

TUESDAY, JULY 10, 2018 MEETING AGENDA

- | | | |
|------------------------|---|-----------------|
| 10:00 a.m. | 1. Call to Order — Chairman Jim Porter | |
| | 2. Roll Call | |
| | 3. Mission Statement, Moment of Silence and Pledge of Allegiance | |
| | 4. Approval of Agenda | |
| | 5. Approval of June Minutes | page 5 |
| 10:05 a.m. | 6. Commissioner’s Report — Dr. Randy Watson | |
| 10:30 a.m. | 7. Citizens’ Open Forum | page 23 |
| 10:45 a.m. (AI) | 8. Act on Kansas model standards for Social, Emotional and Character Development | pg 25 |
| 11:00 a.m. (RI) | 9. Receive Accreditation Review Council recommendations for systems seeking accreditation through KESA | page 53 |
| Noon | Lunch | |
| 1:30 p.m. (AI) | 10. Act on recommendations of the Professional Practices Commission | page 69 |
| | a. Approvals | page 69 |
| | b. Denials | page 83 |
| | c. Trenton Banning | page 93 |
| | d. Other discipline | page 167 |
| 1:55 p.m. (AI) | 11. Act on new appointments to the Professional Practices Commission | page 175 |
| 2:05 p.m. (AI) | 12. Act on request from Coalition of Innovative School Districts for renewal of Specialized Teaching Certificate for Marysville USD 364 | page 201 |
| 2:20 p.m. | 13. Executive Session for the purpose of discussing personnel matters of non-elected personnel | page 205 |

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612

References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only

Services: 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 State Board meeting.

Website: Electronic versions of the agenda and meeting materials are available at www.ksde.org/Board. Information on live media streaming the day of the meeting is also posted there.

Next Meeting: Aug. 14 and 15, 2018

- 2:40 p.m. (AI)** 14. Act on superintendent positions for Kansas School for the Deaf and Kansas State School for the Blind **page 207**
- 2:50 p.m. (AI)** 15. Act on negotiated agreement with Kansas School for the Deaf NEA **page 209**
- 3:00 p.m.** Break
- 3:15 p.m. (AI)** 16. Act on program standards recommendations for Safe and Secure Schools State Aid grants and applications **page 229**
- 3:45 p.m. (AI)** 17. Legislative Matters **page 237**
- a. Discuss options and approve budget recommendations for FY 2020 and FY 2021
- b. Discuss Supreme Court decision on school finance
- 5:15 p.m. (AI)** 18. Consent Agenda
- a. Receive monthly personnel report **page 253**
- b. Act on personnel appointments to unclassified positions **page 255**
- c. Act on Evaluation Review Committee recommendations for higher education program approvals **page 257**
- d. Act on recommendations of the Licensure Review Committee **page 269**
- e. Act on recommendations for Visiting Scholar licenses **page 273**
- f. Act on cut scores for licensure tests **page 279**
- g. Act on requests from the following districts to hold bond elections: USD 230 Spring Hill, USD 445 Coffeyville, USD 448 Basehor-Linwood **page 283**
- h. Act on requests from the following districts for capital improvement (bond & interest) state aid: USD 230 Spring Hill, USD 445 Coffeyville, USD 448 Basehor-Linwood **pg 285**
- i. Act to amend a previous action regarding investigation of special education complaints
- j. Act on request to contract with the Kansas Association of Independent and Religious Schools **page 289**
- k. Act on Kansas Preschool Pilot grant awards **page 291**
- l. Act on recommended award of Early Learning Preschool Aged At-Risk slots **page 293**
- m. Act on Kansas Parent Educator Program grant awards **page 295**
- n. Act on request to contract with Diane Gjerstad for work with Mental Health Intervention Team pilot program **page 297**
- o. Act on request to contract with Michelle Pyle to provide computer program enhancements to Kansas Nutrition Claims and Information Management System (KN-CLAIM)
- p. Authorize out-of-state tuition contracts for students attending Kansas School for the Deaf for the 2018-19 school year **page 301**
- q. Authorize out-of-state tuition contracts for students attending Kansas State School for the Blind for the 2018-19 school year **page 303**
- r. Authorize KSSB to renew contract with Accessible Arts, Inc. for related services and facilities use **page 305**
- s. Authorize KSSB to renew contract with Providence Medical Center for physical and occupational therapy services **page 307**
- t. Authorize KSSB to renew contract with Baer Wilson and Company, LLC, for counseling/evaluation services **page 309**
- 5:20 p.m. (AI)** 19. Act on Board Travel **page 311**
- 5:30 p.m.** **RECESS**

WEDNESDAY, JULY 11, 2018 MEETING AGENDA

- | | | |
|------------------------|--|-----------------|
| 9:00 a.m. | 1. Call to Order | |
| | 2. Roll Call | |
| | 3. Approval of Agenda | |
| 9:05 a.m. | 4. Information on Kansans Can vision outcomes: Individual Plan of Study, Graduation and Postsecondary Completion/Attendance | page 315 |
| 11:30 a.m. | Break | |
| 11:45 a.m. (RI) | 5. Receive program proposal from Teach for America — working lunch | page 317 |
| 12:45 p.m. (IO) | 6. Board Reports and Requests for Future Agenda Items
<i>(Presentations may be moved to Tuesday following Item 19 if time allows)</i> | page 319 |
| 1:30 p.m. | ADJOURN | |



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
June 12, 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, June 12, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. He welcomed those in attendance.

**6/12/2018
A.M. Session
(00:00:09)**

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 AMENDED AGENDA

Chairman Porter announced two amendments to the Consent Agenda. Item 20 c. would only include action on the reappointment of Nathan Reed to the Professional Practices Commission. Item 20 q. was added as a request to contract with Education Elements. Mrs. Horst moved to approve the Tuesday agenda as amended. Mr. Roberts seconded. Motion carried 10-0.

**MOTION
(00:02:54)**

APPROVAL OF THE MAY MEETING MINUTES

Mr. McNiece moved to approve the minutes of the May 8 and 9 regular Board meeting and the May 14 Special Board meeting. Mrs. Horst seconded. Motion carried 10-0.

**MOTION
(00:03:28)**

COMMISSIONER’S REPORT

Commissioner Randy Watson utilized this time for a Literacy Network of Kansas (LiNK) update and announcement. LiNK was created from a \$27 million federal literacy grant awarded to Kansas last fall from the U.S. Department of Education. LiNK projects focus on significantly impacting literacy growth and development for children birth through grade 12. Dr. Suzanne Myers, LiNK Project Director, described the competitive application process and selection criteria. The eight top-scoring applications represent 32 school districts that either applied individually or as part of a consortium. In all, 96 percent of the federal award will be distributed over three years to subgrantees. The grant is a project of the USDE’s Striving Readers Comprehensive Literacy Initiative. Dr. Watson concluded the report to Board members by prefacing this month’s Mercury 7 presentations, acknowledging support from the Ewing Marion Kauffman Foundation for regional redesign training, and commenting on teacher-led EdCamp sessions being conducted across the state.

(00:03:44)

CITIZENS’ OPEN FORUM

Chairman Porter declared the Citizens’ Forum open at 10:36 a.m. Speakers and their topics were: Sue Kidd and Cindy Patton, Kansas Character Development Initiative — recognition of Dr. Watson as a Champion of Character for his role with social emotional character development in Kansas schools. Chairman Porter declared the Citizens’ Forum closed at 10:45 a.m.

(00:36:55)

MOTION
(00:50:49)

ACTION ON KANSAS STATE SCHOOL FOR THE BLIND GOAL FIVE

Interim Superintendent Jon Harding reviewed the elements of KSSB's Goal Five. Mrs. Cauble moved to adopt the proposed recommendations from the Kansas State School for the Blind for improving student transitions through a more individualized approach. This is the fifth and final presentation of specific goals to set the direction of KSSB. Mrs. Waugh seconded. Motion carried 10-0.

MOTION
(00:59:00)

ACTION ON KANSAS SCHOOL FOR THE DEAF GOAL FIVE

Interim Superintendent Luanne Barron provided an overview of statewide efforts to support students' transition to life after KSD. This completed the presentation on each of five specific goals established for the School for the Deaf. Mrs. Horst moved to adopt recommendations from the Kansas School for the Deaf for supporting postsecondary outcomes. Mr. Roberts seconded. Motion carried 10-0.

(00:59:56)

UPDATE ON KANSAS SCHOOL FOR THE DEAF/NEA NEGOTIATED AGREEMENT

Board Attorney Mark Ferguson reported on work of the KSD/NEA negotiations bargaining team. He acknowledged an exchange of redline proposals between the School for the Deaf administrative team and teacher unit. He provided a printed copy of a tentative agreement. State Board action is anticipated in July after the teachers' group ratifies the two-year agreement.

BREAK

Board members took a break until 11:20 a.m.

(01:05:03)

DISCUSSION ON STATE BOARD'S PARTICIPATION WITH THE COALITION OF INNOVATIVE SCHOOL DISTRICTS

The Coalition of Innovative Districts was created by the Legislature and became law in July 2013. The Act allows up to 10 percent of the state's school districts to opt out of most state laws, rules and regulations in exchange for setting higher student achievement goals. Commissioner Watson provided a brief history of the Coalition and the State Board's involvement and then referenced Bylaw stipulations that are not in statute. He distributed proposed changes, which he will present to the Coalition Board at their next meeting. The Coalition's membership currently consists of seven school districts, two of which are now involved with the school redesign project. No action was taken this month, but recommendations are expected to be reviewed again in August.

MOTION
(01:21:46)

ACTION ON KSDE REQUEST FOR ORAL ARGUMENT

KSDE General Counsel Scott Gordon requested permission to address the State Board and provide oral arguments in July regarding forthcoming recommendations of the Professional Practices Commission. Mrs. Busch moved to grant KSDE's request for oral argument during the July meeting. Mr. Roberts seconded. Motion carried 10-0.

MOTION
(01:23:22)

ACTION ON APPOINTMENTS TO THE SPECIAL EDUCATION ADVISORY COUNCIL

The Special Education Advisory Council works collaboratively to provide leadership for continuous improvement of educational systems to ensure equity and enhance learning for all students in Kansas. KSDE Director Colleen Riley spoke on behalf of the SEAC to present considerations for Council reappointments and appointments.

Mrs. Cauble moved to reappoint Tina Gibson (representing general education teachers), Deb Young and Sarah Schaffer (both representing a person with a disability) for their second three-year terms on the SEAC, effective July 1, 2018 through June 30, 2021. Mrs. Horst seconded. Motion carried 10-0.

MOTION
(01:25:52)

Mrs. Busch moved to appoint Rachel Marsh (representing foster care), Megan Laurent (representing a parent of a child with giftedness) and Jennifer King (representing public charter school/local education agency) to the SEAC, effective July 1, 2018 through June 30, 2021. Mrs. Waugh seconded. Motion carried 10-0.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, Chair of the Professional Practices Commission, participated remotely to present recommendations of the Commission on licensure cases this month. Mr. McNiece moved to adopt the findings of fact and conclusions of law of the PPC and impose no discipline of Phillip Van Horn or Jessica Boldridge. Mrs. Horst seconded. Motion carried 10-0. Next, Mrs. Sieck presented two other cases for action. Mr. Roberts moved to adopt the findings of fact and conclusions of law of the PPC and deny the application of Debra Ellebracht and revoke the license of Melinda Wilson. Mrs. Cauble seconded. Motion carried 10-0.

MOTIONS
(01:29:52)

(01:30:49)

CONTINUATION OF SEAC APPOINTMENTS

Nominations were made and duly seconded. Mr. Porter moved to appoint Heath Peine (USD 353) as local education agency representative on the SEAC, effective July 1, 2018 through June 30, 2021. Mrs. Busch seconded. Motion carried 10-0. Then, Mrs. Busch moved to appoint Heidi Cornell (Wichita State University) as Institute of Higher Education-Special Education representative on the SEAC, effective July 1, 2018 through June 30, 2021. Mr. Willard seconded. Motion carried 10-0.

MOTIONS
(01:33:39)
(01:34:45)

ACTION ON ESTABLISHING EX-OFFICIO POSITIONS ON SEAC

Following the SEAC appointments, members discussed adding positions to serve in an Ex-Officio capacity. The suggested positions were for Senate Education Chair or designee, House Education Chair or designee, and Disability Rights Center of Kansas representative. Mr. McNiece moved to add three ex-officio members to the Special Education Advisory Council as recommended. Mrs. Horst seconded. Motion carried 10-0. Suggestions were made for receiving an advance list of committee members, knowledge of nomination/approval deadlines, and possible addition of a NEA representative to SEAC.

MOTION
(01:40:47)

At 12:02 p.m., the Board recessed for lunch until 1:30 p.m.

LUNCH

RECOGNITION OF KANSAS SUPERINTENDENT AND PRINCIPALS OF THE YEAR

Chairman Porter called the afternoon session to order and welcomed Deputy Commissioner Dale Dennis, who introduced the Kansas Superintendent of the Year and Principals of the Year as selected and recognized by their peers. Each honoree commented how their school staffs are supporting the Kansans Can vision. Highlights included addressing social emotional needs of students, more projects for parental involvement, student-led conferences and establishing positive relationships.

P.M. SESSION
(01:41:44)

Recipients are: John Allison, Superintendent at Olathe USD 233, 2018 Kansas Superintendent of the Year as named by the Kansas School Superintendents Association; Michael King, Principal at Dodge City M.S. (Dodge City USD 443), 2017-18 Kansas Middle School Principal of the Year as named by the Kansas Association of Middle School Administrators; and Tad Hatfield, Principal at Andale Elementary (Renwick USD 267), 2018 National Distinguished Principal of the Year as named by the Kansas Association of Elementary School Principals. Honoree Ben Jimenez was unable to attend. Mr. Jimenez is Principal at Decatur Community Jr-Sr High School (Oberlin USD 294) and was named 2017-18 Kansas High School Principal of the Year by the Kansas Association of Secondary School Principals.

A short break followed for photos and certificate presentations.

UPDATE ON KANSANS CAN STATE-LEVEL OUTCOME: SOCIAL EMOTIONAL GROWTH

Staff with the Early Childhood, Special Education and Title Services team provided an overview of progress made during the past year on the State Board’s outcome for social emotional growth. Board members received updates on specific strategies, including centralized access to resources for required and recommended trainings. They learned about developments centered on an integrated learning process and contributions from outside partners. Other highlights were organization of the first Kansas School Mental Health Conference, collaboration with the School Mental Health Advisory

(02:11:27)

Council, training and coaching throughout the state, and collaboration with standards' revision. Board members' suggestions included replacing the term "college and career competencies" with "postsecondary" to better describe vision goals, meeting professional development training needs and relaying progress to the legislature.

RECEIVE MODEL STANDARDS FOR SOCIAL, EMOTIONAL AND CHARACTER DEVELOPMENT

(03:14:02)

The Social, Emotional and Character Development standards for Kansas recently underwent a review as part of the legislative review mandate. Committee Co-Chair Noalee McDonald-Augustine and Education Program Consultant Kent Reed presented the draft standards for the State Board's consideration. They highlighted proposed changes to the standards such as improving content for prevention and school mental health as well as addressing social development. Emphasis was placed on knowing, practicing and modeling. Board comments during discussion focused on adding the topic of humility, tailoring benchmarks to age rather than grade level, and ensuring systems are addressing social emotional growth within the accreditation process. There is a public comment period on the proposed changes. The Board is expected to vote on the revised standards in July.

BREAK

There was a break until 3:55 p.m.

ACTION ON MERCURY 7 SCHOOLS' REDESIGN PLANS: WELLINGTON AND COFFEYVILLE

(03:51:33)

The seven school districts participating in the Kansans Can School Redesign Project each presented their redesign plans to the State Board of Education for acceptance just ahead of August's launch. Officially referred to as the Mercury 7, their projects are each named after one of the Mercury 7 astronauts. KSDE school redesign specialists Tammy Mitchell and Jay Scott introduced the guests, who they credited with creating a new frontier in Kansas education. Criteria that the selected elementary and secondary schools focus on are: the five outcomes established by the Kansas State Board of Education, the five elements identified as defining a successful Kansas high school graduate, and what Kansans said they want their schools to provide and look like in the future. The redesign plans are to be accomplished using existing resources.

Each school highlighted areas of focus, many of which have been piloted during the past year. Some common themes were: project-based learning, self-paced learning, more student choice, student-led conferences, increased service opportunities, focus on social-emotional growth, flexible school-day schedules and establishment of multi-grade school families or communities.

MOTION

(04:44:19)

Wellington USD 353 (Astronaut Scott Carpenter Project) — Specific elements were additions of an instructional coach and college/career facilitator, on-site therapist, flexible learning time from 7 a.m. to 5 p.m., STEAM lab. Mr. McNiece moved to accept the redesign plans of Wellington USD 353 for Kennedy Elementary and Wellington High School as presented for the Mercury 7 Project and to be implemented by the 2018-19 school year. Mr. Roberts seconded. Motion carried 10-0.

MOTION

(05:45:03)

Coffeyville USD 445 (Astronaut John Glenn Project) — Specific elements were on-site fully staffed health/dental/mental clinics, kindergarten class housed at the nursing home, age-appropriate social skill training, service learning hours, increased student advisory time, emphasis on developing soft skills. Mr. Porter move to accept the redesign plans of Coffeyville USD 445 for Community Elementary, Roosevelt Middle and Field Kindley High School as presented for the Mercury 7 Project and to be implemented by the 2018-19 school year. Mr. Roberts seconded. Motion carried 10-0.

Following each presentation, time was allowed for questions, comments, acknowledgement of any challenges, awarding of banners and photo opportunities. Presentations of redesign plans continued during Wednesday's meeting.

