ferguson on “informed consents” for fragile students.
- Visited Paola district #368, Cottonwood Elementary.
- Held KSSB Advisory Board meeting.
- Sent letters to new KC Blind All-Stars board members. Meeting will be January 12th.
- Presented at National Federation for Blind state conference on Saturday, November 11th, in Lawrence.
- Presented at Region 8 SPED Director Meeting in Hays with KSSB staff, Anna Cyr.
- Met with Wyandotte High School Athletic Director, Rufus Black, to arrange use of KSSB gym over holiday break.

- Discussed use of legal services, costs incurred, and options moving forward for both.
- Attended Families Together 35th anniversary celebration in Topeka.
- Girls Weekend November 10th & 11th - fourteen girls participated.
- Spoke at the Federal Bureau of Prisons Affirmative Employment Committee at the North Central Regional Office in Kansas City, Kansas on November 27th.
- Presented the first quarter report at the State Board Meeting.
- Met on campus with Jeff Arpin, Governor's budget analyst, regarding KSSB's budget.
- Attended "LaunchEd" Futureland celebration (Kansas City, Missouri) where Project Vital was honored for work with 'haptic' graphics for students who are visually impaired. KSSB was a test site.
- Hosted final Perkins E-learning web conference for staff (professional development).
- Met with Commissioner Watson monthly.
- Worked on contract for NEASC regarding accreditation.
- Approved next steps in building an accessible website.
- Budget meetings held to discuss Performance-Based budget measures. Discussed how to incorporate measures for both direct and indirect instructional services in next budget proposal.
- Participated in parent meetings and pre-staffings.
- Met with Melissa Veatch, Kansas City, Kansas Public Schools coordinator, regarding shared students.
- Arranged meeting with John Morton, Dr. Dan Stiffler (department chair), and Dr. Ken Weaver (Dean) @ Emporia State regarding establishing TVI and/or COMS training program.
- Conducted staff evaluations.
- Completed calendar for the 2018-2019 school year.
- Worked with Marites Altuna on developing proposal for starting preschool program @ KSSB.
- Attended Superintendents Forum at KASB (12/7) and Kansas Infnitec Consortium Conference in Wichita (12/8).
- Completed first session of DLM state testing.
- Partnered with Kansas City Federal Reserve Money Museum to provide field trip for our students.
- Presented to State Board of Education on KASB report.
- Progress reports and grades sent home 12/15.
- Monthly parent newsletter sent 12/11.
- Perkins E-learning class (professional development) completed by staff 12/15.

DEAF-BLIND PROJECT

Training

- Let's Dive into Assistive Technology: Make & Take - attended by parents and Part C staff from CCVI, Johnson County, TARC/Topeka, Lawrence, and Wyandotte County
- Early Identification and Referral Process to audiologist at Children's Mercy South, Speech and Hearing Clinic
- Early Identification and Referral Process to Parents as Teachers, USD 500
- Usher Syndrome and Vision Screening Training to nurses in Emporia and NE Region
- Arranged presentation at KSD on Cortical Visual Impairment
- Submitted session proposal to Kansas Division of Early Childhood 2018 Annual Conference in Wichita
- Discussion with audiologist from Cochlear for a webinar on types and degrees of hearing loss, different options for treatment including hearing aids, assistive technologies, osseointegrated implants, and cochlear implants

Collaboration

- Missouri Deaf-Blind Technical Assistance Project - three-day training on deafblindness; five Kansas educators attended the event
- KIRC - materials for AT workshop
- KSD Outreach and Helen Keller National Center for Deaf-Blind Youths and Adults to strengthen our partnership
- Junior Achievement of Greater KC (JAGKC) - expressed support for career exploration and reverse job shadow for students at KSSB. Partnership with JAGKC promotes interaction with business professionals in the district
- Kansas City, Kansas Women's Chamber of Commerce and Kansas City, Kansas Chamber of Commerce - represented KSSB and KC Blind All-Stars Foundation at meetings to promote community connection
- Money Museum of Kansas City Federal Reserve Bank - the museum is providing location, lunch, and educational tour for our upcoming workshop on Cortical Visual Impairment.
- National Center on Deafblindness (NCDB) - participated in Literacy Workgroup. The workgroup is creating online modules for families and educators.
- The National Center on Deaf-Blindness (NCDB) Family Specialist Assistive Technology and Communication Sub-group to create Introduction and Navigation Tips for Families in using the NCDB literacy website.

Family Support

- Parent-child playgroup (birth to 5 years old) in partnership with local Infant-Toddler Network
- Family Day for children 6 years and up to connect families impacted with deafblindness with other families
- Limited scholarship to families attending Touch Signals Workshop

Instructional Support

- Team collaboration sites for students
- Assessments - Oskaloosa/Ozawkie and KSD
- Distance Mentorship & Classroom Support - Clay Center and Desoto
- Certified DB students from Kingsman, Lawrence, Newton, Topeka, and Haysville
- Registered classroom staff on the online Deaf-Blind Modules - from Topeka and Wichita

FIELD SERVICES

Service Requests

- A total of 13 service requests were received for Field Services technical assistance and/or assessment services during 2nd quarter
- This is an increase from eight service requests during the same quarter one year ago
- Requests were received from seven new districts/coops around the state
- Most common request during the 2nd quarter: AT assessments

TASN Grant

- 2 + 3 Presentation for external expert review committee in October 2017.
- Purpose: Who the TVI/COMS project serves, summary of achievements during the first two years, and how this grant supports sustainability.
- In December 2017, three teachers completed their coursework as a TVI.
- Current students in TVI Training: 9
- Current students in COMS Training: 1
- 2nd Quarter inquiries for grant information: 7
- 2nd Quarter acceptance for TVI/COMS grant funding: 3
- Twelve Teachers in Training completed the Quality Programs for the Visually Impaired SLK/Mentorship class, instructed by Mackenzie Savaiano from the University of Nebraska-Lincoln, on November 13th and 14th at KSSB. This course increases knowledge of how to conduct a high quality assessment using the APH Sensory Learning Kit for Students with Visual Impairment and Additional Disabilities.