LEGISLATIVE MATTERS

Deputy Commissioner Dale Dennis addressed upcoming bond election requests and bond caps plus the need to approve tentative standards and distribution of funds for safe and secure schools grants. He provided a historical account of past funding and options to consider as the Board prepares for next month's discussion of Fiscal Year 2020 and FY 2021 budget recommendations to the legislature. Mr. Dennis addressed each of the many categories of aid.

(05:47:50)

CONSENT AGENDA

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

MOTION
(06:35:42)

- received the monthly Personnel Report for May.
- confirmed personnel appointments of Melissa Valenza as Education Program Consultant on the Early Childhood, Special Education and Title Programs team, effective May 30, 2018, at an annual salary of \$56,118.40; Christie Wyckoff as Public Service Administrator on the School Finance team, effective May 31, 2018, at an annual salary of \$41,870.40.
- approved the reappointment of Nathan Reed, USD 310, to his first full three-year term on the Professional Practices Commission effective July 1, 2018 through June 30, 2021, after filling a partial-term vacancy representing district public school administrators.
- accepted the following recommendations of the Evaluation Review Committee: accreditation through Dec. 31, 2024 for Friends University, and program approval for **Bethel College** — Biology 6-12, Chemistry 6-12, English Language Arts 6-12, History Government Social Studies 6-12, all continuing programs through Dec. 31, 2024; **Emporia State University** — Business 6-12, Chemistry 6-12, District Leadership PreK-12, Early Childhood Unified B-K, Early Childhood Unified B-3, Elementary K-6 (undergraduate), English Language Arts 5-8, English Language Arts 6-12, Foreign Language PreK-12, Gifted (K-6, 6-12, PreK-12), Physics 6-12, Reading Specialist PreK-12, all continuing programs through Dec. 31, 2024; **Friends University** — Biology 6-12, new program through Dec. 31, 2020; **Pittsburg State University** — Elementary Education Unified K-6, new program through Dec. 31, 2020; **University of Saint Mary** — Elementary K-6, Elementary accelerated K-6, English Language Arts 6-12, High Incidence (K-6, 5-8, 6-12), all continuing programs through Dec. 31, 2024.
- approved, with modifications, the in-service education plans for Greeley County Schools USD 200 and Topeka Public Schools USD 501.
- approved maintaining the current educator licensure fees for 2018-19, effective July 1, 2018.
- approved the Kansas Volunteer Commission's recommendations for 2018-19 Kansas AmeriCorps subgrantees as follows: Boys & Girls Club of Lawrence \$356,375; Harvesters Community Food Network \$74,660; Kansas City Kansas Public School District \$145,771; Kansas Department of Wildlife and Parks \$443,421; Rosedale Development Association \$75,040; United Way of Douglas County \$201,450; USD 260 Derby \$209,048; USD 382 Pratt \$103,442. Total funding: \$1,609,207.
- approved IDEA Title VI-B Special Education Targeted Improvement Plan grants for 2018-19 as follows: USD 115 Nemaha Central (Marshall/Nemaha Co. Ed. Services Coop) \$16,675; USD 202 Turner-Kansas City \$31,443; USD 207 Ft. Leavenworth \$14,386; USD 229 Blue Valley \$121,200; USD 230 Spring Hill \$12,761; USD 231 Gardner-Edgerton \$24,887; USD 232 De Soto \$29,134; USD 233 Olathe \$145,814; USD 234 Ft. Scott \$16,986; USD 244 Burlington (Coffey County SpEd Coop) \$17,741; USD 253 Emporia (Flint Hills SpEd Coop) \$59,784; USD 259 Wichita \$351,381; USD 260 Derby \$50,609; USD 261 Haysville \$36,813; USD 263 Mulvane \$18,094; USD 273 Beloit SpEd Coop \$22,001; USD 282 West Elk (Chautauqua and Elk Co. SpEd Services) \$17,225; USD 290

Ottawa \$21,229; USD 305 Salina (Central Kansas Coop in Education) \$111,383; USD 308 Hutchinson \$44,846; USD 320 Wamego Special Services Coop \$25,870; USD 321 Kaw Valley \$12,978; USD 330 Mission Valley \$8,865; USD 333 Concordia (Learning Coop of North Central KS) \$35,407; USD 336 Holton SpEd Coop \$30,887; USD 345 Seaman \$25,035; USD 353 Wellington \$18,708; USD 364 Marysville (Marshall County SpEd Coop) \$14,402; USD 368 Paola (East Central KS SpEd Coop) \$69,962; USD 372 Silver Lake \$11,420; USD 373 Newton (Harvey Co. SpEd Coop) \$39,178; USD 379 Clay Center (Twin Lakes Education Coop) \$26,142; USD 383 Manhattan-Ogden \$43,550; USD 389 Eureka \$12,315; USD 405 Lyons (Rice Co. Special Services Coop) \$22,084; USD 407 Russell County \$13,693; USD 409 Atchison Public Schools \$18,908; USD 418 McPherson (McPherson County SpEd Coop) \$39,185; USD 428 Great Bend (Barton Co. Coop Program of Special Services) \$38,231; USD 437 Auburn-Washburn \$40,066; USD 450 Shawnee Heights \$27,193; USD 453 Leavenworth \$26,953; USD 457 Garden City \$89,349; USD 458 Basehor-Linwood \$17,283; USD 465 Winfield (Cowley County Special Services Coop) \$53,477; USD 469 Lansing \$19,440; USD 475 Geary County Schools \$48,398; USD 480 Liberal \$31,084; USD 489 Hays (Hays West Central KS SpEd Coop) \$34,343; USD 495 Ft. Larned (Tri - County Special Services Coop) \$16,469; USD 497 Lawrence \$79,744; USD 500 Kansas City (Wyandotte Comprehensive SpEd Coop) \$171,825; USD 501 Topeka Public Schools \$113,195; USD 512 Shawnee Mission Public Schools \$216,822; D0 602 Northwest KS Ed. Service Center - Oakley \$57,800; D0 603 ANW SpEd Coop—Humboldt \$55,145; D0 605 South Central KS SpEd Coop - Pratt \$63,664; D0 607 Tri-County SpEd Coop - Independence \$71,872; D0 608 North-east KS Ed. Service Center - Lecompton \$43,710; D0 610 Reno County Ed. Coop - Hutchinson \$41,148; D0 611 High Plains Ed. Coop - Ulysses \$75,601; D0 613 Southwest KS Area Coop - Ensign \$76,906; D0 614 East Central KS Coop - Baldwin City \$27,097; D0 615 Brown County KS SpEd Coop- Hiawatha \$20,703; D0 616 Doniphan County Ed. Coop - Troy \$16,093; D0 617 Marion County SpEd Coop - Marion \$26,637; D0 618 Sedgwick County Area Ed. Services - Goddard \$117,789; D0 619 Sumner Co. Educational Service - Wellington \$19,012; D0 620 Three Lakes Ed. Coop - Lyndon \$33,019; D0 636 North Central Kansas SpEd Coop Interlocal - Phillipsburg \$37,736; D0 637 Southeast KS SpEd Interlocal - Pittsburg \$96,795; D0 638 Butler Co. SpEd Interlocal - El Dorado \$96,827; S0 319/D0 629 Lawrence Gardner High School \$16,434; S0 507/D0 609 State Hospital Training Center-Parsons \$3,705; S0 525/D0 609 Lansing Correctional Facility \$3,006; S0 604 KS School for the Blind \$4,300; S0 610 KS School for the Deaf \$9,235. Total funding: \$3,671,087.

- approved recommendations for funding Continuation Kansas 21st Century Community Learning Centers Grants for 2018-19 as follows: USD 101 Erie \$93,452; USD 108 Washington County \$125,000; USD 209 Moscow Public Schools \$82,810; USD 210 Hugoton \$75,000; USD 214 Ulysses \$74,978; USD 218 Elkhart \$75,000; USD 225 Fowler Public Schools \$70,161; USD 244 Burlington \$74,001; USD 248 Girard \$69,932; USD 252 Southern Lyon \$124,949; USD 257 Lola (Jefferson) \$75,000; USD 257 Lola (McKinley/Lincoln) \$75,000; USD 259 Wichita (Adams) \$74,971; USD 259 (Cleaveland) \$61,813; USD 259 (Ortiz) \$61,813; USD 259 (Park) \$72,305; USD 261 Haysville (Middle School) \$73,000; USD 282 West Elk \$119,120; USD 290 Ottawa (Garfield) \$63,354; USD 290 Ottawa (Sunflower/Lincoln) \$74,875; USD 349 Stafford (Elementary) \$75,000; USD 349 Stafford (Middle School) \$86,891; USD 352 Goodland \$74,945; USD 374 Sublette \$87,590; USD 379 Clay County (Lincoln/Garfield) \$75,000; USD 383 Manhattan-Ogden (Bergman) \$75,000; USD 383 Manhattan-Ogden (Ogden) \$75,000; USD 386 Madison-Virgil \$87,971; USD 387 Altoona-Midway \$124,998; USD 435 Abilene \$75,000; USD 443 Dodge City \$99,980; USD 445 Coffeyville \$75,000; USD 445 Coffeyville (Preschool) \$89,627; USD 446 Independence \$78,000; USD 461 Neodesha \$93,234; USD 466 Scott City \$74,977; USD 475 Geary County (Ware) \$75,000; USD 475 Geary County (Washington/Grandview) \$100,000; USD 498 Valley Heights \$80,382; USD 499 Galena \$75,000; USD 500 Kansas City (New Stanley) \$75,000; USD 500 Kansas City (Silver City) \$75,000; USD 500 Kansas City (Whittier) \$75,000; USD 501

Topeka (Quincy) \$75,000; USD 501 Topeka (Robinson) \$75,000; Boys & Girls Club of Lawrence (Hillcrest) \$75,000; Boys & Girls Club of Lawrence (Kennedy) \$75,000; Boys & Girls Club of Lawrence (Woodlawn) \$75,000; Boys & Girls Club of Manhattan (Eisenhower) \$100,000; Boys & Girls Club of Manhattan (Lee) \$75,000; Boys & Girls Club of Manhattan (Roosevelt) \$75,000; Boys & Girls Club of Topeka (Tecumseh North) \$100,000; Boys & Girls Club of Topeka (Tecumseh South) \$100,000; Catholic Charities of Wichita (St. Anne's) \$99,991; KCK Community College (Schlagle HS/Central MS) \$75,000; KCK Community College (Wyandotte HS) \$100,000; YWCA of NE KS (Williams Magnet) \$74,918. Total funding: \$4,601,586.

- approved recommendations for funding new Kansas 21st Century Community Learning Centers Grants for 2018-19 as follows: USD 235 Uniontown \$109,807; USD 250 Pittsburg \$74,562; USD 259 Wichita (Linwood) \$69,541; USD 315 Colby \$75,000; USD 475 Geary County (Seitz) \$99,750; USD 475 Geary County (Westwood) \$99,750; USD 506 Labette County \$100,984; Boys & Girls Club of Hutchinson (AAA) \$100,000; Boys & Girls Club of Lawrence (Prairie Park) \$100,000; Boys & Girls Club of Lawrence (Schwegler) \$75,000; Boys & Girls Club of Manhattan (Bluemont) \$75,000; Boys & Girls Club of Manhattan (Northview) \$75,000; Boys & Girls Club of Topeka (Montara) \$75,000; YMCA of SW KS (DCASA) \$75,000; YMCA of SW KS (Y LRNS) \$75,000; YWCA of NE KS (Ross) \$75,000. Total funding: \$1,244,587.
- approved recommendations for funding Kansas After School Enhancement Continuation Grants for 2018-19 as follows: USD 204 Bonner Springs \$14,336; USD 310 Fairfield \$11,156; USD 373 Newton \$13,223; USD 383 Manhattan-Ogden \$14,222, USD 445 Coffeyville \$18,223, USD 446 Independence \$11,627, USD 498 Valley Heights \$18,223, USD 500 Kansas City \$18,223, Boys & Girls Club of Hutchinson \$18,223, Boys & Girls Club of Manhattan \$14,097, Cherry Street Youth Center (Chanute) \$17,724, Wichita YMCA \$18,223. Total funding: \$187,500.
- approved recommendations for funding Kansas Middle School After School Advancement Continuation Grants for 2018-19 as follows: USD 491 Eudora \$21,801, USD 497 Lawrence \$21,800, USD 500 Kansas City \$21,800, Boys & Girls Club of Hutchinson \$18,371, Boys & Girls Club of Manhattan \$19,427, Boys & Girls Club of Topeka \$21,801. Total funding: \$125,000.
- authorized USD 477 Ingalls to receive capital improvement (bond and interest) state aid as authorized by law.
- authorized continuing the current accreditation status of all public and private schools until such time as the accreditation rating is changed by the State Board through the Kansas Education Systems Accreditation (KESA) process.

authorized the Commissioner of Education to negotiate and

- enter into a contract with the Kansas Association of Broadcasters in an amount not to exceed \$50,000 for the purpose of disseminating public service announcements to inform the public about Child Nutrition Programs and encourage healthy eating and physical activity;
- enter into a contract with ACT for the purpose of providing one ACT assessment and one WorkKeys assessment to all students enrolled in grade 11, with a contract amount not to exceed \$2,800,000 per year through June 30, 2021.
- enter into a contract with Education Elements in an amount not to exceed \$160,000.

BOARD REPORTS AND FUTURE AGENDA REQUESTS

Task Force Appointment — During the Chairman's Report, Mr. Porter provided an update on membership of the new legislative Task Force on Dyslexia, which he chairs. Mrs. Busch moved to approve the State Board appointment of Sarah Brinkley to the Task Force upon Mr. Porter's recommendation. Mrs. Mah seconded. Motion carried 10-0. Ms. Brinkley is a low incidence special education teacher in Seaman USD 345.

MOTION
(06:41:42)

Mr. Porter announced that Jim McNiece has been selected to receive a Distinguished Service Award from the National Association of State Boards of Education this fall. He also reported on a subcommittee meeting of the Governor's Education Council, attendance at a Data Quality Conference, and that he will accept recommendations for State Board representation on the Kansas Volunteer Commission and the C3 Council (Central Comprehensive Center in Oklahoma).

Individual members reported on Board-related activities within the past month. More in-depth accounts of these events are available in the archived recordings posted on the Board's webpage at www.ksde.org. Concerns were mentioned at this time about the process for licensing participants in the Teach for America program and STEM licensing.

Requests for Future Agenda Items:

- Juvenile Transitional Crisis Pilot in Beloit and the USD 273 program (Mrs. Horst and Mrs. Cauble)
- Personal reports from attending Interstate Migrant Education Council and Education Commission of the States (Mrs. Cauble)
- Gemini redesign schools that will launch in the fall

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mr. Porter — June 22 National Teacher Hall of Fame. Mrs. Waugh moved to approve the travel requests and addition. Mrs. Horst seconded. Motion carried 10-0.

Chairman Porter recessed the meeting at 7:18 p.m. The meeting would resume at 9 a.m. on Wednesday in the Board Room.

Jim Porter, Chairman

Peggy Hill, Secretary

MOTION
(06:57:36)

KANSAS STATE BOARD OF EDUCATION

**Meeting Minutes
June 13, 2018**

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on June 13, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

**6/13/2018
A.M. Session
(00:00:01)**

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

APPROVAL OF AGENDA

Mr. Willard moved to approve the day's agenda. Mr. Roberts seconded. Motion carried 10-0.

**MOTION
(00:00:04)**

CONTINUATION OF MERCURY 7 PRESENTATIONS AND ACTION ON SCHOOL REDESIGN PLANS: LIBERAL, STOCKTON, McPHERSON, TWIN VALLEY AND OLATHE

The seven school districts participating in the Kansans Can School Redesign Project each presented their redesign plans to the State Board of Education for acceptance as they prepare to launch their programs in August. At Tuesday's Board meeting, schools in Wellington USD 353 and Coffeyville USD 445 presented their plans. Wednesday's schedule was reserved for the remaining schools.

(00:00:43)

Criteria that the selected elementary and secondary schools focus on are: the five outcomes established by the Kansas State Board of Education, the five elements identified as defining a successful Kansas high school graduate, and what Kansans said they want their schools to provide and look like in the future. The redesign plans were to be accomplished using existing resources.

Each school highlighted areas of focus, many of which have been piloted during the past year. Some common themes were: project-based learning, self-paced learning, more student choice, student-led conferences, increased service opportunities, focus on social-emotional growth, flexible school-day schedules and establishment of multi-grade school families or communities.

Liberal USD 480 (Astronaut Alan Shepard Project) — Specific elements were addition of a student engagement coordinator, vision walks for the community, offering firefighter courses in H.S., improving behavior management. Mrs. Cauble moved to accept the redesign plans of Liberal USD 480 for Meadowlark Elementary and Liberal High School as presented for the Mercury 7 Project and to be implemented by the 2018-19 school year. Mrs. Busch seconded. Motion carried 10-0.

**MOTION
(00:41:19)**

Stockton USD 271 (Astronaut Deke Slayton Project) — Specific elements were redesign districtwide, sharing time each morning for students, digital portfolios, focus on entrepreneurship, genius hour, kindergarten story garden. Mrs. Horst moved to accept the redesign plans of Stockton USD 271 for Stockton Grade School and Stockton High School as presented for the Mercury 7 Project and to be implemented by the 2018-19 school year. Mrs. Cauble seconded. Motion carried 10-0.

**MOTION
(00:41:19)**

McPherson USD 418 (Astronaut Walt “Wally” Schirra Project) — Specific elements were increased minutes for music, art and physical education, addition of more preschool classrooms, community service hours in middle school, mentoring program, long-term projects, innovation coaches. Mr. Willard moved to accept the redesign plans of McPherson USD 418 for Eisenhower Elementary and McPherson Middle School as presented for the Mercury 7 Project and to be implemented by the 2018-19 school year and beyond. Mr. Bacon seconded. Motion carried 10-0.