KanLovKids

- Clinics organized and hosted by Regional Field Services Specialist.
- Extensive work to streamline the paperwork, data collection, and scheduling has occurred during the 2nd quarter.
- 2nd Quarter Low Vision Evaluations: 27 students attended clinics throughout Kansas, with an additional 61 attendees (parents, TVI/COMS)

- 2nd Quarter Pediatric Low Vision Collaboration Clinics: 24 students attended clinics with Dr. Linda Lawrence. An additional 57 attendees participated in these training clinics: TVIs in training, parents, COMS in training, local district teachers and administrators.

Community of Practice Meetings

- Community of Practice meetings provide an opportunity for KSSB Field Services Specialists to meet in person with TVIs, COMS, Braillists, and Paraprofessionals to collaborate on current trends/issues in the field of working with students who have a visual impairment.
- During the 2nd Quarter, meetings were held in: Wichita, Shawnee Mission, Girard, Garden City, and Topeka. Topics vary by region and agendas are created by the attendees.

Contact Survey

A contact survey was developed to collect data on the quality, usefulness, and relevance of Field Services Specialists. Performance Measures of the Survey: 80% of respondents will report that KSSB's services and products are high quality, relevant, useful, and increase individual capacity.

- 16 of 20 total responses to date received during the 2nd quarter.
- 2nd Quarter: 95% responses report high quality, 100% report useful, and 100% report relevant.

Direct Services

Direct services continued during the 2nd quarter in high need areas throughout the state. Field Services Specialist and direct COMS provider worked directly with over 80 students in central and western Kansas.

KASEA Meetings

Field Services Specialist attended one regional KASEA meeting during the 2nd quarter. Attendance promotes partnerships and open communication on KSSB presence and support in all of Kansas. It also provides opportunities to share information on TASN grant (recruitment of candidates), and all campus and statewide initiatives with local Special Education Directors.

ESY Program

During the 2nd quarter a meeting was held in Hays with the Special Education Director, TVI/COMS, and Fort Hays State University staff to make plans for a KSSB summer ESY program in Hays, summer (2018).

KANSAS INSTRUCTIONAL RESOURCE CENTER (KIRC)**USD STUDENTS SERVED WITH KIRC MATERIALS SUPPORT (BY KSBE DISTRICT)**

Region	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
I	108	108		
II	108	108		
III	80	81		
IV	132	132		
V	103	105		
VI	96	96		
VII	98	99		
VIII	138	139		
IX	92	93		
X	96	96		
KIRC	97	97		
TOTAL	1,148	1,154		

VALUE OF NEW MATERIALS PURCHASED FOR USDs WITH FEDERAL QUOTA FUNDS (BY KSBE DISTRICT)

Region	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
I	\$ 21,173	\$ 12,320	\$	\$
II	\$ 17,856	\$ 5,794	\$	\$
III	\$ 2,875	\$ 2,896	\$	\$
IV	\$ 30,904	\$ 9,469	\$	\$
V	\$ 11,431	\$ 9,588	\$	\$
VI	\$ 12,012	\$ 9,411	\$	\$
VII	\$ 15,696	\$ 12,132	\$	\$
VIII	\$ 8,265	\$ 2,654	\$	\$
IX	\$ 9,457	\$ 1,699	\$	\$
X	\$ 20,329	\$ 7,582	\$	\$
KIRC	\$ 38,245	\$ 9,642	\$	\$
KSSB	\$ 12,624	\$ 3,191	\$	\$
TOTAL	\$ 200,867	\$ 86,376	\$	\$

Materials/Services Provided	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Number of Braille Pages Transcribed/Embossed for Students	2,227	2,672		

STATEWIDE TEACHER TRAINING FOR USDS

KIRC sponsored Duxbury training for Braille Transcribers with Susan Christiansen for TVIs and transcribers at KSSB on December 6th and 7th.

The KIRC coordinator met with TVIs in training, who were attending the Learning Media Assessment/Sensory Learning Kit on November 13th at KSSB.

STATEWIDE COLLABORATIONS FOR IMPROVED SERVICES

KIRC Coordinator – 2nd 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 Annual APH Conference in Louisville, Kentucky.
- Participated in TASN quarterly meetings on November 9th and 10th.
- Participated in the Community of Practice meeting for the KC Metropolitan Region on October 4th.
- Presented 2+3 TASN Grant Report for the TASN evaluation team.

BUDGET/REVENUE & EXPENDITURES BY FUND

	FY 2017 Budget/Revenue	Expenditures To Date 12/31/17	Balance
State Appropriation	5,386,299	2,323,517	3,062,782
Federal Aid:			
School Lunch	38,755	10,834	27,921
Special Education	518,465	234,347	284,118
Other	12,100	0	12,100
Subtotal – Federal Aid	569,320	245,180	324,140
Fees	328,750	175,958	152,792
Miscellaneous			
Building	790,491	334,377	456,114
Other			
TOTAL	7,074,860	3,079,032	3,995,828

BUDGET EXPENDITURES BY OBJECT

	FY2017 Budget/Revenue	Expenditures To Date 6/30/17	Balance
Salaries & Wages	4,988,833	2,169,420	2,819,413
Contractual Services *	887,153	358,229	528,924
Commodities **	207,239	116,181	91,058
Capital Outlay	72,100	71,243	857
Other ***	127,524	28,062	99,462
Debt Service	43,928	43,928	0
Capital Improvements	748,083	291,969	456,114
TOTAL	7,074,860	3,079,032	3,995,828

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

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

*** **Other** - includes scholarships/tuition paid by federal grants; administrative cost allowable of federal grants.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 d.

Staff Initiating:**Interim Director:****Commissioner:****Meeting Date: 2/13/2018**

Susan Helbert

Susan Helbert

Randy Watson

Item Title:

Act on recommendations for Licensure Waivers

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 license. A review of the waiver application is completed before the waiver is recommended for approval.