MOTION
(02:02:51)

Chairman Porter recessed the meeting for lunch. Mercury 7 presentations continued when the meeting resumed at 12:30 p.m. Mrs. Waugh and Mrs. Cauble were dismissed and did not return for the afternoon session.

LUNCH

Twin Valley USD 240 (Astronaut Virgil “Gus” Grissom Project) — Specific elements were parent camps, power hour, ag partnerships, flexible seating, co-teaching, self-management skills. Mrs. Horst moved to accept the redesign plans of Twin Valley USD 240 for Tescott Grade School and Bennington Junior-Senior High as presented for the Mercury 7 Project and to be implemented by the 2018-19 school year. Mr. McNiece seconded. Motion carried 8-0, with Mrs. Waugh and Mrs. Cauble absent.

MOTION
(02:38:47)

Mr. Porter was dismissed and left at 1:25 p.m. Mrs. Busch assumed leadership of the meeting.

Olathe USD 233 (Astronaut Gordon Cooper Project) — Specific elements were time for student goal setting, exploration days, three-year-old preschool, collaboration time for teachers. Mr. Bacon moved to accept the redesign plans of Olathe USD 233 for Westview Elementary and Santa Fe Trail Middle School as presented for the Mercury 7 Project and to be implemented by the 2018-19 school year. Mr. McNiece seconded. Motion carried 7-0, with Mrs. Waugh, Mrs. Cauble and Mr. Porter absent.

MOTION
(03:30:08)

Following each presentation, time was allowed for questions, comments, acknowledgement of any challenges, awarding of banners and photo opportunities.

Vice Chair Kathy Busch led a brief discussion allowing Board members to reflect on the Mercury 7 plans. Comments included:

- an emphasis on teacher-driven outcomes with a student focus
- ways in which schools will show progress and measure results
- positive inclusion of community, parents and family
- positive attitude changes
- need to locate roadblocks
- continuum of plans within multiple buildings, not skip middle school
- buy-in of local boards of education
- opportunity to tour Mercury 7 buildings starting in the fall.

Mrs. Busch adjourned the meeting at 2:18 p.m.

ADJOURN

The next State Board meeting is July 10 and 11, 2018 in Topeka.

Jim Porter, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

**Meeting Minutes
May 8, 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, May 8, 2018, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas.

**5/8/2018
A.M. Session
(00:00:11)**

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 AMENDED AGENDA

Mrs. Cauble requested adding an update from the Teacher Vacancy and Supply Committee as an informational item. Mrs. Horst moved to approve the agenda with the addition. Mrs. Busch seconded. Motion carried 10-0. The update would occur before Legislative Matters in the afternoon.

**MOTION
(00:03:00)**

APPROVAL OF THE APRIL MEETING MINUTES

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

**MOTION
(00:03:28)**

COMMISSIONER’S REPORT

Commissioner Randy Watson acknowledged the observance of National Teacher Appreciation Week and encouraged others to thank an educator. He then introduced KSDE Director Colleen Riley who spoke about a collaboration program between Emporia State University and the Kansas Association of School Psychologists to help address the shortage of school psychologists. The proposed expedited respecialization plan is designed for individuals already specialized in a related field. A pilot of this program will take place in the 2018-19 school year. Commissioner Watson then briefed Board members on changes in federal Title I funding that impacts Kansas. He reviewed the statute-driven funding formula and the variables that determine the distribution of aid across the U.S. Kansas’ loss is about 9 percent.

(00:03:44)

CITIZENS’ OPEN FORUM

Chairman Porter declared the Citizens’ Forum open at 10:33 a.m. Speakers and their topics were: John Richard Schrock, Emporia — support for in-depth training for high school science teachers; Arianne Seidl, Kansas Association of Health Physical Education Recreation and Dance — benefits of daily physical education for students. Chairman Porter declared the Citizens’ Forum closed at 10:45 a.m.

(00:33:39)

RECOGNITION OF GARY MUSSELMAN, KSHSAA RETIRING EXECUTIVE DIRECTOR

The connection between the Kansas State Board of Education and Kansas State High School Activities Association is identified in state statute. Gary Musselman, KSHSAA Executive Director, will be retiring

(00:46:09)

in July after 30 years with the organization. State Board members honored Mr. Musselman for his leadership and service to students and to interscholastic activity programs over three decades. Chairman Porter highlighted several of the organization's accomplishments during Mr. Musselman's tenure. Chairman Porter and Vice Chair Kathy Busch, who both serve on the KSHSAA leadership boards, presented the recognition plaque. Others offered congratulatory remarks.

BREAK

Board members took a break from 11:05 to 11:15 a.m. for photos.

MOTION
(01:05:59)

ACTION ON KANSAS STATE SCHOOL FOR THE BLIND GOAL FOUR

Mrs. Cauble moved to adopt the proposed recommendations from the Kansas State School for the Blind for increasing collaboration and professional development. This is the fourth of five themed goals to set direction for KSSB. Mrs. Waugh seconded. Motion carried 10-0.

(01:06:28)

RECEIVE RECOMMENDATIONS FROM KSSB ON GOAL FIVE: TRANSITION SERVICES

KSSB Interim Superintendent Jon Harding gave an overview of a plan to improve student transitions through a more individualized approach. This is the school's fifth improvement goal. Transition services may support a student's return to home, to school or the workplace. He identified challenges and the need for more family involvement in the process. Mr. Harding also addressed the important role of field services whether it is through employment support or community assessments.

MOTION
(01:29:37)

ACTION ON KANSAS SCHOOL FOR THE DEAF GOALS THREE AND FOUR

Mrs. Busch moved to adopt recommendations from the Kansas School for the Deaf for improving community engagement (Goal Three) and increasing professional development (Goal Four). Mr. Roberts seconded. Motion carried 10-0.

(01:29:57)

RECEIVE RECOMMENDATIONS FROM KSD ON GOAL FIVE: POSTSECONDARY OUTCOMES

KSD Interim Superintendent Luanne Barron described measures recommended for supporting post-secondary outcomes, both on campus and statewide. She cited a career fair as one example of how to inform students about employment opportunities. Ms. Barron also shared ideas for identifying more resources for students in their transition to life after leaving the School for the Deaf. Lastly, she showed video clips of KSD alumni describing their preparations for college and career choices.

LUNCH

At 12:15 p.m., the Board recessed for lunch until 1:30 p.m.

P.M. SESSION
(02:04:48)

RECOGNITION OF KANSAS SENATE YOUTH DELEGATES FOR 2018

Deputy Commissioner Dale Dennis introduced the 2018 Senate Youth program delegates from Kansas. They are Jaron Caffrey, Haven High School, USD 312, and Sandhya Ravikumar, Lawrence Free State High School, USD 497. Mr. Dennis also recognized Phillip Pyle, Eudora High School, USD 491, as this year's alternate. The delegates were selected to represent the state in Washington D.C. and were awarded a \$10,000 scholarship from the William Randolph Hearst Foundation. These high school seniors described their most impactful learning experiences in D.C., including discussing political climate challenges with the other delegates and a visit to the Pentagon. They then engaged in a question and answer period with the Board members.

(02:26:34)

INFORMATION ON CAREER AND TECHNICAL EDUCATION PATHWAY DEVELOPMENT

Assistant Director Stacy Smith summarized the previous day's announcement in Wichita of a new proposed aviation curriculum for high schoolers. This is one example of CTE pathway innovation driven by labor market data. Mr. Smith emphasized business and industry support for the aviation pathway, and provided a timeline for development of this statewide. He updated the Board on development in other areas, such as considerations for the energy pathway which is due for a five-year cycle review.

Some school districts, he noted, are creating specialized pathways to meet industry and demographic needs in their locations. CTE funding, however, is tied to occupations of high need. Suggested considerations were pathways related to growth in the biotech and agribusiness fields. The connection between education and economic development was highlighted.

UPDATE FROM KANSAS MUSIC EDUCATORS ASSOCIATION

Implementation of the Kansas State Music Standards was one focus of the update from the Kansas Music Educators Association. KMEA President Gretchen Bixler also spoke about the organization's expansion of districts serving the state. She shared information on many of the resources available, including professional development opportunities for training teachers on how to implement the standards into lesson planning and curriculum writing. Mike Quilling, KMEA Government Relations Chair, described the advocacy campaign for rural school music programs. Board members were interested in mentoring programs for first-year music teachers and the availability of music curriculum.

(02:55:41)

There was a break from 3:05 to 3:15 p.m. Mr. Roberts did not return after the break.

BREAK

ACTION ON KANSAS CURRICULAR STANDARDS FOR DRIVER EDUCATION

Mrs. Cauble moved to adopt the Kansas Curricular Standards for Driver Education. Mr. McNiece seconded. Motion carried 9-0 with Mr. Roberts absent. These standards help provide direction for schools in developing effective driver education programs and set benchmarks for what students should know and be able to do following participation in a driver education program.

MOTION
(03:34:29)

ACTION ON NEW APPOINTMENTS TO THE PROFESSIONAL STANDARDS BOARD

Nominations were presented for three openings on the Professional Standards Board. Assistant Director Susan Helbert reviewed the vacancy categories. The positions are effective from July 1, 2018 through June 30, 2021. Mrs. Cauble moved to approve the appointments of Patty Jurich to her first full term representing a member of Kansas PTA, Shana Steinlage to her first full term representing special education administrators; and Cameron Carlson to his first full term representing unit heads for private Institutions of Higher Education. Mrs. Horst seconded. Motion carried 9-0.

MOTION
(03:38:24)

ACTION ON NEW APPOINTMENTS TO THE LICENSURE REVIEW COMMITTEE

Nominations were presented for two openings on the Licensure Review Committee. Mrs. Cauble moved to approve the appointments of Ruth Schneider, USD 394, to serve a full term from July 1, 2018 through June 30, 2021 as a representative of special education classroom teachers; and Marc Williams, USD 230, to serve a partial term fulfilling a vacancy representing building level administrators from June 1, 2018 through June 30, 2019. Mr. Willard seconded. Motion carried 9-0.

MOTION
(03:38:48)

UPDATE ON KANSAS SCHOOL FOR THE DEAF/NEA NEGOTIATED AGREEMENT

Board Attorney Mark Ferguson informed Board members that the negotiations team for the Kansas School for the Deaf was still considering the latest proposal. The negotiated agreement is not ready to present at this time.

(03:40:32)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, Chair of the Professional Practices Commission, was remotely connected to the meeting and presented the recommendations of the PPC on licensure cases this month. KSDE General Counsel Scott Gordon helped answer questions. Mrs. Busch moved to adopt the findings of fact and conclusions of law of the PPC and grant the application of Michael Beitz. Mr. McNiece seconded. Motion carried 9-0. Next, Mrs. Sieck presented four other cases for action. Mr. McNiece moved to adopt the findings of fact and conclusions of law of the PPC and revoke the licenses of Timothy Coleman, Zhiyang Ji, Gabrielle Bauman and Michael Jascizek. Mr. Willard seconded. Motion carried 9-0.

MOTIONS
(03:43:15)
(03:49:16)

UPDATE ON TEACHER VACANCY AND SUPPLY COMMITTEE

(03:50:11)

Mrs. Cauble, who is a member of the Teacher Vacancy and Supply Committee, requested amending the day's agenda to add a committee report. The TVSC is charged with specific recommendations from the Blue Ribbon Task Force on Teacher Vacancies and Supply, including exploration of a comprehensive science endorsement. Discussion occurred on what classes could be taught with this endorsement, the need for a comprehensive science licensure test that aligns with the standards, shortage of science teachers, concerns for perceived lowering of professional standards, and a request for input from practitioners. Director of Teacher Licensure and Accreditation Mischel Miller and Assistant TLA Director Susan Helbert helped answer questions.

LEGISLATIVE MATTERS

(04:19:56)

Deputy Commissioner Dale Dennis reviewed major policy provisions of the school finance plan — 2018 House Substitute for Senate Bill 61 — which was approved by the Legislature and Governor. He spent time on the topics of career and technical education weighting, early childhood funding, local option budget percentages and amendments. He also discussed a mental health intervention pilot program and elements of the Kansas Safe and Secure Schools Act. Lastly, he reminded members that normally budget option recommendations are considered in June, but the court's decision on school finance could delay those discussions.

CONSENT AGENDA

MOTION
(04:59:02)

Mr. McNiece moved to approve the Consent Agenda as presented. Mr. Willard seconded. Motion carried 9-0. In the Consent Agenda, the Board:

- received the monthly Personnel Report for April.
- received the third quarter reports (FY 2018) for the Kansas State School for the Blind and Kansas School for the Deaf.
- approved reappointments of the following individuals to their second full term on the Professional Standards Board: Bill Biermann, USD 352; Jamie Finkeldei, Catholic Diocese of Wichita; PJ Reilly, USD 262; Kyle Stadalman, USD 491; Maria Worthington, USD 229; and approved reappointment of Tasha Markham, USD 484 to her first full term, with all positions effective July 1, 2018-June 30, 2021.
- approved reappointment of Bruce Major, USD 410, to his second full term on the Licensure Review Committee effective July 1, 2018-June 30, 2021.
- accepted the following recommendations for licensure waivers valid for one school year: *Math* — Joseph Clay, USD 259. *High Incidence Special Education* — Rachael Schaffer, USD 512.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3196 Cora Haines, 3203 Lisa Kemp; 3204 Anna Davila; 3206 Donna Hull; 3207 Benjamin Schreiner; 3209 Merissa D'Antuono; 3210 Richard Parrett; 3211 Elizabeth Schantz (PreK-12 high incidence special education endorsement). *Denied cases* — Elizabeth Schantz (K-6 elementary education endorsement).
- approved requests for charter status renewal effective for five years to Insight School, USD 230 Spring Hill and Service Valley Charter Academy, USD 504 Oswego-Service Valley.
- issued a Calendar Year 2018 license to Rawhide Harley-Davidson commercial driver training school, Olathe.
- approved recommendations of the School Breakfast Waiver Review Committee to grant School breakfast waivers for the 2018-19 school year to the following: Arbor Creek Elementary, Cedar Creek Elementary, Manchester Park Elementary, Meadow Lane Elementary in USD 233; Garden

Plain Elementary, St. Marks Elementary, Garden Plain High and Andale High in USD 267; South-east of Saline Elementary and Southeast of Saline Junior/Senior High in USD 306; Elmont Elementary, North Fairview Elementary and West Indianola Elementary in USD 345; Conway Springs Middle School in USD 356.

- approved recommendations for funding of the Migrant Summer Services Grants as follows: USD 102 Cimarron \$12,530; USD 200 Greeley \$2,150; USD 215 Lakin \$6,272; USD 216 Deerfield \$6,136; USD 250 Pittsburg \$8,838; USD 253 Emporia \$23,125; USD 259 Wichita \$7,541; USD 316 Golden Plains \$10,900; USD 374 Sublette \$13,027; USD 443 Dodge City \$21,235; USD 445 Coffeyville \$24,620; USD 457 Garden City \$24,568; USD 466 Scott County \$1,802; USD 480 Liberal \$20,000; USD 489 Hays \$12,800; USD 500 Kansas City Kansas \$17,700; USD 501 Topeka \$21,835; USD 507 Satanta \$4,400; DO 602 NKEESC \$27,113; DO 609 SEKESC \$20,000. Total \$286,592.
- approve the Interlocal Cooperation Agreement to renew Technology Excellence in Education Network.

authorized the Commissioner of Education to negotiate and

- continue the Microsoft IT Academy State Coordinator contract with NCK Technical College in an amount not to exceed \$150,000 from July 1, 2018 through June 30, 2023.

Board members took a break until 4:37 p.m.

BREAK

BOARD REPORTS AND FUTURE AGENDA REQUESTS

A special meeting/work session and tour for Board members is planned for Monday, May 14 in Wichita. Mr. McNiece provided a proposed schedule of the day. There will be industry tours, visits to Wichita State University's Innovation Campus and WSU Tech, plus roundtable discussions with business leaders and superintendents.

(05:01:30)

Mrs. Cauble shared a handout about a micro-credentialing pilot to explore this potential pathway for re-licensure and emphasis on specific competencies. She also mentioned work on licensure review criteria. Mrs. Waugh reported on recent meetings of the Kansas Prescription Drug and Opioid Advisory Committee and its work to track excessive purchases. Mrs. Busch commented on the School Mental Health Advisory Council's work to provide website resources. Chairman Porter gave an update on securing membership for the new Legislative Task Force on Dyslexia, which he chairs.

Individual Board members reported on activities and school visits within the past month. More in-depth accounts of these events are available in the archived recordings posted on the Board's webpage at www.ksde.org.

Requests for Future Agenda Items:

- Receive draft of comprehensive science proposal from Teacher Vacancy and Supply Committee (Mrs. Busch)
- Feedback from practitioners about comprehensive science option (Mrs. Horst)
- Presentation from Teach for America and comparison to KSDE programs
- Demonstration of website resources as compiled by School Mental Health Advisory Council for mandated trainings (Mrs. Busch)
- Recommendations for Board appointments to Dyslexia Task Force membership (Mr. Porter)
- Presentation on Kansas Reading Roadmap (Mr. Willard)

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mrs. Busch—May 16 Governor's Behavioral Services presentation, May 24 Governor's Education Council sub-committee; May 25 meeting with Rep. Eplee; Mrs.

MOTION
(05:31:28)

Horst — May 22 Supreme Court oral arguments; Mrs. Mah — June 4 Impact Institute at Emporia; Mr. McNiece — May 31 USA-Kansas annual convention in Wichita. Mrs. Busch moved to approve the travel requests and additions. Mr. Willard seconded. Motion carried 9-0.

Chairman Porter recessed the meeting at 5:20 p.m. The meeting would resume at 9 a.m. on Wednesday in Room 509 of the Landon Building.

Jim Porter, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION
May 9, 2018

**MEETING NOT
RECORDED**

On Wednesday, May 9, 2018, Board members participated in a work session on the Kansas Education Systems Accreditation (KESA).