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

Licensure Waivers

14 d. Attachment

District	Dist. Name	First Name	Last Name	Subject	Recomm.
D0200	Greeley Co. Schools	Elizabeth	Harms	Gifted	Approved*
D0316	Golden Plains	Aliesha	Rogers	Agriculture -extension on the number of days under an Emergency Substitute License	Approved
D0320	Wamego	Jacy	McIntosh	Gifted	Approved
D0321	Kaw Valley	Brittni	Robison	High Incidence Special Ed.	Approved*
D0327	Ellsworth	Jason	McWilliams	Social Studies - Middle Level - extension on the number of days under an Emergency Substitute License	Approved
D0407	Russell County	Stacie	Adams	Low Incidence Special Ed.	Approved
D0418	McPherson	Amanda	Griffin	High Incidence Special Ed.	Approved*
D0453	Leavenworth	Jennifer	Wangsgaard	Chemistry - extension on the number of days under an Emergency Substitute License	Approved
D0489	Hays	Teresa	Morgan	High Incidence Special Ed.	Approved
D0500	Kansas City	Benjamin	Phillips	High Incidence Special Ed.	Approved
D0500	Kansas City	Christopher	Funk	High Incidence Special Ed.	Approved
D0500	Kansas City	Kelly	Lucas	High Incidence Special Ed.	Approved
D0500	Kansas City	Frederick	Gilliand	Physical Science - extension on the number of days under an Emergency Substitute License	Approved
D0500	Kansas City	Charles	Jean-Baptiste	Low Incidence Special Ed. - extension on the number of days under an Emergency Substitute License	Approved*
D0500	Kansas City	Andrea	Tribitt	English Language Arts - extension on the number of days under an Emergency Substitute License	Approved*
D0500	Kansas City	Mark	Richardson	Family and Consumer Science - extension on the number of days under an Emergency Substitute License	Approved*
D0500	Kansas City	Areatha	Stevens	Low Incidence Special Ed. - extension on the number of days under an Emergency Substitute License	Approved*
D0500	Kansas City	Danisha	Roach	Low Incidence Special Ed. - extension on the number of days under an Emergency Substitute License	Approved*
D0500	Kansas City	Tarence	Maddox	Reading Specialist - extension on the number of days under an Emergency Substitute License	Approved
	* First Renewal			**Final Renewal	

(continued)

D0500	Kansas City	Ira	Lockhart III	Family and Consumer Science - extension on the number of days under an Emergency Substitute License	Approved*
D0500	Kansas City	La Veda	Tyler	English as a Second Language - extension on the number of days under an Emergency Substitute License	Approved*
D0500	Kansas City	Rosa	Williams	English as a Second Language - extension on the number of days under an Emergency Substitute License	Approved*
D0500	Kansas City	Tiffany	Boulware	Spanish - extension on the number of days under an Emergency Substitute License	Approved
D0500	Kansas City	Lashonda	Valentine	Family and Consumer Science - extension on the number of days under an Emergency Substitute License	Approved
D0500	Kansas City	Justin	Weir	Low Incidence Special Ed. - extension on the number of days under an Emergency Substitute License	Approved*
D0500	Kansas City	Albert	Valdes	Math - extension on the number of days under an Emergency Substitute License	Approved
D0500	Kansas City	Armando	Browne	Math - extension on the number of days under an Emergency Substitute License	Approved
D0500	Kansas City	George	Roath III	Math - extension on the number of days under an Emergency Substitute License	Approved*
D0500	Kansas City	Angela	Knight	Reading Specialist - extension on the number of days under an Emergency Substitute License	Approved
D0500	Kansas City	Patrick	Stinson	Math - extension on the number of days under an Emergency Substitute License	Approved*
D0500	Kansas City	Vernon	Eskridge Jr	Technology Education - extension on the number of days under an Emergency Substitute License	Approved*
D0500	Kansas City	Cortez	Carter	Health - extension on the number of days under an Emergency Substitute License	Approved
D0500	Kansas City	Martez	Wesley	Low Incidence Special Ed. - extension on the number of days under an Emergency Substitute License	Approved*
	* First Renewal			**Final Renewal	

(continued)

D0512	Shawnee Mission Pub Schools	Michelle	Langton	Low Incidence Special Ed.	Approved
D0605	South Central KS Spec Ed Coop	Aaron	Colliatie	Low Incidence Special Ed.	Approved
D0638	Butler Co Special Education Interlocal	Sara	Srock	High Incidence Special Ed.	Approved
	* First Renewal			**Final Renewal	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 e.

Staff Initiating:

Interim Director:

Commissioner:

Meeting Date: 2/13/2018

Lynn Bechtel

Susan Helbert

Randy Watson

Item Title:

Act on Local In-service Education Plans

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve, with modifications, the in-service education plans for the educational agencies listed below.

Explanation of Situation Requiring Action:

In provisions of K.S.A.72-9603, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-9601. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective." K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

State department staff have reviewed the five-year in-service education plans of the educational agencies listed below using the standards and criteria determined by the State Board of Education and recommend they all be approved with modifications:

USD 402 Augusta
Diocese of Salina

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 f.

Staff Initiating:

Susan Helbert

Interim Director:

Susan Helbert

Commissioner:

Randy Watson

Meeting Date: 2/13/2018

Item Title:

Act on recommendations for a Visiting Scholar license

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Randy Watson, Commissioner of Education, regarding a Visiting Scholar license.

Explanation of Situation Requiring Action:

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program Scott Franklin

Blue Valley USD 229 is requesting that Scott Franklin be granted a Visiting Scholar license valid for the second semester of the 2017-18 school year. Mr. Franklin will serve as the instructor for the CAPS Global Business courses within the CAPS Business/Tech/Media Strand. He will teach Global Marketing and Business Development, Global Economics and Operations Management, and Micro/Macroeconomics curriculum. The CAPS program provides students with the opportunity to explore career opportunities in many core areas and to learn directly from practitioners. Students have the opportunity to have virtual internships with CAPS global business partners.

The CAPS Global Business courses receive college credit through Johnson County Community College, College Now Program and the Economics curriculum meets requirements for Baker University courses. The CAPS schedule offers morning and afternoon sessions each 2.5 hours (six periods) every day for a full semester.