Chairman Jim Porter called the meeting to order at 9 a.m. in Room 509 of the Landon State Office Building. Board members present were: John Bacon, Kathy Busch, Sally Cauble, Deena Horst, Ann Mah, Jim McNiece, Jim Porter, Steve Roberts, Janet Waugh and Ken Willard. Commissioner Randy Watson and several KSDE staff also attended.

ACTION ON RECOMMENDATIONS FROM COALITION OF INNOVATIVE SCHOOL DISTRICTS FOR ISSUING 2018-19 SPECIALIZED CERTIFICATES

The Coalition of Innovative School Districts was represented by Dr. Cynthia Lane, Superintendent for USD 500 Kansas City Kansas. She, along with Professional Workforce Development Director Shelly Beech, presented 40 applications for specialized certificates to be considered by the State Board of Education based on Board-approved specifications. The applicants are all for USD 500 and are effective for one year. The applications represent 26 new candidates and 14 renewals. The USD 500 Board of Education approved the applications on April 10. Mrs. Beech noted that the first group of Teaching Fellows will be recognized this month and the retention rate is currently 85 percent. Mrs. Waugh moved to approve the Specialized Certificate applications as presented for use in USD 500 Kansas City Kansas for the 2018-19 school year. Mrs. Horst seconded. Motion carried 10-0. Dr. Lane recommended reconsidering the approval steps for filling positions through the specialized certificate process. Additional discussion occurred on promoting alternate licensure pathways, benefits of Teaching Fellows Program and need to track participants after two years.

MOTION

WORK SESSION: KANSAS EDUCATION SYSTEMS ACCREDITATION

The Kansas Education Systems Accreditation (KESA) is the new model of accreditation which follows a systems/districts approach over a multi-year cycle. Board members spent the morning discussing roles of the Outside Visitation Teams (OVT) and Accreditation Review Council (ARC). Representative Jim Karleskint, former superintendent and OVT Chair, talked about the importance of utilizing a growth model and identifying what year systems are entering into the accreditation cycle. Darrel Kohlman, USD 115 Nemaha Central, explained how having a strategic plan is key to the process. He described his district’s focus on relationships and relevance, two of the accreditation “Rs” in the rubric. He also noted that KESA promotes intentional decision making, for instance about curriculum choices and CTE pathway selection.

The Board took a break at 10 a.m.

BREAK

There was discussion about the KESA model's flexibility, comparison between the former building accreditation model and the new systems model, and OVT makeup. Mischel Miller, Bill Bagshaw and Jeannette Nobo from KSDE were the primary facilitators for the discussion and answered questions.

Board member comments and questions included the need for quantitative data, safeguards for accountability, selection of visitation teams members, monitoring of growth, districts' predictive and effective rates, general summary of ARC recommendation and next steps.

The meeting adjourned at 12:05 p.m.

ADJOURN

The next State Board meeting is June 12 and 13, 2018 in Topeka.

Jim Porter, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

Special Meeting Minutes

May 14, 2018

CALL TO ORDER

Chairman Jim Porter called the special meeting and work session of the Kansas State Board of Education to order at 8:30 a.m. Monday, May 14, 2018 at the Textron Aviation Activity Center, 9710 E. Central Ave., Wichita, Kansas.

ROLL CALL

The following Board members were present:

Kathy Busch	Jim McNiece
Sally Cauble	Jim Porter
Deena Horst	Steve Roberts
Ann Mah	Janet Waugh

Members John Bacon and Ken Willard were absent.

BUSINESS AND INDUSTRY ROUNDTABLE DISCUSSION

Area business and industry leaders were invited to discuss workforce needs and opportunities to partner with schools. First, Chairman Porter led introductions and gave an overview of the Kansans Can vision, mission and outcomes. Representatives from Textron Aviation, Murphy Tractor, Spirit AeroSystems, Cox Machine and Legacy Bank were in attendance. Issues discussed were the need for skilled workers to replenish a retiring workforce, opportunities for training and growth in the aviation industry, student internships, avenues to inform students of job options/career exploration, emphasis on interpersonal and employability skills, and job attendance/retention problems.

TOURS

Board members transitioned to Textron Aviation's Plant IV to tour the Citation Longitude production line and view the static display of Scorpion and T-6 aircraft.

The next tour stop was Wichita State University Tech and the National Center for Aviation Training. WSU Tech President Sheree Utash directed the tour. Programs there are designed around job demand and workforce needs. The institution works with area high schools, traditional-age students, and adults who need retraining. Two of the program areas visited were aviation and manufacturing. Lunch was provided at WSU Tech. Members then traveled to WSU's Innovation Campus. The tour there included the 3-D printing lab, a robotics demonstration and presentation of the 3-D experience center.

SUPERINTENDENTS' FORUM

Chairman Porter led a roundtable discussion with area school district superintendents. This was an opportunity for Board members to hear issues and concerns from the field. A theme was the need for adequate resources to meet various challenges, such as creating business partnerships and matching students' interests with different businesses. Examples of positive initiatives were shared. The group also discussed implementation of the Individual Plan of Study, hiring of career advisors or similar positions, the new accreditation model, and suggestions for ways KSDE can more effectively communicate with the field.

Adjournment was at 3:50 p.m.

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.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/10/2018

Suzanne Myers

Suzanne Myers

Randy Watson

Item Title:

Act on Kansas model standards for Social, Emotional and Character Development

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Kansas model standards for Social, Emotional and Character Development as presented.

Explanation of Situation Requiring Action:

The revised Social, Emotional and Character Development (SECD) standards were presented for review at the June State Board of Education meeting. The need to revise the standards has occurred as a result of 1) several new prevention statutes (i.e. bullying, youth suicide, opioid abuse) in Kansas; 2) SECD being a State Board Outcome; 3) a need to align SECD with the KSDE School Mental Health Initiative; and 4) emerging social-emotional learning initiatives, research and best practices.

KSDE staff will provide an overview of changes and answer questions.



Kansas

Social, Emotional, And Character Development Model Standards

Adopted by the Kansas State Board of Education, April 17, 2012
Revised July, 2018

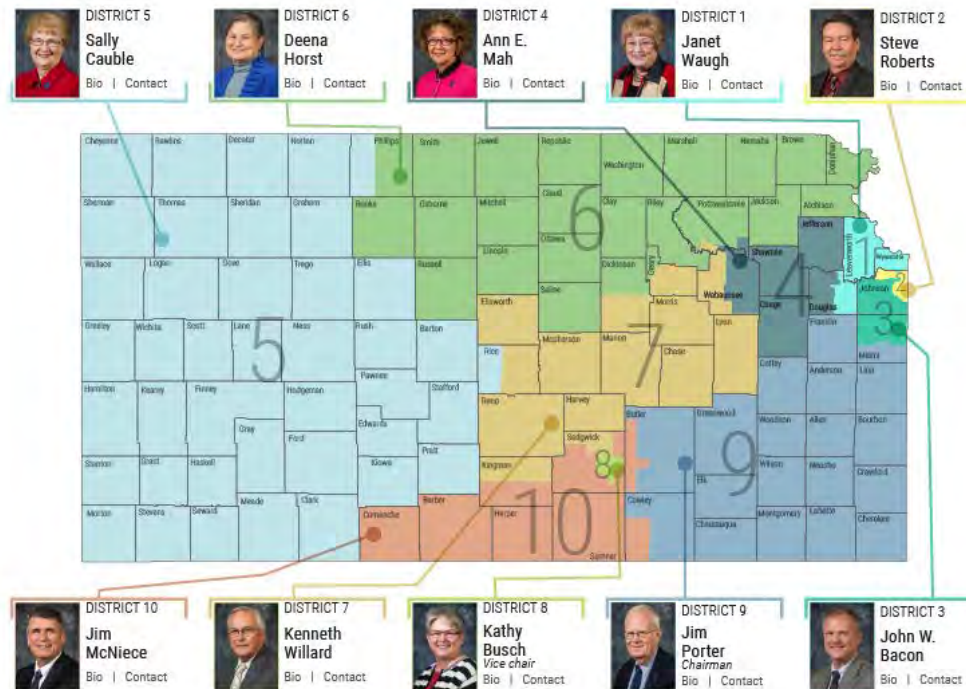




The Mission of the State Board of Education is to prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

The Kansans CAN Vision is to Lead the World in the Success of Each Student.

The Kansas State Board of Education consists of 10 elected members, each representing a district comprised of four contiguous senatorial districts. Board members serve four-year terms with an overlapping schedule. (View each one's profile and contact information by selecting his/her photo). Every other year, the State Board reorganizes to elect a chairman and vice-chairman. The State Board appoints a Commissioner of Education who serves as its executive director.





Brad Neuenswander
Deputy Commissioner

Effective social-emotional character development programs (SECD) impact thousands of Kansas students each year. Such vital programs, an integral part of each school's educational program, must be designed to address the individual needs of students as we seek to realize the State Board Vision: "Kansas Leads the World in the Success of Each Student."

The State Board Goal has set the social-emotional goal that "Each student develops the social, emotional, and character competencies that promote learning and success in life." This in turn, will ensure that each student will also have the academic preparation, cognitive preparation, technical skills and employability skills to be successful in postsecondary education, or the workforce, without remediation. Our Social-Emotional Character Development (SECD) Standards will raise the bar to that end by establishing a framework for evidenced-based practices.

Research has demonstrated that implementing social-emotional character development strategies increases prosocial behavior, reduces problem behaviors, increases social and emotional skills, improves attitudes about self and others, and increases academic success. Additionally, and in light of, parallel current initiatives such as school mental health, trauma-sensitive schools, bullying prevention, youth suicide prevention, child sexual abuse prevention and school safety, SECD is crucial to ensuring the success of each student.

The Kansas Social-Emotional Character Development Revised Standards provide administrators, counselors, social-workers, school psychologists and classroom teachers the framework necessary to ensure the success of each student in Kansas.

The Social-Emotional Character Development Standards (SECD) were first approved by the Kansas State Board of Education in 2012. We are grateful for the prior work done by the *Illinois Social, Emotional Learning Standards*, and the *Social and Emotional Learning (SEL) Standards and Benchmarks for the Anchorage School District, Alaska* that the writing committee referenced and borrowed from. Kansas was the second state to adopt social-emotional competencies and the **first** state to integrate social-emotional learning and character development. This integration makes our Kansas SECD Standards unique. Currently there are three states, including Kansas, that have k-12 social-emotional competencies.

The need to revise the standards has occurred as a result of 1) several new prevention statutes (i.e. bullying, youth suicide, opioid abuse) in Kansas; 2) SECD being a State Board Outcome; 3) a need to align SECD with the KSDE School Mental Health Initiative; and 4) emerging social-emotional learning initiatives, research and best practices.

The work of the Standards Revision Committee is built on the research and practices from schools across Kansas, the Collaborative for Academic, Social, and Emotional Learning (CASEL), *Character.org*, Research and Collaboration (KU), the School Mental Health Advisory Group and participating Kansas Education Service Centers.

The Kansas SECD Standards are aligned with and supportive of 1) the Kansas Multi-Tier System of Supports (MTSS) 2) Positive Behavioral Interventions and Supports (PBIS) 3) trauma-sensitive schools 4) the Kansas Department of Education State Board Outcomes and 5) the Kansas School Mental Health Advisory Group.

We further acknowledge the participation of our SECD Revision Committee made up of teachers, counselors, psychologists, administrators, parents, community members, and curriculum and staff developers from over 25 school districts and educational organizations throughout the state. Their passion, expertise, and dedication are evident in this work.

Noalee McDonald-Augustine, Co-Chair
Wendy Tien, Co-Chair
Noni Cremer, Secretary
Bonnie Austin
Dr. Kristy Custer
Barbara Gannaway
Mary Getto
Jodi Grover
Mikelyn Holloway
Dr. Judith Hughey
Branden Johnson
Susan Johnson
Christina Mann
Myron Melton
Danica Moore
Dr. Suzanne Myers

Educational Consultant, Smoky Hill Central Kansas Education Service Center
Art Teacher, Circle USD 375
KansasCharacter.org
Math Instructional Coach, USD 433 Dodge City
Principal, USD 266 Complete High School Maize
Assistant Director, Kansas Parent Information Resource Center
Education Consultant, Keystone Education Service Center
SECD Consultant, ESSDACK Education Service Center
Counselor, USD 374 Sublette
Kansas State University, Coordinator of Counselor Education
Asst. Director CSAS, Kansas State Dept. of Education
Independent Education Consultant
MTSS Kansas, MTSS State Trainer
School Mental Health Consultant, Kansas State Dept. of Education
Equity Teacher on Special Assignment, USD 497 Lawrence
Standards Coordinator, Kansas State Dept. of Education

Rosemary Neaderhiser
Pam Noble
Cindy Patton
Susana Prochaska
Charlene Ramsey
Kent Reed
Tina Richardson
Sandi Roark
Angela Salava
Brian Skinner
Jillian Toews
Janet Waugh

Board Member (Social Worker), Twin Valley USD 240
Family Services Director, Kansas Children's Service League
Topeka City of Character/KansasCharacter.org
Kansas School Counselor's Association; Council for Public School
Principal, Vision Tech Alternative School
School Counseling Consultant, Kansas State Dept. of Education
Program and Prevention Specialist, USD 500 Kansas City Kansas
Retired Teacher, USD 416 Louisburg
College and Career Readiness Coordinator, USD 233 Olathe
ELA Teacher, USD 373 Newton
Counselor, Hesston USD 460
Kansas State Board of Education Member

Feedback gathered from over a dozen public comment sessions also informs the standards. Over 300 teachers, administrators, counselors, psychologists, and social workers reviewed the work and provided written feedback. Ninety-eight percent of the respondents *Agreed* or *Strongly Agreed* that, “The SECD Standards will be useful to me in my position,” and “The SECD Standards will support positive change in the climate and culture of Kansas schools.”

The SECD Writing Committee appreciates the support and challenge provided by the following Kansas State Dept. of Education staff: Dr. Scott Smith, Director, Career, Standards and Assessment Services (CSAS); Branden Johnson, Assistant Director, CSAS; Stacy Smith, Assistant Director (CSAS); Kent Reed, Counseling Education Program Consultant, CSAS; Dr. Suzy Myers, Standards Coordinator for CSAS; Myron Melton, Mental Health Education Program Consultant (ECSET); Jonathan Loppnow, Administrative Specialist CSAS; and Amanda Williams, Administrative Specialist CSAS. Their vision, analysis, and support of this work were critical.

SECD in Kansas would not have become the educational force it has without the support and encouragement from Dr. Randy Watson, Kansas Education Commissioner and Brad Neuenswander, Division of Learning Services Deputy Commissioner. Their commitment for SECD has been manifested through the Community Conversations Study, leading the State Board to adopt it as a State Outcome and the many presentations to educational, civic and business leaders about the merits of SECD. This has increased both the awareness and the significance of SECD and the SECD Standards.

This work is also informed by the Kansas Multi-Tiered System of Supports; Kansas Model School Counseling Standards, the School Mental Health Initiative and the Kansas Career and Technical Education Initiative. We are grateful for this powerful and important work.

Purpose

Social, Emotional, and Character Development (SECD) Standards provide a framework to schools for integrating social-emotional learning (SEL) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, career, and personal success.

Definition

SECD standards encompass practicing good citizenship as respectful, responsible, empathetic and ethical individuals, through making healthy decisions, practicing personal safety, understanding risk prevention, promoting a positive school culture, problem solving effectively, and valuing excellence.

Core Beliefs

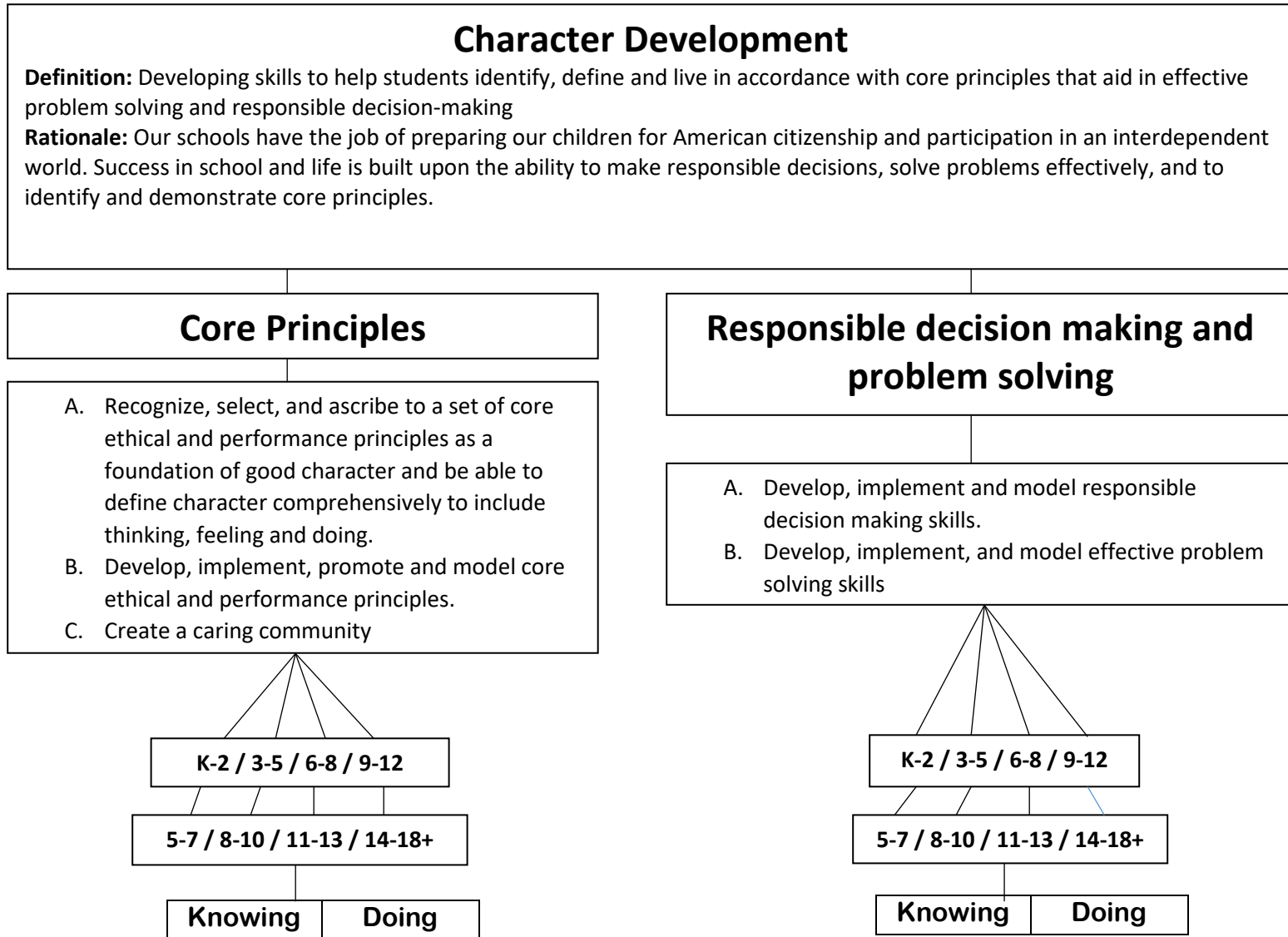
- SECD skills are teachable and measurable.
- SECD skills are essential for academic achievement.
- SECD skills are developed within a continuous growth process throughout life.
- SECD skills are acquired by students through intentional, integrated efforts of the entire school, family and community.
- SECD skills are best learned in a respectful, safe and civil school environment where adults are caring role models.

Postsecondary Success Goal

Students who are ready for postsecondary success must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success. Students who are ready for postsecondary success in social-emotional and character development reflect these descriptions. These are not standards but instead offer a portrait of students who meet the standards in this document.

- They demonstrate character in their actions by treating others with respect and kindness and by giving their best effort.
- They assume responsibility for their thoughts and actions.
- They utilize a growth mindset and continually develop cognitively, emotionally and socially.
- They exhibit the skills to work independently and collaboratively with efficiency and effectiveness.
- They strive for excellence by committing to hard work, persistence and intrinsic motivation.
- They exhibit creativity and innovation, critical thinking and effective problem solving.
- They use resources, including technology and digital media, effectively, strategically capably and appropriately.
- They demonstrate an understanding of other perspectives and cultures; showing empathy for the feelings and beliefs of others.
- They model the responsibility of citizenship and exhibit respect for human dignity.

Social, Emotional, Character Development Standards



Character Development

Definition: Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

Rationale: Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability to make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

I. Core Principles

Students will:

- A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.
- B. Develop, implement, promote, and model core ethical and performance principles.
- C. Create a caring community.

II. Responsible Decision Making and Problem Solving
--

Students will:

- A. Develop, implement, and model responsible decision making skills.
- B. Develop, implement, and model effective problem solving skills.

I. Core Principles

- A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

K-2 (5-7)	<ul style="list-style-type: none"> 1. Understand that core ethical and performance principles exist in classrooms, in the community and in homes. 2. Identify and apply core principles in everyday behavior.
3-5 (8-10)	<ul style="list-style-type: none"> 1. Discuss and define developmentally appropriate core ethical and performance principles and their importance such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated and giving their best effort. 2. Identify and apply personal core ethical and performance principles.
6-8 (11-13)	<ul style="list-style-type: none"> 1. Compare and contrast personal core principles with personal behavior. 2. Illustrate and discuss personal core principles in the context of relationships and of classroom work.
9-12 (14-18+)	<ul style="list-style-type: none"> 1. Evaluate personal core principles with personal behavior, including ethical and performance principles. 2. Reflect upon personal core principles, appreciate them, and become committed to them.

B. Develop, implement, promote, and model core ethical and performance principles.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Recognize and celebrate the natural, beneficial consequences of acts of character. 2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action. 3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate. 4. Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school. 5. Learn about, receive, and accept feedback for responsible actions in academic and behavioral skills.
3-5 (8-10)	<ol style="list-style-type: none"> 1. Assess community needs in the larger community, investigate effects on the community, assess positive responsible action and reflect on personal involvement. 2. Interpret ethical reasoning through discussions of individual and community rights and responsibilities. 3. Explain clear and consistent expectations of good character throughout all school activities and in all areas of the school.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement. 2. Develop ethical reasoning through discussions of ethical issues in content areas. 3. Create clear and consistent expectations of good character throughout all school activities and in all areas of the school. 4. Practice and receive feedback on responsible actions including academic and behavioral skills.
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Analyze community needs in the larger community, analyze effects on the local and larger community, design and critique positive, responsible action, and reflect on personal and community involvement. 2. Analyze ethical dilemmas in content areas and/or daily experiences. 3. Hold self and others accountable for demonstrating behaviors of good character throughout all school activities and in the community. 4. Reflect, analyze, and receive feedback on responsible actions including actions using academic and behavioral skills.

C. Create a caring community.

1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community.

K-2 (5-7)	<ol style="list-style-type: none"> a. Recognize characteristics of a caring relationship. b. Recognize characteristics of a hurtful relationship. c. Identify relationships in their family, school, and community that are caring.
3-5 (8-10)	<ol style="list-style-type: none"> a. Demonstrate and practice characteristics of a caring relationship by treating others with empathy. b. Illustrate characteristics of a hurtful relationship and the negative impact it has on others. c. Practice relationships in their family, school, and community that are caring.
6-8 (11-13)	<ol style="list-style-type: none"> a. Analyze characteristics of a caring relationship and hurtful relationship. b. Compare and contrast characteristics of a caring relationship and hurtful relationship. c. Engage in and model relationships in their family, school, and community that are caring.

C. Create a caring community.(continued)

9-12 (14-18+)	a. Evaluate characteristics of a caring relationship and hurtful relationship. b. Manage personal behavior in family, school, and community that contributes to caring relationships.
------------------	--

2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.

K-2 (5-7)	a. Demonstrate caring and respect for others. b. Describe “active listening”.
3-5 (8-10)	a. Practice empathetic statements and questions. b. Demonstrate active listening skills. c. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.
6-8 (11-13)	a. Compare and contrast different points of view respectfully. b. Practice effective listening skills to understand values, attitudes, and intentions. c. Model respectful ways to respond to others’ points of views. d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.
9-12 (14-18+)	a. Communicate respectfully and effectively in diverse environments. b. Evaluate active listening skills of all parties involved before, after and during conversations. c. Analyze ways to respond to ethical issues in life as they appear in the curriculum. d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.

3. Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally.

K-2 (5-7)	a. Recognize and define bullying and teasing. b. Illustrate or demonstrate the definitions of what “tattling” is and what “telling” or “reporting” is. c. Model positive peer interactions.
3-5 (8-10)	a. Differentiate between bullying, teasing, and harassment. b. Explain how power, control, popularity, security, and fear play into bullying behavior towards others. c. Describe the role of students in instances of bullying (bystanders, “up standers”, students who bully, targets of bullying). d. Recognize and model how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice). e. Identify and understand how certain behaviors can have unintended consequences that cause an individual to become a target of bullying.

6-8 (11-13)	<ul style="list-style-type: none"> a. Differentiate behavior as bullying or not, based on the power of the individuals that are involved. b. Model positive peer interactions that are void of bullying behaviors. c. Compare and contrast how bullying affects the targets of bullying, bystanders, and the student who bullies. d. Practice effective strategies to use when bullied, including how to identify and advocate for personal rights. e. Analyze how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice). f. Apply empathic concern and try to understand the perspective or point of view of others.
9-12 (14-18+)	<ul style="list-style-type: none"> a. Appraise and evaluate behavior as relational aggression and/or bullying. b. Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside of the school setting. c. Conclude how to act in accordance with the principle of respect for all human beings. d. Evaluate how bullying behavior impacts personal experiences beyond high school and in the work force. e. Analyze and evaluate effectiveness of bullying intervention and reporting strategies.

II. Responsible Decision Making and Problem Solving

- A. Develop, implement, and model responsible decision making skills.
 - 1. Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

K-2 (5-7)	<ul style="list-style-type: none"> a. Identify and illustrate safe and unsafe situations. b. State the difference between appropriate and inappropriate behaviors. c. Explain the consequences and rewards of individual and community actions.
3-5 (8-10)	<ul style="list-style-type: none"> a. Compare and contrast safe and unsafe situations. b. Identify how responsible decision-making affects personal/social short-term and long-term goals. c. Identify choices made and the consequences of those choices. d. Students recognize consequences of inappropriate behavior.
6-8 (11-13)	<ul style="list-style-type: none"> a. Manage safe and unsafe situations. b. Monitor how responsible decision making affects progress towards achieving a goal. c. Students recognize consequences of sexual behavior, including sexual consent and the inability of minors to give consent.

9-12 (14-18+)	<ul style="list-style-type: none"> a. Assess lessons learned from experiences and mistakes while demonstrating the ability to build resiliency. b. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement. c. Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make, or have made. d. Evaluate situations that are safe or unsafe and how to avoid unsafe practices. e. Effectively analyze and evaluate evidence, arguments, claims, and beliefs. f. Students recognize consequences of sexual behavior, including sexual consent, pregnancy and the inability of minors to give consent.
------------------	---

2. Organize personal time and manage personal responsibilities effectively.

K-2 (5-7)	<ul style="list-style-type: none"> a. Identify what activities are scheduled for the day and how much time is spent on each. b. Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities.
3-5 (8-10)	<ul style="list-style-type: none"> a. Create a daily schedule of school work and activities. b. Identify factors that will inhibit or advance the accomplishment of personal goals. c. Recognize how, when and who to ask for help.
6-8 (11-13)	<ul style="list-style-type: none"> a. Analyze daily schedule of school work and activities for effectiveness and efficiency. b. Recognize how, when, and who to ask for help and utilize the resources available. c. Monitor factors that will inhibit or advance effective time management.
9-12 (14-18+)	<ul style="list-style-type: none"> a. Utilize time and materials to complete assignments on schedule. b. Anticipate possible obstacles to completing tasks on schedule. c. Organize and prioritize personal schedule. d. Advocate for personal needs in accomplishing goals. e. Recognize how, when, and who to ask for help and utilize the resources available.

3. Play a developmentally appropriate role in classroom management and school governance.

K-2 (5-7)	<ul style="list-style-type: none"> a. Participate in individual roles and responsibilities in the classroom and in school. b. Recognize the various roles of the personnel that govern the school (all staff).
3-5 (8-10)	<ul style="list-style-type: none"> a. Identify and organize what materials are needed to be prepared for class. b. Understand personal relationships with personnel that govern the school. c. Discuss and model appropriate classroom behavior individually and collectively.
6-8 (11-13)	<ul style="list-style-type: none"> a. Construct and model classroom expectations and routines. b. Compare and contrast behaviors that do or do not support classroom management.
9-12 (14-18+)	<ul style="list-style-type: none"> a. Analyze the purpose and impact of classroom and school-wide activities, policies, and routines b. Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.

B. Develop, implement, and model effective problem solving skills.

<p>K-2 (5-7)</p>	<ol style="list-style-type: none"> 1. Develop self-control skills (for example, stop, take a deep breath, and relax). 2. Identify and illustrate the problem. 3. Identify desired outcome. 4. Identify possible solutions and the pros and cons of each solution. 5. Identify and select the best solution. 6. Put the solution into action. 7. Reflect on the outcome of the solution.
<p>3-5 (8-10)</p>	<ol style="list-style-type: none"> 1. Apply self-regulation skills. 2. Identify the problem and understand reason for the problem. 3. Identify and analyze desired outcome. 4. Generate possible solutions and analyze the pros and cons of each solution. 5. Select and implement the best solution. 6. Analyze the outcome of the solution.
<p>6-8 (11-13)</p>	<ol style="list-style-type: none"> 1. Identify specific feelings about the problem and apply appropriate self-regulation skills. 2. State what the problem is and identify the perspectives of those involved. 3. Identify desired outcome and discuss if it is attainable. 4. Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles. 5. Identify best solution and analyze if it is likely to work. 6. Generate a plan for carrying out the chosen option. 7. Evaluate the effects of the solution. 8. Understand resiliency and how to make adjustments and amendments to the plan.
<p>9-12 (14-18+)</p>	<ol style="list-style-type: none"> 1. Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills. 2. Identify, analyze, and state what the problem is and identify and consider the perspectives of those involved. 3. Identify desired outcome and analyze if it is attainable. 4. Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation, and personal principles. 5. Identify and ask systematic questions that clarify various points of view and lead to the best solution. 6. Use resiliency to reflect on past problems, identify ways to improve, and implement changes. 7. Apply improvement strategies to future projects and situations.

Social, Emotional, Character Development Standards

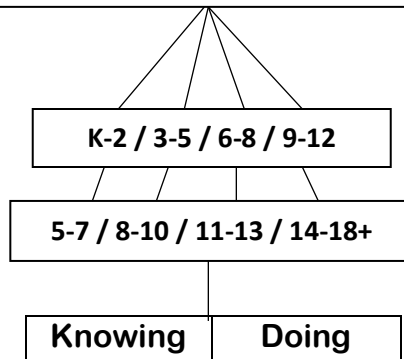
Personal Development

Definition: Developing skills that help students identify, understand and effectively manage and regulate their thoughts, mindsets, feelings and behaviors.

Rationale: Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts, feelings and mindsets impact management of experiences and determine behavior outcomes.

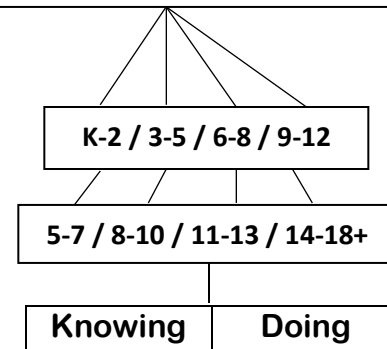
Self-Awareness

- D. Understand and analyze thoughts, mindsets and emotions
- E. Identify and assess personal qualities and external supports



Self-Management

- C. Understand and practice strategies for managing thoughts and behaviors, such as resiliency
- D. Reflect on perspectives and emotional responses
- E. Set, monitor, adapt and evaluate goals to achieve in school and life



Personal Development

Focus is on skill development through personal understanding - using the lens of intrapersonal learning.

Definition: Developing skills that help students identify, understand and effectively manage and regulate their thoughts, mindsets, feelings and behaviors.

Rationale: *Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts, feelings, and mindsets impact management of experiences and determine behavior outcomes.*

<i>I. Self-Awareness: Understanding and expressing personal thoughts, mindsets, and emotions in constructive ways.</i>

Students will:

- A. Understand and analyze thoughts, mindsets, and emotions.
- B. Identify and assess personal qualities and external supports

<i>II. Self-Management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.</i>

Students will:

- A. Understand and practice strategies for managing thoughts and behaviors, such as resiliency.
- B. Reflect on perspectives and emotional responses.
- C. Set, monitor, adapt, and evaluate goals to achieve in school and life.

Self-Awareness – Understanding and expressing personal thoughts, mindsets and emotions in constructive ways.

A. Understand and analyze thoughts, mindsets, and emotions.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Identify and describe basic emotions. 2. Identify a variety of emotions. 3. Identify situations within my control that might evoke emotional responses. 4. Identify my emotional responses to situations outside of my control.
3-5 (8-10)	<ol style="list-style-type: none"> 1. Critically reflect on behavioral responses depending on context or situation. 2. Identify the varying degrees of emotions one can experience in different situations. 3. Identify the positives and negatives of emotions that can be experienced with various communication forums. 4. Recognize reactions to emotions.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Describe common emotions and effective behavioral responses. 2. Recognize common stressors and the degree of emotion experienced. 3. Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication).

9-12 (14-18+)	<ol style="list-style-type: none"> 1. Analyze complex emotions. 2. Evaluate degree of personal emotion from common experiences. 3. Recognize direct positive and negative reactions to emotions/stress (for example, fight or flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating). 4. Recognize indirect, negative reactions to emotion/stress (for example, substance abuse, insomnia, social withdrawal, depression, socially inappropriate displays of emotion, bullying, risk-taking behaviors). 5. Interpret/anticipate how positive and negative expressions of emotions affect others in the interdependent world.
------------------	---

B. Identify and assess personal qualities and external supports.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Identify personal likes and dislikes. 2. Identify personal strengths and weaknesses. 3. Identify consequences of behavior. 4. Ask clarifying questions. 5. Identify positive responses to problems (for example, get help, try harder, use a different solution) 6. Identify people, places and other resources to go for help (parents, relatives, school personnel).
3-5 (8-10)	<ol style="list-style-type: none"> 1. Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities). 2. Identify benefits of various personal qualities (for example, honesty, curiosity, and creativity). 3. Identify reliable self-help strategies (for example, positive self-talk, problem solving, time management, self-monitoring). 4. Solicit the feedback of others and become an active listener. 5. Identify additional external supports (for example, friends, historical figures, media representations).
6-8 (11-13)	<ol style="list-style-type: none"> 1. Analyze personality traits, personal strengths, weaknesses, interests, and abilities. 2. Inventory personal preferences. 3. Describe benefits of various personal qualities, (for example, honesty, curiosity, and creativity). 4. Describe benefits of reflecting on personal thoughts, feelings, and actions. 5. Identify self-enhancement/self-preservation strategies. 6. Identify common resources and role models for problem solving. 7. Recognize how behavioral choices impact success. 8. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Evaluate the effects of various personal qualities (for example, honesty and integrity). 2. Analyze reflection and self-enhancement/self-preservation strategies. 3. Analyze resources for problem solving (additional print and electronic resources or specific subject problem solving models). 4. Evaluate how behavior choices can affect goal success. 5. Evaluate external supports (for example, friends, acquaintances, archetypal inspirations, historical figures, media representations, community resources).

Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals

A. Understand and practice strategies for managing and regulating thoughts and behaviors.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Identify and demonstrate techniques to manage common stress and emotions. 2. Identify and describe how feelings relate to thoughts and behaviors. 3. Describe and practice sending effective verbal and non-verbal messages. 4. Recognize behavior choices in response to situations. 5. Identify healthy personal hygiene habits.
3-5 (8-10)	<ol style="list-style-type: none"> 1. Identify and develop techniques to manage emotions. 2. Distinguish between facts and opinions. 3. Describe cause/effect relationships. 4. Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, and violence) 5. Describe consequences/outcomes of both honesty and dishonesty. 6. Describe and practice communication components (for example, listening, reflecting, and responding). 7. Predict possible outcomes to behavioral choices. 8. Develop and practice responsibility for personal hygiene.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Identify multiple techniques to manage stress and maintain confidence. 2. Distinguish between facts and opinions, as well as logical and emotional appeals. 3. Recognize effective behavioral responses to strongly emotional situations. 4. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual). 5. Recognize cause/effect relationships. 6. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization. 7. Practice effective communication (for example, listening, reflecting and responding). 8. Recognizing the impact of personal care.
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence. 2. Analyze accuracy of facts/information/interpretation. 3. Evaluate quality of support for opinions. 4. Evaluate logical and emotional appeals. 5. Analyze cause/effect relationships. 6. Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization. 7. Apply effective listening skills in a variety of setting and situations. 8. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, and receiver problems).

B. Reflect on perspectives and emotional responses.

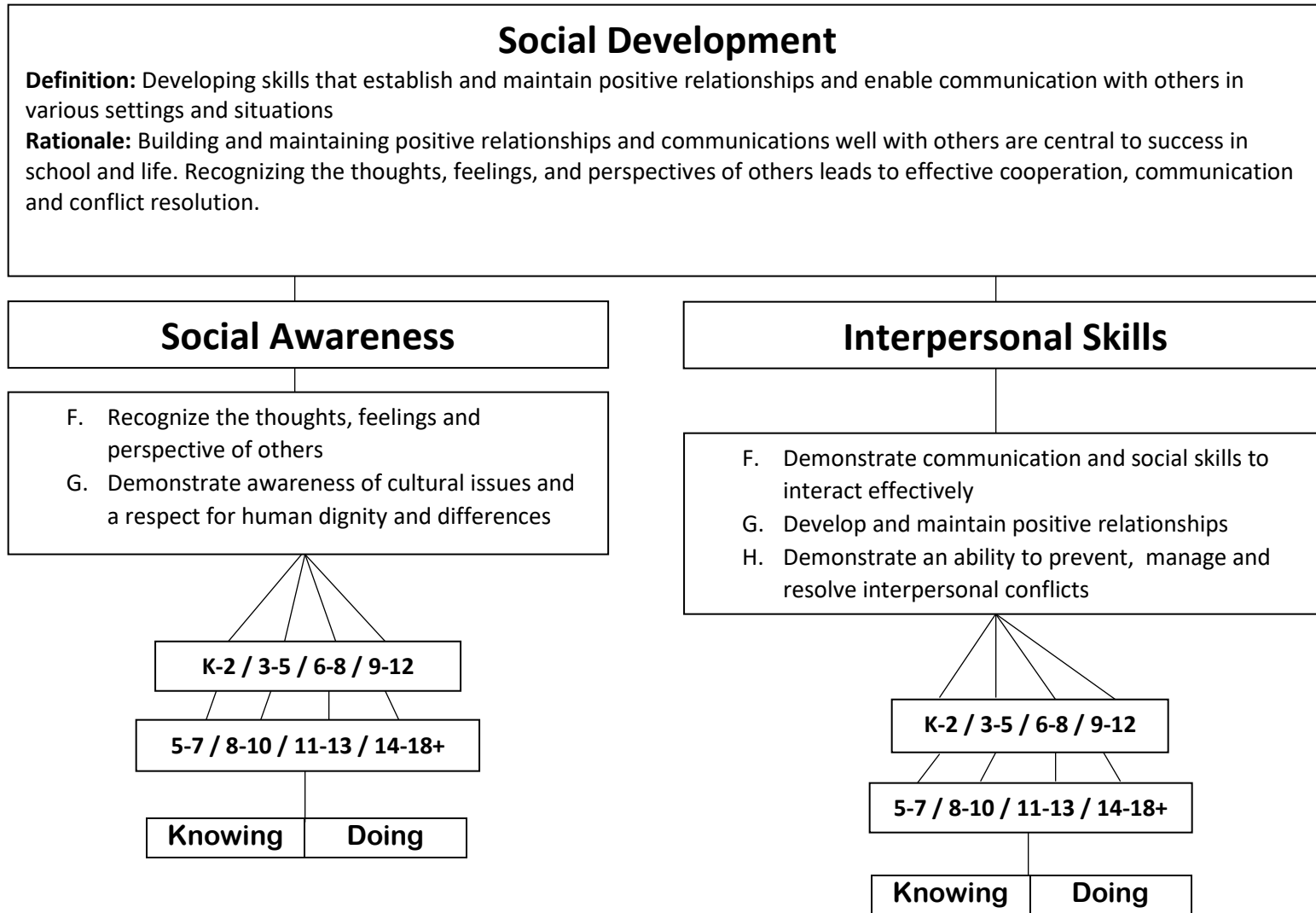
K-2 (5-7)	<ol style="list-style-type: none"> 1. Describe personal responsibilities to self and others. 2. Describe responsibilities in school, home, and communities. 3. Describe how they react to getting help from others (for example, surprise, appreciation, gratitude, indifference and resentment). 4. Describe common responses to success, challenge, failure, and disappointment.
3-5 (8-10)	<ol style="list-style-type: none"> 1. Acknowledge personal responsibilities to self and others. 2. Recognize and demonstrate environmental responsibilities. 3. Examine the personal impact of helping others. 4. Reflect on your personal responses to success, challenge, failure, and disappointment. 5. Understand causes and effects of impulsive behavior.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world). 2. Practice environmental responsibilities. 3. Practice and reflect on democratic responsibilities. 4. Describe positive and negative experiences that shape personal perspectives. 5. Demonstrate empathy in a variety of settings and situations. 6. Evaluate causes and effects of impulsive behavior.
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Analyze personal responsibilities. 2. Practice environmental responsibility. 3. Analyze consequence of ignoring environmental responsibilities. 4. Analyze civil/democratic responsibilities. 5. Analyze experiences that shape their perspectives. 6. Demonstrate empathy in a variety of settings, contexts and situations. 7. Predict the potential outcome of impulsive behavior.

C. Set, monitor, adapt, and evaluate personal goals to achieve in school and life.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Understand the process of setting and achieving goals. 2. Identify personal goals, school goals, and home goals (for example, hopes and dreams). 3. Identify factors that lead to goal achievement and success. 4. Identify specific steps for achieving a particular goal.
--------------	---

3-5 (8-10)	<ol style="list-style-type: none"> 1. Demonstrate factors that lead to achievement of goals (for example, integrity, motivation, and hard work). 2. Design action plans for achieving short-term and long-term goals and establish timelines. 3. Identify and utilize potential resources for achieving goals (for example, home, school, and community support). 4. Establish criteria for evaluating, monitoring and adjusting goals. 5. Establish criteria for evaluating personal and academic success.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Analyze factors that lead to the achievement of goals. 2. Describe the effect personal habits have on school and personal goals. 3. Identify factors that may negatively affect personal success. 4. Describe common and creative strategies for overcoming or mitigating obstacles. 5. Explain the role of meaningful practice in skill development. 6. Design action plans for achieving short-term and long-term goals. 7. Utilize school, family, community, and other external supports. 8. Establish criteria for evaluating goals.
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Evaluate factors that lead to the achievement of goals. 2. Analyze the effect personal habits have on goals. 3. Reflect on the personal and social results based goal outcome. 4. Analyze and activate strategies used previously to overcome obstacles. 5. Analyze factors that may have negatively affected personal success. 6. Determine the role or meaningful practice in skill development and goal attainment.

Social, Emotional, Character Development Standards



Social Development

Focus is on skill development of social awareness and social interaction – using the lens of interpersonal learning.

Definition: *Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations.*

Rationale: *Building and maintaining positive relationships and communicating well with others are central to success in school and life. Recognizing the thoughts, feelings, and perspectives of others leads to effective cooperation, communication, and conflict resolution.*

I. Social Awareness

Students will:

- A. Recognize the thoughts, feelings, and perspective of others.
- B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

II. Interpersonal Skills

Students will:

- A. Demonstrate communication and social skills to interact effectively.
- B. Develop and maintain positive relationships.
- C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

Social Awareness

A. Recognize the thoughts, feelings, and perspectives of others.

K-2 (5-7)	<ul style="list-style-type: none"> 1. Label others' feelings based on verbal and non-verbal cues in different situations. 2. Label possible sparks for emotions in others. 3. Predict possible behaviors and reactions in response to a specific situation. 4. Demonstrate an ability to listen to others. 5. Demonstrate a capacity to care about the feelings of others.
3-5 (8-10)	<ul style="list-style-type: none"> 1. Describe a range of emotions in others. 2. Describe possible sparks for emotions.

	<ol style="list-style-type: none"> 3. Describe possible behaviors and reactions in response to a specific situation. 4. Use “I-statements” to let others know that you have heard them. 5. Describe how one feels when bullied or left out of an activity or group.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Identify ways to express empathy. 2. Recognize nonverbal cues in the behaviors of others. 3. Demonstrate respect for other people’s perspectives. 4. Recognize how behaviors impact others perceptions of oneself.
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Evaluate opposing points of view. 2. Analyze the factors that have influenced different perspectives on an issue. 3. Differentiate between factual and emotional content of a person’s communication. 4. Practice empathy for others. 5. Respond to social cues in a manner that contributes to their success in the school and broader community.

B. Demonstrate awareness of cultural development and a respect for human dignity and differences.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Describe ways that people are similar and different. 2. Use respectful language and actions when dealing with conflict or differences of opinions.
3-5 (8-10)	<ol style="list-style-type: none"> 1. Recognize and develop a respect for individual similarities and differences. 2. Develop strategies for building relationships with others who are different from oneself. 3. Define and recognize examples of stereotyping, discrimination and prejudice. 4. Demonstrate respect for the perspective of others. 5. Identify how the unique contributions of under-represented individuals and groups are related to respect for human dignity.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Analyze the impact of stereotyping, discrimination, and prejudice. 2. Practice strategies for accepting and respecting similarities and differences. 3. Practice “perspective taking” as a strategy to increase acceptance of others. 4. Demonstrate a growth mindset and willingness to integrate diverse points of view. 5. Analyze how culture impacts historical events.

9-12 (14-18+)	<ol style="list-style-type: none"> 1. Recognize how personal perspective and biases impact interactions with others. 2. Practice strategies to increase acceptance of others. 3. Evaluate how advocacy for the rights of others contributes to the common good. 4. Participate in cross-cultural activities and reflect on the experience and how it contributed to personal growth and how similar experiences could potentially impact society. 5. Challenge personal perspective with cognitive dissonance to enhance a growth mindset. 6. Evaluate how the unique contributions of under-represented individuals and groups are related to respect for human dignity.
------------------	---

Interpersonal Skills

A. Demonstrate communication and social skills to interact effectively.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Initiate and engage in social interactions with peers, respond and maintain conversations with peers and adults. 2. Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively. 3. Demonstrates active listening, sharing, and responding skills to identify the feelings and perspectives of others. 4. Understand the importance and demonstrate respect for personal space. 5. Recognize the difference between helpful and harmful behaviors in relationships. 6. Identify and report harmful behaviors in relationships for protection in unsafe situations. 7. Practice sharing encouraging comments.
--------------	--

3-5 (8-10)	<ol style="list-style-type: none"> 1. Respond appropriately and respectfully in social situations. 2. Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively. 3. Practice refusal skills for protection in unsafe situations. 4. Respond positively to constructive feedback. 5. Recognize the needs of others and how those needs may differ from their own. 6. Recognize the positive and negative impact of peer pressure on self and others in group dynamics. 7. Identify a problem in a relationship and seek appropriate assistance. 8. Recognize differences in communication practices in face-to-face interactions from social media interactions.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Determine when and how to respond to the needs of others demonstrating empathy, respect, and compassion. 2. Monitor how facial expressions, body language, and tone impact interactions. 3. Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior. 4. Engage and respond in personal and social discourse and receive feedback to make decisions that will lead to personal and social change. 5. Understand group dynamics and respond appropriately. 6. Appraise and demonstrate professionalism and proper etiquette. 7. Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications.
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Evaluate how societal and cultural norms and mores affect personal interactions, decisions, and behaviors. 2. Engage in processes of co-regulation to create positive group dynamics. 3. Respond appropriately when self and/or others are threatened with physical or emotional harm. 4. Present oneself professionally and exhibit proper etiquette. 5. Practice constructive strategies in social and other media.

B. Develop and maintain positive relationships.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Identify the multiple types of relationships in life. 2. Identify and practice appropriate behaviors to maintain positive relationships. 3. Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.
3-5 (8-10)	<ol style="list-style-type: none"> 1. Recognize characteristics of healthy and unhealthy relationships. 2. Understand how personality traits affect relationships. 3. Demonstrate a capacity to manage actions and emotional expressions with guidance from adults. 4. Understand the positive and negative impact of peer pressure on self and others.

6-8 (11-13)	<ol style="list-style-type: none"> 1. Evaluate how self-regulation and relationships impact your life. 2. Understand how safe and risky behaviors affect relationships and one's health and well-being. 3. Respond in a healthy manner to peer-pressure against self and others. 4. Identify the impact of social media in relationships. 5. Identify the difference between safe and risky behaviors and understand effective responses.
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Practice strategies for maintaining self-regulation and positive relationships. 2. Identify consequences of safe and risky behaviors. 3. Practice refusal strategies and reporting of unhealthy behaviors and relationships. 4. Define the impact of social media on reputation and relationships. 5. Develop understanding of relationships within the context of networking and careers.

C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Identify conflict and the feelings associated with the conflict. 2. Identify the feelings and behaviors contributing to the conflict. 3. Identify and practice healthy conflict resolution. 4. Develop self-regulatory skills to increasingly prevent, manage, and resolve interpersonal conflicts constructively.
3-5 (8-10)	<ol style="list-style-type: none"> 1. Describe and utilize conflict resolution strategies. 2. Describe and apply strategies to be proactive, advocate and resolve conflict in a constructive manner. 3. Develop greater active listening and more respectful communication skills
6-8 (11-13)	<ol style="list-style-type: none"> 1. Identify roles and associated needs of individuals engaged in conflict and how those are integral to resolution. 2. To resolve differences apply conflict resolution skills while being encouraging and affirming. 3. Practice greater active listening and respectful communication skills. 4. Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions). 5. Reflect on previous experiences to gain conflict management skills.
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Analyze the role and impact of conflict in society how conflict has played a role in society. 2. Apply effective and appropriate conflict resolution skills to prevent, and resolve conflict. 3. Develop and implement mediation skills to work toward productive outcomes.



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: Jeannette Nobo
Subject: Receive Accreditation Review Council recommendations for systems seeking accreditation through KESA

The State Board of Education approved the Kansas Education Systems Accreditation (KESA) in 2016 as the new model to accredit schools in Kansas. The KESA shifts accreditation from schools to the district/system level as well as moves accreditation from a yearly event to a five-year improvement model approach. When a district/system moves through the KESA process and obtains an accreditation status, that accreditation status encompasses all buildings within that system.

The 2017-2018 school year was the KESA implementation year. Based on criteria, systems determined which year of the five-year process their system would enter into the KESA process. Therefore, staggered implementation is in place.

In the KESA model, an Outside Visitation Team (OVT) visits the system yearly to support and review progress toward its accreditation and State Board goals. A state-level review committee called the Accreditation Review Council (ARC) carefully reviews all OVT documentation and submits a recommended accreditation status for the system to the State Board of Education for final consideration.

Seven systems, both public and private, entered KESA as year five systems. The ARC has reviewed these seven systems' documentation. Attached for the State Board's review are the Executive Summaries for each system with a recommended accreditation status from the ARC.

These seven systems are:

System Name	District	Building Number
Louisburg	DO416	N/A
Central Heights	DO288	N/A
St. Michael the Archangel	Z0029	9887
Maur Hill – Mount Academy	Z0029	5801
Most Pure Heart of Mary	Z0029	8556
Good Shepherd	Z0029	8430
Christ the King – Kansas City	Z0029	9015

In August, these seven systems will be on the State Board agenda for an accreditation status decision.



KESA

Teacher Licensure and Accreditation
Kansas State Department of Education
Landon State Office Building
900 S.W. Jackson Street, Suite 106
Topeka, Kansas 66612
(785) 296-2198
www.ksde.org

ACCREDITATION REVIEW COUNCIL (ARC)

RECOMMENDATION OF ACCREDITATION TO STATE BOARD

5/2/2018

Date and Accreditation Year

USD 416 Louisburg

System Name (*Name USD*)

Executive Summary

The information contained in this executive summary is supported by evidence and observation documented by the Outside Visitation Team and is presented to the Accreditation Review Council for the purpose of making an **accreditation level** recommendation to the state board.

1. This system has assuredly followed the KESA process with an expected level of fidelity.

The district followed the process identified by KSDE to complete accreditation.

2. Compliance areas are assuredly addressed.

State has provided data that indicates the district has met all compliance issues.

3. Foundational areas are generally addressed.

In the future, detailed evidence is needed to verify full systems impact and growth for PreK-12.