Scott Franklin earned a Bachelor of Arts degree in urban affairs and economics (1975) from American University, Washington, D.C and a Master of Science degree from the University of London, England in 1977. The master's is equivalent to a master's degree in politics with a concentration in public administration from a regionally accredited U.S. university. Mr. Franklin has verified 10 years of experience at MidAmerican Energy in Des Moines, Iowa where he served as Manager of Corporate Planning. While at MidAmerican Energy, he also verified experiences as an adjunct professor for Simpson College, Iowa teaching micro and macroeconomics from fall semester of 1988 through fall semester of 1993.

Mr. Franklin's resume indicates a wide variety of experiences in business and industry from banking to manufacturing through consultative roles. Most recently, he has been a consultant for Kansas Masonic Foundation on long-term strategic planning since 2013. The Executive Director of the Foundation has verified his work with Mr. Franklin in a multitude of capacities. In addition, his resume includes teaching experiences at Iowa Banking School (retail banking/macroeconomics), Drake University (strategic

(continued)

planning) and as an economics tutor for Johnson County Community College from 2014 to present. Verification letters indicate his ability to communicate technical concepts in an easy to understand and relatable manner.

Scott Franklin meets the criteria of an advanced course of study in the field and significant occupational experience in the fields of both business and in education. I recommend that the request for a Visiting Scholar license valid for the second semester of the 2017-18 school year for Scott Franklin be approved, based on meeting two of the three established criteria.

Criteria for a Visiting Scholar license:

- A. Advanced course of study or extensive training in the area of licensure requested
- B. Outstanding distinction or exceptional talent in the field
- C. Significant recent occupational experience which is related to the field

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 g.

Staff Initiating:

Catherine Chmidling

Interim Director:

Susan Helbert

Commissioner:

Randy Watson

Meeting Date: 2/13/2018

Item Title:

Act on higher education program approval recommendations from the Evaluation Review Committee

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 University of Saint Mary.

Explanation of Situation Requiring Action:

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the education preparation provider or teacher education programs (as appropriate) for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board. Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted, the initial recommendation became the final recommendation. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for accreditation and program approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

*If approved, new programs are always assigned the "new program approved with stipulation" status.

January 22, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for University of Saint Mary

Introductory Statement:

On November 17, 2017, the Evaluation Review Committee reviewed the application for program approvals for the University of Saint Mary.

Documents that were received and considered include the Institutional Program 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.

Chemistry 6-12 continuing program

Areas for Improvement:

Standards 1-6, 8, 10-13

None

Standard 7 (Met)

AFI 7.1 **Assessment 7 does not align with the standard.**

Rationale 7.1 Although concepts and processes unifying the science domains is clearly addressed in the rubric for Standard 7, there is no documentation that specifically shows how the standard is addressed through journal entries and worksheets, such as examples of worksheets or directions to students for keeping the journal.

Standard 9 (Met)

AFI 9.1 **Assessment 4 does not align with the standard.**

Rationale 9.1 The narrative for Assessment 4 does not address Standard 9.

All New Programs may only be assigned the status of "New Program Approved with Stipulation" or "Not Approved."

(New programs must be operationalized within two years of KSBE approval.)

PROGRAM REVIEW PROCESS

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

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

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

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

(a) Application.

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

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

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

(B) at least 12 weeks of student teaching.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the evaluation review committee for a

hearing before the committee to appeal the initial recommendation. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

- (2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
- (3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

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

(g) Annual report.

- (1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program, and thereafter in each of the institution's annual reports that are due on or before July 30.
- (2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

- (1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.
- (2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.
- (3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)*

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

- (1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.
 - (2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:
 - (A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
 - (B) at least 12 weeks of student teaching.
- (b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
- (c) Program review process.
- (1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
 - (2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
- (d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
- (e) Request for hearing.
- (1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
 - (2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation

shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

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

(f) Approval status.

- (1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.
- (2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.
- (3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

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

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

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.
- (4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)*

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 h.

Staff Initiating:

Doug Boline

Director:

Colleen Riley

Commissioner:

Randy Watson

Meeting Date: 2/13/2018

Item Title:

Act on Education Flexibility Partnership (Ed-Flex) Waiver Request

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Education Flexibility Partnership (Ed-Flex) waiver request for USD 329 Wabaunsee.

Explanation of Situation Requiring Action:

Kansas has the authority pursuant to section 9207(d)(1) of the Every Student Succeeds Act (ESSA) under the Education Flexibility Partnership Act of 1999 (Ed-Flex) as amended by ESSA to waive certain federal requirements. USD 329 Wabaunsee is seeking a waiver from Title I, Part A, Section 1114 Schoolwide Programs which requires Title I schools to have at least 40 percent poverty in order to become a Title I schoolwide building. Maple Hill Elementary School in USD 329 is under the 40 percent requirement. The district is requesting permission to have this school become Title I Schoolwide in 2017-2018. This school would have to be identified as a Title I school and have its Title I schoolwide plan approved by the Kansas State Department of Education Schoolwide Review Team in order to implement the waiver.

The Kansas State Department of Education staff recommends the Ed-Flex waiver be granted.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 i.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 2/13/2018

Mark Stephenson

Scott Smith

Randy Watson

Item Title:

Act on Calendar Year 2018 Licenses for Commercial Driver Training Schools

Recommended Motion:

It is moved that the Kansas State Board of Education issue licenses for 2018 to these recommended commercial driver training schools: Horizons Driving Academy, Salina; Premier Driving School of Wichita, Wichita; and Twister City Motorcycles, LLC, Park City.

These schools will be licensed from Jan. 1, 2018 to Dec. 31, 2018.

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. We have continually licensed 30 or more commercial driver training schools the past several years. Each year the commercial schools must be audited by the Department of Education.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 j.

Staff Initiating:

Cheryl Johnson

Director:

Cheryl Johnson

Commissioner:

Randy Watson

Meeting Date: 2/13/2018

Item Title:

Act on contract with the Kansas Department of Agriculture for Summer Food Service Program
Food Safety Inspections

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to negotiate and enter into a contract with the Kansas Department of Agriculture (KDA) for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program (SFSP) meal preparation and service sites at the rate of \$180 per inspection, not to exceed \$36,000.

Explanation of Situation Requiring Action:

In order to participate in the Summer Food Service Program (SFSP) and receive funds for its operation, federal regulations require KSDE to ensure that food safety inspections of food preparation facilities and food service sites are conducted. The Kansas Department of Agriculture (KDA) is the state agency with the authority to conduct food safety inspections in Kansas. Funding for school food safety inspections is provided by the license fee.

Many short term summer feeding sites are not required to purchase a license from KDA. KSDE is allowed to request funds from USDA for health inspections to assure appropriate and needed inspections are completed. KSDE has requested funds from USDA to pay for the inspection of unlicensed summer feeding sites.

The proposed contract with KDA would begin May 15, 2018 and would not exceed four months. KDA would conduct site inspections, perform meal quality tests as necessary, and require corrective action for violations of food safety and sanitation requirements.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 k.

Staff Initiating:

Colleen Riley

Director:

Colleen Riley

Commissioner:

Randy Watson

Meeting Date: 2/13/2018

Item Title:

Act on renewal of contract to implement Kansas Integrated Accountability System application

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to renew the Kansas Integrated Accountability Systems contract with Leader Services to provide ongoing service and maintenance of the Early Childhood, Special Education, and Title Services' Kansas Integrated Accountability System web-based monitoring application through, no later than June 30, 2024, in an amount not to exceed \$300,000 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 to conduct monitoring of all local education agencies, also referred to as school districts, to ensure compliance with the provisions of federal and state laws and regulations. Leader Services will continue to provide an authenticated application that is to be a web-based system with the capability to collect, store, report and track monitoring and improvement planning data.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 I.

Staff Initiating:

Stacy Smith

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 2/13/2018

Item Title:

Act on contract with Kansas Association of Broadcasters to air Public Service Announcements supporting Career and Technical Education and implementation of the Individual Plan of Study

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the Kansas Association of Broadcasters to air public broadcast of KSDE public service announcements to promote Career and Technical Education and to support the Kansas State Board of Education Vision for the implementation of the Individual Plan of Study in an amount not to exceed \$40,000.

Explanation of Situation Requiring Action:

The Kansas Association of Broadcasters will distribute the KSDE educational content of announcements to spread awareness of and create support for the Individual Plan of Study. The Public Education Partnership (PEP) program of the Kansas Association of Broadcasters (KAB) is only made available to nonprofits and government agencies. It is based upon "Total Fair Market Value" and provides a market value ratio of at least 3 to 1. There are more than 120 radio stations and 15 television stations that pledge a bank of airtime for use by the KAB for PEP. In spring and fall of 2017, KAB ran a Career and Technical Education STEM public service announcement to promote CTE. The program was well received. There will be two new spots created and these will air in the spring and fall of 2018.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 m.

Staff Initiating:**Director:****Commissioner:****Meeting Date: 2/13/2018**

Stacy Smith

Scott Smith

Randy Watson

Item Title:

Act on contract with Gizmo productions to develop educational videos to support and promote Career and Technical Education and the Individual Plan of Study

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with Gizmo productions to develop educational videos to support and promote Career and Technical Education and the Individual Plan of Study in an amount not to exceed \$12,000.

Explanation of Situation Requiring Action:

The objective of the contract is to create public service announcements for the purpose of informing students, parents, teachers and communities of the opportunities created by access to Career and Technical Education (CTE) and the Individual Plan of Study. Gizmo productions created the CTE STEM commercial that ran last spring and fall to raise awareness of the STEM initiative. The contract will provide KSDE with two additional public service announcements which will raise awareness among business and industry partners about the ways in which they can partner with schools to support workforce development.



Kansas State Department of Education

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

(785) 296-3201
(785) 296-6659 - fax

www.ksde.org

To: Commissioner Randy Watson
From: Dale Dennis
Subject: Legislative Matters

GOVERNOR'S BUDGET RECOMMENDATIONS AND EDUCATION LEGISLATION

The Governor's budget recommendations for Fiscal Year 2018 and Fiscal Year 2019 will be reviewed with the State Board of Education as well as a status report of education legislation to date.



Great students. Great teachers. Great leaders. Great citizens.

Janet Waugh
District 1

Steve Roberts
District 2

John W. Bacon
District 3

Ann Mah
District 4

Sally Cauble
District 5

Deena Horst
District 6

Kenneth Willard
District 7

Kathy Busch
District 8

Jim Porter
District 9

Jim McNiece
District 10

Subject: Monthly Board Reports & Requests for Future Agenda Items

1. Board Committee Reports
2. Board Attorney's Report
3. Individual Board Member Reports and Requests for Future Agenda Items
4. Chairman's Report and KSHSAA Appointments
 - a. Appoint one member to serve on the Kansas State High School Activities Association (KSHSAA) Board of Directors for the term July 1, 2018 to June 30, 2020. (See attached appointment request letter)
 - b. Appoint one of the State Board's two KSHSAA Board of Director representatives to the KSHSAA Executive Board for the term July 1, 2018 to June 30, 2020.



Kansas State High School Activities Association

601 SW Commerce Place, Box 495 • Topeka, KS 66601-0495 • Phone: 785-273-5329, Fax: 785-271-0236 • kshsaa@kshsaa.org • www.kshsaa.org

GARY P. MUSSELMAN, EXECUTIVE DIRECTOR

WILLIAM S. FAFLICK, EXECUTIVE DIRECTOR-ELECT

Assistant Executive Directors: Cheryl Gleason, David Cherry, Francine Martin, Mark Lentz, Jeremy Holaday, Craig Manteuffel

Member of the National Federation of State High School Associations

January 2, 2018

Dr. Randy Watson
Commissioner
Kansas State Department of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

RE: KSHSAA Board of Director and Executive Board Appointments

Dear Randy:

As we approach the conclusion of the 2017-18 school business year, my records indicate the need for the Kansas State Board of Education to consider the appointment of one member of the State Board of Education to a term on the **KSHSAA Board of Directors**.

Jim Porter – Board of Directors Term (2016-18)

(He will have served two years at the conclusion of the 2017-18 school year.)

Kathy Busch – Board of Directors Term (2017-19)

* No action needs to be taken for Kathy, as she will continue with the second year of her term.

(She will have served three years at the conclusion of the 2017-18 school year.)