4. Evidence is generally documented that Goal 1 activities and strategies were identified, implemented and produced reasonable results.

The district has reached out to the community to gain feedback regarding community (parent) satisfaction. However, the number of surveys returned has declined over time. Why? Are those not responding disenfranchised? Some additional information regarding how the nine action steps were met should be provided. An additional question to ask is how the MTSS question relates to relationships.

5. Evidence is generally documented that Goal 2 activities and strategies were identified, implemented and produced reasonable results.

The district has provided a long range plan that is posted on the website with the vision and belief statements.

6. System stakeholders relevant to each part of the KESA process were assuredly involved during the accreditation cycle.

Evidence was provided that stakeholders were involved in the accreditation process.

7. System leadership was assuredly responsive to the Outside Visitation Team throughout the accreditation cycle.

Leadership within the district did work with the OVT as they sought accreditation.

8. Evidence is assuredly documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

The OVT verified that the district does have needed policies, procedures, and regulations to sustain the work.

9. The evidence submitted to the Accreditation Review Council indicates the system generally demonstrates significant gains in meeting the expectations of the Kansas Vision For Education and state board outcomes.

The district has provided documentation that the process of KESA was followed.

Accreditation Review Council Recommendations

ACCREDITED

Justification of Recommendation:

It is recommended that the team continue to work in the new cycle with a focus on evidence.



KESA

Teacher Licensure and Accreditation
Kansas State Department of Education
Landon State Office Building
900 S.W. Jackson Street, Suite 106
Topeka, Kansas 66612
(785) 296-2198
www.ksde.org

ACCREDITATION REVIEW COUNCIL (ARC)

RECOMMENDATION OF ACCREDITATION TO STATE BOARD

5/2/2018

Date and Accreditation Year

USD 288 Central Heights

System Name (*Name USD*)

Executive Summary

The information contained in this executive summary is supported by evidence and observation documented by the Outside Visitation Team and is presented to the Accreditation Review Council for the purpose of making an **accreditation level** recommendation to the state board.

1. This system has assuredly followed the KESA process with an expected level of fidelity.

The system has met the integrity of year 5 according to the guidelines from the state.

2. Compliance areas are assuredly addressed.

All state compliance areas have been met by this system according to the state department information.

3. Foundational areas are generally addressed.

The system is implementing and working toward building on their current model and success.

4. Evidence is generally documented that Goal 1 activities and strategies were identified, implemented and produced reasonable results.

The system made concerted effort toward improvement in goal area 1, Relevance. We believe in time the system will make gains in their results.

5. Evidence is generally documented that Goal 2 activities and strategies were identified, implemented and produced reasonable results.

The system made concentrated effort toward improvement in goal area 2, Rigor. The system made beneficial changes to their professional development and other program changes, including CTE pathways and project based learning.

6. System stakeholders relevant to each part of the KESA process were assuredly involved during the accreditation cycle.

The system has multiple levels of stakeholder teams involved in the process.

7. System leadership was assuredly responsive to the Outside Visitation Team throughout the accreditation cycle.

The Outside Visitation team did not report any issues with communication with the system.

8. Evidence is assuredly documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

The policies, procedures and regulations were presented to the Outside Visitation team.

9. The evidence submitted to the Accreditation Review Council indicates the system generally demonstrates significant gains in meeting the expectations of the Kansas Vision For Education and state board outcomes.

The system is working toward implementation on all areas of the Kansans Can vision, we believe that gains will be made in the future.

Accreditation Review Council Recommendations

ACCREDITED

Justification of Recommendation:

USD 288 has made significant effort toward meeting the Kansans Can vision as well as being ready to begin a new accreditation cycle in the fall of 2018. The Accreditation Review Council believes that the system has met the standards of expectations placed upon them as a year 5 district.



KESA

Teacher Licensure and Accreditation
Kansas State Department of Education
Landon State Office Building
900 S.W. Jackson Street, Suite 106
Topeka, Kansas 66612
(785) 296-2198
www.ksde.org

ACCREDITATION REVIEW COUNCIL (ARC)

RECOMMENDATION OF ACCREDITATION TO STATE BOARD

6/20/2018

Date and Accreditation Year

St. Michael's The Archangel Z0029-9887

System Name (*Name USD*)

Executive Summary

The information contained in this executive summary is supported by evidence and observation documented by the Outside Visitation Team and is presented to the Accreditation Review Council for the purpose of making an **accreditation level** recommendation to the state board.

1. This system has generally followed the KESA process with an expected level of fidelity.

The AdvancEd process was followed, which involved a two-day visit by an external review team (similar to an OVT). This included a self-evaluation, identifying needs, monitoring data, stakeholder surveys/interviews, and selecting two goal areas. Unlike KESA, AdvancEd's accreditation does not require an annual site visit; nevertheless, there is regular communication throughout their 5-year cycle.

2. Compliance areas are generally addressed.

The state reviews these compliance criteria.

3. Foundational areas are generally addressed.

The school is in the process of developing or implementing foundational structures. For example, the school is developing their system wide intervention plan.

4. Evidence is generally documented that Goal 1 activities and strategies were identified, implemented and produced reasonable results.

The first goal area identified is Relevance. An identified concern was providing equitable learning experiences to students, focusing on project-based opportunities.

5. Evidence is generally documented that Goal 2 activities and strategies were identified, implemented and produced reasonable results.

According to the AdvancEd report, they have generally met Goal 2 (Rigor). The system does have high expectations however, focusing on individual students' needs is an area to be addressed.

6. System stakeholders relevant to each part of the KESA process were generally involved during the accreditation cycle.

The AdvancEd process requires extensive stakeholder input.

7. System leadership was generally responsive to the Outside Visitation Team throughout the accreditation cycle.

The AdvancEd process was followed, which involved a two-day visit by an external review team (similar to an OVT). Yearly follow-up is required as part of the process.

8. Evidence is generally documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

The AdvancEd process requires documentation of the above for long-term sustainability.

9. The evidence submitted to the Accreditation Review Council indicates the system generally demonstrates significant gains in meeting the expectations of the Kansas Vision For Education and state board outcomes.

The AdvancEd process requires demonstration of significant gains in meeting these expectations.

Accreditation Review Council Recommendations

ACCREDITED

Justification of Recommendation:

AdvancEd has submitted information that verifies the district has met the general requirements needed for KESA.



KESA

Teacher Licensure and Accreditation
Kansas State Department of Education
Landon State Office Building
900 S.W. Jackson Street, Suite 106
Topeka, Kansas 66612
(785) 296-2198
www.ksde.org

ACCREDITATION REVIEW COUNCIL (ARC)

RECOMMENDATION OF ACCREDITATION TO STATE BOARD

6/20/2018

Date and Accreditation Year

Maur-Hill Mount Academy Z0029-5801

System Name (*Name USD*)

Executive Summary

The information contained in this executive summary is supported by evidence and observation documented by the Outside Visitation Team and is presented to the Accreditation Review Council for the purpose of making an **accreditation level** recommendation to the state board.

1. This system has generally followed the KESA process with an expected level of fidelity.

The AdvancEd process was followed, which involved a two-day visit by an external review team (similar to an OVT). This included a self-evaluation, identifying needs, monitoring data, stakeholder surveys/interviews, and selecting two goal areas. Unlike KESA, AdvancEd's accreditation does not require an annual site visit; nevertheless, there is regular communication throughout their 5-year cycle.

2. Compliance areas are generally addressed.

The state reviews these compliance criteria. Teacher licensure is a concern, since only 76.4% of teachers are fully licensed.

3. Foundational areas are generally addressed.

Due to the school's college preparation focus, they do not have a CTE emphasis. Their IPS process appears to be in the implementation stage.

4. Evidence is generally documented that Goal 1 activities and strategies were identified, implemented and produced reasonable results.

According to the AdvancEd report, they have generally met Goal 1 (Rigor). Areas being addressed include further development of curriculum and enhancing their IPS process.

5. Evidence is generally documented that Goal 2 activities and strategies were identified, implemented and produced reasonable results.

According to the AdvanceEd report, they have generally met Goal 2 (Relevance). Areas of identified concerns include lack of PLCs and curriculum alignment.

6. System stakeholders relevant to each part of the KESA process were generally involved during the accreditation cycle.

The AdvancEd process requires extensive stakeholder input.

7. System leadership was generally responsive to the Outside Visitation Team throughout the accreditation cycle.

The AdvancEd process was followed, which involved a two-day visit by an external review team (similar to an OVT). Yearly follow-up is required as part of the process.

8. Evidence is generally documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

The AdvancEd process requires documentation of the above for long-term sustainability.

9. The evidence submitted to the Accreditation Review Council indicates the system generally demonstrates significant gains in meeting the expectations of the Kansas Vision For Education and state board outcomes.

The AdvancEd process requires demonstration of significant gains in meeting these expectations. An area of focus is social-emotional growth—using the data to positively impact students.

Accreditation Review Council Recommendations

ACCREDITED

Justification of Recommendation:

AdvanceEd has submitted information that verifies the district has met the general requirements needed for KESA.



KESA

Teacher Licensure and Accreditation
Kansas State Department of Education
Landon State Office Building
900 S.W. Jackson Street, Suite 106
Topeka, Kansas 66612
(785) 296-2198
www.ksde.org

ACCREDITATION REVIEW COUNCIL (ARC)

RECOMMENDATION OF ACCREDITATION TO STATE BOARD

6/20/2018

Date and Accreditation Year

Most Pure of Heart Z0029-8556

System Name (*Name USD*)

Executive Summary

The information contained in this executive summary is supported by evidence and observation documented by the Outside Visitation Team and is presented to the Accreditation Review Council for the purpose of making an **accreditation level** recommendation to the state board.

1. This system has generally followed the KESA process with an expected level of fidelity.

The AdvancEd process was followed, which involved a two-day visit by an external review team (similar to an OVT). This included a self-evaluation, identifying needs, monitoring data, stakeholder surveys/interviews, and selecting two goal areas. Unlike KESA, AdvancEd's accreditation does not require an annual site visit; nevertheless, there is regular communication throughout their 5-year cycle.

2. Compliance areas are generally addressed.

The state reviews these compliance criteria.

3. Foundational areas are generally addressed.

The school is in the process of implementing or having evidence of foundational structures being in place. However, the system is still in the process of developing IPS's.

4. Evidence is generally documented that Goal 1 activities and strategies were identified, implemented and produced reasonable results.

According to the AdvancEd report, they have generally met Goal 1 (Rigor). The system meets or exceeds expectations in most areas. One area of concern is post-secondary planning.

5. Evidence is generally documented that Goal 2 activities and strategies were identified, implemented and produced reasonable results.

The second goal area identified is Relevance. Most areas exceed expectations. The system continues to develop collaborative and problem-solving processes.

6. System stakeholders relevant to each part of the KESA process were generally involved during the accreditation cycle.

The AdvancEd process requires extensive stakeholder input.

7. System leadership was generally responsive to the Outside Visitation Team throughout the accreditation cycle.

The AdvancEd process was followed, which involved a two-day visit by an external review team (similar to an OVT). Yearly follow-up is required as part of the process.

8. Evidence is generally documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

The AdvancEd process requires documentation of the above for long-term sustainability.

9. The evidence submitted to the Accreditation Review Council indicates the system generally demonstrates significant gains in meeting the expectations of the Kansas Vision For Education and state board outcomes.

The AdvancEd process requires demonstration of significant gains in meeting these expectations.

Accreditation Review Council Recommendations

ACCREDITED

Justification of Recommendation:

AdvancEd has submitted information that verifies the district has met the general requirements needed for KESA.



KESA

Teacher Licensure and Accreditation
Kansas State Department of Education
Landon State Office Building
900 S.W. Jackson Street, Suite 106
Topeka, Kansas 66612
(785) 296-2198
www.ksde.org

ACCREDITATION REVIEW COUNCIL (ARC)

RECOMMENDATION OF ACCREDITATION TO STATE BOARD

6/20/2018

Date and Accreditation Year

Good Shepherd Elementary

System Name (*Name USD*)

Executive Summary

The information contained in this executive summary is supported by evidence and observation documented by the Outside Visitation Team and is presented to the Accreditation Review Council for the purpose of making an **accreditation level** recommendation to the state board.

1. This system has generally followed the KESA process with an expected level of fidelity.

This system is an AdvancED school and therefore has followed the protocol set forth by AdvancED.

2. Compliance areas are assuredly addressed.

All teachers are highly qualified and compliance areas are addressed.

3. Foundational areas are assuredly addressed.

The system has evidence that the foundational areas are in place.

4. Evidence is generally documented that Goal 1 activities and strategies were identified, implemented and produced reasonable results.

Evidence indicated that relevance is an important component to their success, with shared leadership and continuous growth. The school shows a strategic use of resource management for support of the institution's vision.

5. Evidence is generally documented that Goal 2 activities and strategies were identified, implemented and produced reasonable results.

The system has already identified areas for improvement and are moving beyond application with students.

6. System stakeholders relevant to each part of the KESA process were generally involved during the accreditation cycle.

Stakeholders shared via survey responses and interviews feeling valued with important contributions to give to the school.

7. System leadership was assuredly responsive to the Outside Visitation Team throughout the accreditation cycle.

AdvancED districts are required to maintain a dialogue with their engagement review team.

8. Evidence is assuredly documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

A strategic plan has been adopted with continuous use of a shared leadership model.

9. The evidence submitted to the Accreditation Review Council indicates the system generally demonstrates significant gains in meeting the expectations of the Kansas Vision For Education and state board outcomes.

The system has acknowledged that they will need to implement the individual plans of study within the next cycle.

Accreditation Review Council Recommendations

ACCREDITED

Justification of Recommendation:

The system has completed the requirements established for KESA through their AdvancED accreditation process. The system will continue with the AdvancED model while addressing their improvement priorities as outlined in the AdvancED Engagement Review Report.



KESA

Teacher Licensure and Accreditation
Kansas State Department of Education
Landon State Office Building
900 S.W. Jackson Street, Suite 106
Topeka, Kansas 66612
(785) 296-2198
www.ksde.org

ACCREDITATION REVIEW COUNCIL (ARC)

RECOMMENDATION OF ACCREDITATION TO STATE BOARD

6/20/2018

Date and Accreditation Year

Christ the King Catholic School

System Name (*Name USD*)

Executive Summary

The information contained in this executive summary is supported by evidence and observation documented by the Outside Visitation Team and is presented to the Accreditation Review Council for the purpose of making an **accreditation level** recommendation to the state board.

1. This system has generally followed the KESA process with an expected level of fidelity.

This system is an AdvancED school and therefore have followed the protocol set forth by AdvancED.

2. Compliance areas are generally addressed.

Teacher licensure is an area for improvement.

3. Foundational areas are generally addressed.

The system has identified that tier 2 interventions will be addressed in the next cycle.

4. Evidence is generally documented that Goal 1 activities and strategies were identified, implemented and produced reasonable results.

Evidence indicated that relationships and shared leadership were addressed and validated.

5. Evidence is generally documented that Goal 2 activities and strategies were identified, implemented and produced reasonable results.

Evidence indicated that the system has a shared vision within the community to promote the mission of the school.

6. System stakeholders relevant to each part of the KESA process were generally involved during the accreditation cycle.

Reports indicated a number of stakeholder surveys were completed and data discussed.

7. System leadership was assuredly responsive to the Outside Visitation Team throughout the accreditation cycle.

AdvancED districts are required to maintain a dialogue with their engagement review team.

8. Evidence is assuredly documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

Evidence indicated that there is a plan in place for continuous growth within the system.

9. The evidence submitted to the Accreditation Review Council indicates the system generally demonstrates significant gains in meeting the expectations of the Kansas Vision For Education and state board outcomes.

The system has started to implement both kindergarten readiness and individual plans of study and anticipate gains in these areas within the next cycle.

Accreditation Review Council Recommendations

ACCREDITED

Justification of Recommendation:

The system has completed the requirements for KESA through their AdvancED accreditation process. The system will continue with the AdvancED model while addressing their improvement priorities as outlined in the AdvancED Engagement Review Report.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 7/10/2018

Item Title:

Act on the recommendations of the Professional Practices Commission (no discipline)

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 issue the requested licenses for Brooke Martin, Katelyn Marcotte and Todd Clark.

Explanation of Situation Requiring Action:

The following cases were reviewed by the Professional Practices Commission on April 23, 2018.

1. **Brooke Martin, 18-PPC-15**, applied for an Emergency Substitute Teaching License. On or about December 22, 2015 engaged in misconduct by stealing makeup from Wal-Mart. She subsequently entered and completed a term of diversion. The Professional Practices Commission recommends Ms. Martin's license be granted as well as any other license for which she would otherwise qualify.
2. **Katelyn Marcotte, 18-PPC-06**, applied for an Emergency Substitute Teaching License. On or about October 31, 2016, Ms. Marcotte entered into a diversion agreement after having been charged with possession of marijuana and possession of drug paraphernalia. The Professional Practices Commission recommends Ms. Marcotte's license be granted as well as any other license for which she would otherwise qualify.
3. **Todd Clark, 18-PPC-13**, applied for a full Professional License after having been previously licensed by the State Board. In 2013 Mr. Clark was convicted of possession of marijuana. This is now the third time he's appeared before the Professional Practices Commission having been granted his license each of the prior two appearances. The Professional Practices Commission recommends Mr. Clark's license be granted as well as any other license for which he would otherwise qualify without having to again appear before them.

Evidence submitted for each of these cases are available for review in the Office of General Counsel, KSDE

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

In the Matter of
the Application
of Brooke Martin

18-PPC-15

INITIAL ORDER

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

The hearing on this matter convened on April 23rd, 2018. Appearing for the Commission were chairperson, Linda Sieck, and members, Vici Jennings, Nathan Reed, Maret Schrader and Jessica Snider. Kelli Broers appeared as counsel for KSDE. Ms. Martin appeared on her own behalf.