It is time for the State Board of Education to appoint one of their members to a two-year term on the KSHSAA Board of Directors for 2018-2020. KSHSAA Board of Director-members are limited to a maximum term of six consecutive years. Jim Porter has served two years consecutively, and is eligible for an additional two year term if the KSBE chooses.

Additionally, Kathy's current two-year term on the **KSHSAA Executive Board** will expire June 30, 2018.

It is now time for the State Board of Education to appoint one of their two KSHSAA Board of Directors members to a two-year term on the KSHSAA Executive Board (2018-2020).

KSHSAA Board of Director and Executive Board elections occur during the month of April which enables us to gather all the data necessary for publication of the Handbook and Directory. **Having the appointments from the Kansas State Board of Education by May 1 or sooner would be of great assistance.** Should there be questions regarding these procedures, please do not hesitate to contact me.

Sincerely,

Gary Musselman
Executive Director

Cc: Peggy Hill, KSDE

EXECUTIVE BOARD: President: Juan Perez, Ulysses-Kepley; Vice President: Britton Hart, Emporia; Secretary/Treasurer: Terry Ostmeier, Grainfield-Wheatland/Grinnell; Shane Backhus, McPherson; Gary Brockus, Louisburg; Kathy Busch, Wichita; Mike Crouch, Emporia, USD 253; Bob Diepenbrock, Kingman-Norwich, USD 331; Tom Flax, Ness City; Annette Gonzales, Shawnee Mission North; Pam McComas, Topeka; Rudy Perez, Norton Community



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District 1

Steve Roberts
District 2

John W. Bacon
District 3

Ann Mah
District 4

Sally Cauble
District 5

Deena Horst
District 6

Kenneth Willard
District 7

Kathy Busch
District 8

Jim Porter
District 9

Jim McNiece
District 10

To: Board Members
From: Peggy Hill
Subject: Board Member Travel

Travel requests submitted prior to the meeting, and any announced changes, will be considered for approval by the Board.

Upcoming deadlines for reporting salary/payroll information to the Board office are:

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
1/28/2018	2/10/2018	2/08/2018	2/23/2018
2/11/2018	2/24/2018	2/22/2018	3/09/2018
2/25/2018	3/10/2018	3/08/2018	3/23/2018

WEDNESDAY, FEBRUARY 14, 2018 WORK SESSION AGENDA

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

AI—Action Item
DI—Discussion Item

RI—Receive Item, for possible action
at a future date
IO—Information Only

9:00 a.m.

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

9:05 a.m.

- (DI) 4. Discuss Kansans Can state-level outcome: Kindergarten Readiness

10:30 a.m.

Break

10:45 a.m.

- (IO) 5. Sexual Harassment Awareness Training

Noon

ADJOURN

Next Meeting: March 13 and 14, 2018 in Topeka

Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a Kansas State Board of Education meeting.

Agenda Number: 4

Meeting Date: 2/14/2018



Kansas State Department of Education

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

(785) 296-3201
(785) 296-6659 - fax

www.ksde.org

To: Commissioner Randy Watson
From: Brad Neuenswander
Subject: Discuss Kansans Can state-level outcome: Kindergarten Readiness

At the February 2018 State Board meeting, KSDE staff will facilitate a roundtable discussion on efforts to move the Board's vision outcome of kindergarten readiness forward in Kansas schools.



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District 10

Subject: Sexual Harassment Awareness Training

Awareness training regarding harassment, including sexual harassment, will be presented to State Board members. The presentation will also focus on smart workplace practices and employee responsibilities. Staff with the Kansas Human Rights Commission will provide the training.



Inappropriate Behavior and the Inclusive Workplace



3

Today's Presentation



- Why an Inclusive Workplace?
- Civil Rights Laws
 - Discrimination and Harassment
 - Case Studies
- Other Issues/Barriers to an Inclusive Workplace

4

What is an Inclusive Workplace?

- One that welcomes all individuals, treats them with dignity, and respects their differences



5

Why is Inclusiveness Important?

- Two heads are better than one.
- Reflect your customer base.
- Reflect your community.
- Maintain a good reputation in the community.
- Be a good partner in society.
- Discrimination and harassment are against the law.

“The most valuable resource that all teachers [or any employee] have is each other. Without collaboration our growth is limited to our own perspectives.”—Robert John Meehan

“It is time for parents to teach young people early on that in diversity there is beauty and there is strength.”---Maya Angelou



Consequences...

- Complaints filed with the KHRC, EEOC, and/or other entities.
- EEOC sued or settled with 14 employers in the November 2017.
- Civil lawsuits.
- Criminal charges in some cases.
- Public embarrassment.

Conciliations, jury awards and settlements from the EEOC website:

- \$75,000
- \$45,000
- \$50,000
- \$150,000
- \$9.8 million
- \$105,000
- \$60,000



Civil Rights Laws

Discrimination and Harassment

What is a “civil right”?

- Generally created & protected by a governmental body (federal or state).
- Most commonly involves the protection against discrimination on the basis of race, religion, gender, or national origin. These categories have been expanded to include age, disability, genetic discrimination, and retaliation.

Some Common Federal Statutes

- Civil Rights Act of 1964 (amended in 1991), Title VII
- Age Discrimination in Employment Act
- Pregnancy Discrimination Act
- Equal Pay Act
- Americans with Disabilities Act (ADA)
- Genetic Information Non-Discrimination Act (GINA)



Kansas Act Against Discrimination & Kansas Age Discrimination in Employment Act

Governor Arn signed a bill on April 1, 1953, establishing the Kansas Act Against Discrimination and the Kansas Anti-Discrimination Commission, the forerunner to the Kansas Human Rights Commission. Kansas became the twelfth state to adopt an anti-discrimination law. The federal Civil Rights Act of 1964 followed 11 years later.

The Kansas Age Discrimination in Employment Act was adopted in 1983.



Kansas Act Against Discrimination

Prohibits discrimination in:

- ❖ *Employment,*
- ❖ *Housing, and*
- ❖ *Public Accommodations*



Protected Classes

- Race
 - Religion
 - Color
 - National Origin
 - Ancestry
 - Sex
 - Disability
 - Age (employment only)
 - Family Status (housing only)
 - Genetic Screening and Testing (employment only)
- Other: Retaliation* (for outwardly opposing discrimination)



Simplified Bases	Alleged Bases	Total
Age	Age	211
Color	Color	42
Disability Total	Disability, Record of, Regarded As	253
Genetic Information	Genetic Information	2
Natl Origin	Natl Origin Arab, Afghani, Mid-Eastern	3
	Natl Origin East Indian	1
	Natl Origin Hispanic	50
	Natl Origin Mexican	12
	Natl Origin Other	49
Natl Origin Total		115
Race	Race	1
	Race Amer Indian, Alaskan Native	4
	Race Asian	7
	Race Black	208
	Race White	28
Race Total		248
Religion	Religion: Catholic	4
	Religion: Jewish	1
	Religion: Muslim	2
	Religion: Other	29
Religion Total		36
Retaliation Total		460
Sex	Sex Female	168
	Sex Male	60
	Sex Pregnancy	2
Sex Total		230

Detailed Alleged Bases for Employment Complaints- FY 2016

629 Employment Complaints Filed. 705 Total Complaints Filed.

Total exceeds the actual number of complaints filed since many contain multiples bases.

National Origin includes Ancestry.

Your Organization's Anti-Harassment or Anti-Discrimination Policies



Be aware of your organization's own policies. They may be more restrictive than what we have covered here.

What is Discrimination?

- Any direct or indirect exclusion... segregation...denial, or any other differentiation ... in the treatment of a person on the account of their... **[protected class]**.

KHRC Rules & Regulations

Discrimination happens when...

An adverse action meets a protected class.



Two Types of Discrimination



Two Types of Discrimination

1. **Disparate Treatment**- treating members of a protected class in a different and less favorable manner than others because of their protected class status.

Overt discrimination is an intentional, purposeful act of discrimination based on an individual's protected class status.

***Example:** Refusing to hire women with pre-school children, while not applying the same standard to male applicants.*

Two Types of Discrimination

2. **Adverse Impact** - conduct which, although applied equally to all, has significant adverse effect on protected class members as compared to others. That is, practices fair in form but discriminatory in operation.

***Example:** English tests when reading/writing is not an essential function of the job.*

34

Harassment

It is illegal to harass an employee because of race, color, religion, sex (including pregnancy), ancestry, national origin, age (40 or over), disability, genetic information. It is also illegal to harass someone because they have complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

35

How Widespread is Harassment?

- EEOC press release from January 14, 2015:
 - Approximately 30 percent of all charges filed with the EEOC allege workplace harassment.
 - One in four women face harassment in the workplace.
 - Specifically mentioned that individuals with disabilities are vulnerable to harassment.

36

How Widespread is Harassment?-contd.

- How about Kansas?
 - In Fiscal Year 2016:
 - 197, or 28%, of employment complaints alleged harassment.

37

Alleged Harassment in Kansas-FY 2016

Rank	Basis	Number
1	Sex (Female-101, Male-17)	118
2	Disability	80
3	Race	61
4	National Origin/Ancestry	31
5	Age	30
6	Color	8
7	Religion	5
	Total	333

197 complaints alleged harassment. Total above exceeds the actual number of complaints filed since many contain multiples bases.

38

Harassment Overview

- Although the law does not prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal if it is so frequent or severe that it creates a hostile or offensive work environment or if it results in an adverse employment decision (such as the victim being fired or demoted).

39

Harassment Overview-Continued

- The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer such as a client or customer (third party harassment).
- Harassment outside of the workplace may also be illegal if there is a link with the workplace. For example, if a supervisor harasses an employee while driving the employee to a meeting.
- Victim can be a bystander witnessing harassing behavior by others.



The Six Components of Harassment (Hostile Work Environment)

1. Related to employment
2. **Unwelcome**, uninvited, offensive
3. Sufficiently **severe** to affect the terms and conditions of employment
4. **Pervasive**, not isolated
5. Of a prohibited nature (broadly interpreted)
(Race, Religion, Color, National Origin, Ancestry, Sex, Disability, Age, Family Status, Genetic Information)
6. Creates an intimidating, hostile, abusive environment in the workplace.

Sexual Harassment-Two Types

- Hostile Work Environment (previous slide)
- **Quid Pro Quo** - (“This for that”) occurs when submission to unwelcome sexual conduct is made a condition of employment or employment decisions.

Quid Pro Quo

- Quid Pro Quo harassment occurs when a manager, supervisor, or person in a position of authority threatens an employee with a demotion or other negative consequence (or promises a benefit or promotion) in exchange for a sexual favor. Quid Pro Quo may also occur if an employee feels he/she must tolerate sexual advances, or other behavior of a sexual nature, because of a perceived threat by the person of authority.

Favoritism Due to Sexual Favors

- If one employee is rewarded in the workplace (promoted, given better work assignments, or larger pay raises) for cooperative sexual behavior at the expense of other non-favored employees in your workplace, it may be evidence of a hostile environment.



Same Sex Sexual Harassment

- Same sex harassment is actionable.
- Usually occurs when an individual does not consider another person to meet the stereotype of that gender, i.e. not feminine enough or not masculine enough.
- Sexual harassment must be so objectively offensive so as to alter the condition of the victim's employment.

Evidence of Harassment

- Jokes, slurs, graffiti, offensive or derogatory comments, or other verbal or physical conduct (blocking movement, pats, pinching, hugs, rubbing.)
- Teasing, spreading rumors, "telling tales".
- Non-verbal behaviors—staring, looking someone up and down, suggestive looks.
- Posters, cartoons, drawings, calendars, pin-ups, pictures of an offensive nature.
- Modern Evidence of Harassment
 - Electronic Tools—Computers, Screen Savers, E-mails, Phone Calls, Voice Mail, Texts, Pictures
 - Social Media—Facebook, Twitter, Snapchat

46

What to do if You are Harassed

- Tell the Person to Stop
- Advise Management of Alleged Harassment
- Follow Your Organization's Policies and Procedures
- Keep Records
- File a Complaint if not resolved by management

47

What to do if You are a Witness to Harassment by Others

- If you see something, say something!
- Advise Management of Alleged Harassment
- Follow Your Organization's Policies and Procedures

48

What to Do If You are a Supervisor

- Set an example.
- Know your organization's anti-harassment policy and complaint process.
- Have zero-tolerance for "teasing" or "jokes" based on any of the protected classes, even if the alleged victim does not *seem* to mind.
- If you see harassing behavior "in the act", put a stop to it.
- Have your listening ears on when someone complains; Be receptive to complaints.
- If you receive a complaint or if you have a concern (even if you did not receive a complaint), work together with your HR/Legal. (The organization must show they have demonstrated "reasonable care" to prevent and stop harassment with an effective anti-harassment and complaint policies, effective investigation, and take prompt, corrective action.)
- Do not retaliate against the alleged victim for complaining or witnesses for participating in an investigation.

49

Some Possible Necessary Immediate Steps If You Receive A Complaint

- Make it clear the alleged victim cannot be retaliated against.
- It may be necessary for the employer to take temporary action so that additional alleged harassment cannot occur.
 - Make scheduling or reporting changes so that the parties do not come into contact with each other.
 - Temporary, non-disciplinary leave for the alleged harasser while the investigation is in process.
 - Transferring the alleged harasser.
- The Complainant should not be involuntarily transferred, shifts changed, etc. The Employer should be careful about the appearance of retaliating against the Complainant.

Conclude the Complaint Process

- Someone should report back to the Complainant that the investigation has concluded. (May not be able to discuss any disciplinary matters.)
- Follow up with the Complainant to make sure harassing behavior has not continued or retaliation has occurred.
- Document! Document! Document your receipt, investigation and resolution of any complaints received. (Work HR and Legal.)

Case Study No. 1—Race Harassment

Jonathan and Richie work together. Richie has seniority over Jonathan. Jonathan is African American. Richie is Caucasian.

Richie subjects Jonathan to a broad range of offensive behavior including racial slurs, racial epithets, inappropriate physical touching, lewd gestures, and vulgar taunts about his sister and mother. The incidents reportedly took place in a variety of workplaces, as well as social settings away from work. The alleged harassing behavior took the form of in person conduct, i.e. “jokes” and “banter”, telephone conversations, voice mails, and texts.



Jonathan leaves employment because the work environment is so intolerable a reasonable person would not be able to stay (constructive discharge).

Case Study No. 1-Race Harassment Continued

1. **Related to employment**
2. **Unwelcome**, uninvited, offensive
3. Sufficiently **severe** to affect the terms and conditions of employment
4. **Pervasive**, not isolated
5. **Of a prohibited nature (broadly interpreted)**
(Race, Religion, Color, National Origin, Ancestry, Sex, Disability, Age, Family Status, Genetic Information)
6. **Creates an intimidating, hostile, abusive environment in the workplace.**

Case Study No. 1-Race Harassment-Continued

- Jonathan Martin left the Miami Dolphins on October 28, 2013 due to the alleged harassment by teammate Richie Incognito and two other offensive linemen.
- The Dolphins in 2013 distributed a workplace conduct policy to all players and asked that they all sign an acknowledgement form stating they understood the policy.

54

Case Study No. 1-Race Harassment Continued

- The Miami Dolphins asked the NFL to investigate. The NFL contracted with a law firm to do the investigation.
- “The Report concludes that three starters on the Dolphins offensive line ...engaged in a pattern of harassment directed at not only Jonathan Martin, but also another young Dolphins offensive lineman and an assistant trainer.”
- The Report cited racial slurs, racially derogatory language, name-calling, improper physical touching.

55

Case Study No. 1-Race Harassment Continued

- “The Report concludes that the harassment by Martin’s teammates was a contributing factor in his decision to leave the team, but also finds that Martin’s teammates **did not intend** to drive Martin from the team..” (emphasis added)
- “Further, Martin’s vulnerabilities do not excuse the harassment that was directed at him. That the same taunts might have bounced off a different person is beside the point. Bullies often pick vulnerable victims, but this makes their conduct more, not less, objectionable.”

56

Case Study No. 1-Race Harassment Continued

- The Miami Dolphins fired offensive line coach Jim Turner and trainer Kevin O'Neill for apparently overlooking the hostile work environment. Turner was alleged to have witnessed much of the "teasing" and participated in one harassing incident against a different offensive lineman.

57

Case No. 2-Sexual Harassment

- Bob is the head of the organization.
- Bob asks subordinate women if they come to work without their panties, demands kisses, tells women he wants to see them naked, and dragged one woman in a headlock while whispering in her ear.

58

Case No. 2-Sexual Harassment-Continued

1. Related to employment
2. **Unwelcome**, uninvited, offensive
3. Sufficiently **severe** to affect the terms and conditions of employment
4. **Pervasive**, not isolated
5. **Of a prohibited nature (broadly interpreted)**
(Race, Religion, Color, National Origin, Ancestry, Sex, Disability, Age, Family Status, Genetic Information)
6. **Creates an intimidating, hostile, abusive environment in the workplace.**

59

Case No. 2-Sexual Harassment-Continued

- Ex-San Diego Mayor Bob Filner was sentenced to three months of home confinement and three years of probation.
- Filner resigned amid widespread allegations of sexual harassment.
- Filner pled guilty to one felony and two misdemeanors for placing a woman in a headlock, kissing another woman, and grabbing the buttocks of a third.

66



We have provided some pretty extreme examples.

We receive complaints with far less serious allegations.

70

Behaviors That Violate Respectful Workplace Norms

- Spreading rumors or whispering about others
- Making demeaning comments about others
- Raising your voice
- Slamming your hand down on a desk
- Slamming doors
- Touching someone else or shaking your finger in their face
- Calling names, i.e. “Stupid” or “Dumb” or inappropriate nicknames
- Using profanity
- Not keeping confidential information confidential
- Standing in someone’s personal space
- Driving by someone’s house or following them
- Cyberstalking
- Bullying

Thank you!

The End

Kansas Human Rights Commission

900 S.W. Jackson, Suite 568S

Topeka, Kansas 66612

Ph. (785) 296-3206

www.khrc.net

E-mail: khrc@ink.org