FINDINGS OF FACT

1. Brooke Martin applied for an Emergency Substitute Teaching License. She is not currently licensed.
2. On or about December 11, 2015, Ms. Martin was caught stealing makeup from Wal-Mart. She was subsequently charged with misdemeanor theft. She subsequently entered into a diversion agreement which she completed on March 1, 2017.
3. The offense for which she received a diversion took place in over two years ago. Ms. Martin was twenty-one (21) years old at the time. She was not licensed by the Kansas State Board of Education at the time.
4. Ms. Marcotte disclosed her offense and provided appropriate documentation at the time of her application.

CONCLUSIONS OF LAW

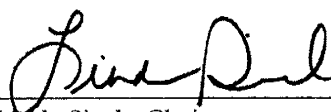
1. Ms. Martin was not a licensed educator or employed in a position of public trust at the time of her offense.

2. The evidence shows Ms. Martin has no other criminal activity, recognizes her own wrongdoing, and can be placed in a position of trust.

THEREFORE the Professional Practices Commission recommends to the State Board by a vote of 5 – 0 that Brooke Martin receive an Emergency Substitute Teaching License and another other license for which she may apply assuming she meets all other requirements.

This Initial Order is made and entered this April 23rd, 2018.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairperson

Order signed on June 21, 2018.

NOTICE TO LICENSEE

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, KS 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.

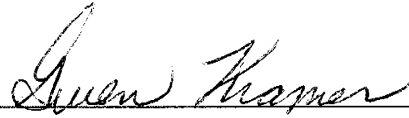
CERTIFICATE OF SERVICE

I hereby certify that on this 2nd day of June, 2018, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Brooke Martin
223 S. 7th Street
Conway Springs, KS 67031

And via interoffice mail to:

R. Scott Gordon
General Counsel, KSDE
900 SW Jackson Street, Ste. 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 Application
of Katelyn Marcotte

18-PPC-06

INITIAL ORDER

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

The hearing on this matter convened on April 23rd, 2018. Appearing for the Commission were chairperson, Linda Sieck, and members, Vici Jennings, Nathan Reed, Maret Schrader and Jessica Snider. Kelli Broers appeared as counsel for KSDE. Ms. Marcotte appeared on her own behalf.

FINDINGS OF FACT

1. Katelyn Marcotte applied for an Emergency Substitute Teaching License. She is not currently licensed.
2. On October 31, 2016, Marcotte entered into a diversion agreement after having been charged with misdemeanor possession of marijuana and misdemeanor possession of drug paraphernalia in the Municipal Court of Hays, Kansas.
3. The offense for which she received a diversion took place in 2016. Ms. Marcotte was twenty-two (22) years old at the time. She was not licensed by the Kansas State Board of Education at the time.
4. Ms. Marcotte disclosed her offense and provided appropriate documentation at the time of her application.

5. Ms. Marcotte testified the marijuana belonged to a friend, and it was not hers.
6. Ms. Marcotte was not required to complete any drug treatment or rehabilitation program during her diversion.

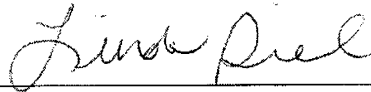
CONCLUSIONS OF LAW

1. Ms. Marcotte was not a licensed educator or employed in a position of public trust at the time of her offense.
2. The evidence shows Ms. Marcotte has no other criminal activity, and is no longer associated with the person responsible for the drug possession.

THEREFORE the Professional Practices Commission recommends to the State Board by a vote of 5 – 0 that Katelyn Marcotte receive an Emergency Substitute Teaching License and another other license for which she may apply assuming she meets all other requirements.

This Initial Order is made and entered this April 23rd, 2018.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairperson
Order signed on June 21, 2018.

NOTICE TO LICENSEE

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, KS 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.

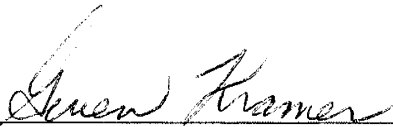
CERTIFICATE OF SERVICE

I hereby certify that on this 22nd day of June, 2018, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Katelyn Marcotte
385 Y. Road
Palco, Kansas 67657

And via interoffice mail to:

R. Scott Gordon
General Counsel, KSDE
900 SW Jackson Street, Ste. 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 Todd Clark

18-PPC-13

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Board of Education (“State Board”) upon Complaint filed by the Kansas State Department of Education seeking revocation of Mr. Clark’s professional license.

The hearing on this matter convened on April 23rd, 2018. Kelli Broers appeared as counsel for KSDE. Mr. Clark appeared on his own behalf.

FINDINGS OF FACT

1. Mr. Clark currently holds a Kansas professional teaching license.
2. On August 13, 2015, the Professional Practices Commission recommended Todd Clark be granted a one-year non-renewable Initial License subject to the condition that he reappear before the Commission when seeking any subsequent license. This condition was recommended because of Mr. Clark’s 2013 conviction for misdemeanor possession of marijuana. The Kansas State Board of Education (State Board) adopted the Commission’s recommendation and granted Mr. Clark’s application on September 8, 2015. Mr. Clark has been licensed since.
3. Mr. Clark comes now before the State Board to request a Professional License.
4. Mr. Clark again acknowledged the wrongfulness of his past conduct and expressed remorse for the conduct.
5. Mr. Clark supplied two letters of recommendation, both of whom endorsed Mr. Clark and indicated they were aware of his criminal conviction.

6. Mr. Clark also supplied negative drug tests since the last time he appeared before the Professional Practices Commission.

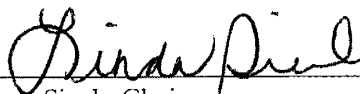
CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of education, including the certification and licensure of Kansas teachers. Kan. Const., Art. VI and K.S.A. 72-7513.
2. The State Board may revoke a license for misconduct or other just cause. K.A.R. 91-22-1a(a).
3. Additionally, the State Board may revoke a teaching license if an individual has been convicted of any misdemeanor involving drugs. K.A.R. 91-22-1a(a)(3).
4. The Commission finds Mr. Clark demonstrated a present recognition of the wrongfulness of his conduct and expressed remorse for his conduct. It also finds Mr. Clark to be sincere and credible.
5. The Commission finds that nearly three years have passed since the criminal conduct occurred. There is no evidence Mr. Clark has engaged in any subsequent criminal activity. The Commission believes Mr. Clark is rehabilitated.
6. The Commission finds that while licensed, Mr. Clark has demonstrated his fitness to teach.

THEREFORE the Professional Practices Commission recommends to the State Board by a vote of 6 – 0 that Todd Clark’s application for this license and any other licensure for which he may apply and be otherwise qualified should be granted.

This Initial Order is made and entered this April 23rd, 2018.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairperson
Order signed on June 22, 2018.

NOTICE TO LICENSEE

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, KS 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.

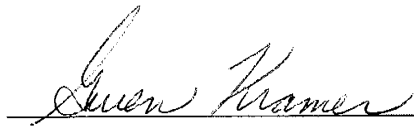
CERTIFICATE OF SERVICE

I hereby certify that on this 22nd day of June, 2018, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Todd Clark
726 S. Bluff Street
Wichita, Kansas 67218

And via interoffice mail to:

R. Scott Gordon
General Counsel, KSDE
900 SW Jackson Street, Ste. 102
Topeka, Kansas 66612



Gwen Kramer
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10 b.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 7/10/2018

Item Title:

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

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 of Laurie Fry and Martin Segovia.

Explanation of Situation Requiring Action:

The following cases were reviewed by the Professional Practices Commission on April 23, 2018.

1. **Laurie Fry, 18-PPC-09**, engaged in misconduct when she inappropriately handled special education students, used an inappropriate tone with students, and had to be told several times to “keep her hands off” students while teaching in California. Her California teaching license has been revoked. She did not respond to the Complaint filed by the Kansas State Department of Education nor did she appear before the Professional Practices Commission. The Commission recommends Ms. Fry’s license be revoked.
2. **Martin Segovia, 17-PPC-39**, engaged in misconduct when he deprived his employing school district of \$10,930.00. He was convicted of theft on June 15, 2017. Mr. Segovia voluntarily surrendered his license on April 17, 2018 by way of a signed, notarized document. The Commission recommends Mr. Segovia’s surrender be accepted and his license be revoked.

Documents for each case are available for review in the Office of General Counsel.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
Laurie Fry

18-PPC-09

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Board of Education (State Board) upon the Complaint/Request by the Kansas State Department of Education to revoke the license of Laurie Fry.

The hearing on this matter convened on April 23, 2018.

Kelli Broers appeared as counsel for KSDE.

Laurie Fry did not appear.

FINDINGS OF FACT

1. Laurie Fry holds a substitute teaching license issued by the State Board. Fry also held a California license. Her California license was revoked because she inappropriately handled special education students, used an inappropriate tone with students, and had to be told several times to “keep her hands off” students.
2. Filed a Complaint suggesting Ms. Fry’s Kansas license should similarly be revoked.
3. Ms. Fry did not file a written response to the Complaint, nor did she request a hearing.

CONCLUSIONS OF LAW
AND
DISCUSSION

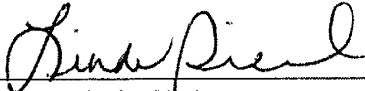
1. The State Board may revoke a license for misconduct or other just cause. K.A.R. 91-22-1a(a).

2. The State Board may revoke the license of an individual who has had a license revoked in another state on grounds similar to any of the grounds provided in K.A.R. 91-22-1a(a). K.A.R. 91-22-1a(a)(13). At a minimum, Fry's California conduct constitutes misconduct or other just cause, *i.e.*, the mistreatment of special education students. The allegations within the Complaint also constitute physical abuse.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Fry's conduct is inconsistent with the commonly held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Fry's conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to revoke her license.
5. The Kansas Administrative Procedure Act allows for default findings against a Respondent that does not respond to a Complaint such as that filed by KSDE.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education, by a vote of 5 - 0, that Ms. Fry's substitute teaching license should be revoked based on the revocation of her California license, the underlying misconduct of physically abusing children, and because she failed to respond to the Complaint filed in this case.

This Initial Order is made and entered this April 23, 2018.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman
Order signed on June 21, 2018.

NOTICE TO LICENSEE

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, KS 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.

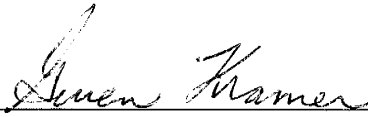
CERTIFICATE OF SERVICE

I hereby certify that on this 22nd day of June, 2018, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Laurie Fry
7575 W. 106th Street, Apt 513
Overland Park, Kansas, 66212

And via interoffice mail to:

R. Scott Gordon
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 Martin Segovia

17-PPC-39

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Board of Education (“State Board”) upon Complaint filed by the Kansas State Department of Education seeking revocation of Mr. Segovia’s professional license.

The hearing on this matter convened on April 23rd, 2018. Kelli Broers appeared as counsel for KSDE. Mr. Segovia did not appear.

FINDINGS OF FACT

1. Martin Segovia currently holds a Kansas professional teaching license.
2. On or about June 15, 2017, Segovia entered a plea of no contest and was found guilty of misdemeanor criminal deprivation of property.
3. Segovia was sentenced to thirty days unsupervised probation and was ordered to pay \$10,930 in restitution to USD 457, Garden City, Kansas.
4. On April 17, 2018 Mr. Segovia voluntarily surrendering his license by way of a signed, notarized document.

CONCLUSIONS OF LAW

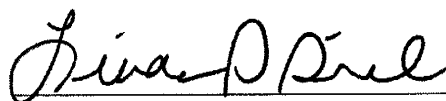
1. The Kansas State Board of Education (State Board) is responsible for the general supervision of education, including the certification and licensure of Kansas teachers. Kan. Const., Art. VI and K.S.A. 72-7513.

2. The State Board may revoke a license for misconduct or other just cause. K.A.R. 91-22-1a(a).
3. Additionally, the State Board may revoke a teaching license if an individual has been convicted of any misdemeanor involving theft. K.A.R. 91-22-1a(a)(3).
4. The State Board may be cancel, *i.e.*, revoke, a teaching license on the grounds of immorality. K.S.A. 72-1383; Hainline v. Bond, 250 Kan. 217 (1992). One of the obvious goals of education is to “instill respect for the law.” An educator is a role model. Hainline at 224.
5. 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.
6. Segovia’s conduct is inconsistent with the commonly held perceptions and expectations of a member of the teaching profession. To wit: he was found guilty after having deprived his employer, a Kansas school district, of \$10,930. Such conduct violates the public trust and confidence placed in the profession and demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions. Such conduct is sufficient and just cause to revoke Segovia’s license.

THEREFORE the Professional Practices Commission recommends to the State Board by a vote of 5 – 0 that Martin Segovia’s license and any attached endorsements be revoked due to his criminal conviction, his underlying professional misconduct, and his voluntary surrender.

This Initial Order is made and entered this April 23rd, 2018.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairperson

Order signed on June 21, 2018.

NOTICE TO LICENSEE

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, KS 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.

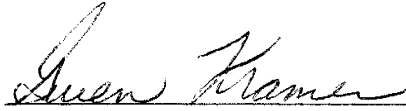
CERTIFICATE OF SERVICE

I hereby certify that on this 22nd day of June, 2018, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Martin Segovia
3139 Java Chip
El Paso, TX 79938

And via interoffice mail to:

R. Scott Gordon
General Counsel, KSDE
900 SW Jackson Street, Ste. 102
Topeka, Kansas 66612



Gwen Kramer
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10 c.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 7/10/2018

Item Title:

Act on the recommendations of the Professional Practices Commission regarding Trenton Banning

Recommended Motion:

It is moved that the Kansas State Board of Education issue the recommended findings of fact and conclusions of law and revoke the professional license of Trenton Banning.

Explanation of Situation Requiring Action:

Trenton Banning, licensed by the State Board since 2017, faces criminal charges in Cheyenne County, Colorado. He is charged with Sexual Assault on a child in a Position of Trust and charged with Sexual Assault. The Kansas State Department of Education filed a complaint requesting Mr. Banning's license be revoked. The Professional Practices Commission ("PPC") conducted a full evidentiary hearing on April 23, 2018. Mr. Banning represented himself. The Kansas State Department of Education was represented by Kelli Broers.

The Professional Practices Commission recommends Mr. Banning's license be suspended until January 1, 2020. The Kansas State Department of Education filed a Petition for State Board review, and requested oral argument. R. Scott Gordon will present oral argument on behalf of the Department.

The materials include the Petition for Review, a Proposed Final Order, the PPC's Initial Order, and all exhibits introduced during the hearing. The PPC watched a forensic interview of the young victim. The video of that interview is available at:

<https://secure.ksde.org/public/file/RmO2XipjG0uLqae6YCJvuw/Room0-10-46-41-AM-PIP.mp4>

A video recording of the PPC hearing is available at:

https://secure.ksde.org/public/file/efwJJTehrku_nqVAMko0pA/23Apr18%20Evidentiary%20Clip.mp4

The videos are password-protected.

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the License of
Trenton Banning

Case No. 17-PPC-42
OAH No. 18ED0009

Table of Contents

- 1. KSDE Petition for Review1
- 2. KSDE Proposed Final Order.....6
- 3. Professional Practices Commission Initial Order.....10
- 4. KSDE Exhibits
 - a. Complaint.....17
 - b. ELCS Licensure Report.....20
 - c. Affidavit of David Hale.....22
 - d. Statement of Trenton Banning.....26
 - e. Application for Search Warrant.....29
 - f. Underage Witness Statement46
 - g. Handwritten Notes between Witnesses.....48
 - h. Arrest Warrant.....50
 - i. Criminal Charging Documents.....53
 - j. Curriculum Vitae of Kelly S. Robbins.....57

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the License of
Trenton Banning

17-PPC-42
OAH No. 18ED0009

PETITION FOR REVIEW

Trenton Banning is a 28-year-old man licensed by the Kansas State Board of Education (“State Board”). Sometime between October 10th, 2017 and November 17, 2018, Mr. Banning had sexual intercourse with a 15-year-old female student in his car. Although the young woman initially denied the relationship to law enforcement, she eventually disclosed information about a relationship with Mr. Banning to two of her closest friends as well as to her older sister, her parents, and to the Executive Director of the Western Kansas Child Advocacy Center during a forensic interview. Mr. Banning denies the existence of any such relationship or sexual activity.

The Professional Practices Commission (PPC) conducted a hearing on April 23, 2018. The PPC heard testimony from law enforcement and from Mr. Banning himself. The victim was unavailable because she has since moved to Germany to live with her older sister. In spite of the Kansas State Department of Education’s recommendation for the revocation of Mr. Banning’s license, the PPC recommends suspending his current license until January 1, 2020.

The PPC refused to determine whether misconduct occurred. The PPC also failed to provide any factual basis for its recommendation. For those two reasons, the Kansas State Department of Education asks the Kansas State Board of Education to conduct its own review of the evidence and to revoke Trenton Banning’s license. This review is proper under state law (K.S.A. 77-527 and K.A.R. 91-22-25(b)). In support of this request, the Kansas State Department of Education offers the following:

RECEIVED
MAY 29 2018
KS State Dept of Education

1. The PPC opines that the employing school district's decision to allow Mr. Banning to resign rather than going through the process of terminating his employment "could be viewed as an indication of their perception of the veracity of the allegations made against him." [Initial Order, Pg. 5]. This makes absolutely no sense, and directly contradicts the actual evidence. The PPC asked Superintendent David Hale if the [Weskan School] Board considered simply terminating Mr. Banning's employment and not giving him the opportunity to resign [PPC23Ap18 video recording at 57:33]. Mr. Hale explained that the Board had decided to terminate Mr. Banning's employment, but it was advised by an attorney with the Kansas Association of School Boards to give Mr. Banning the option to resign. Additionally, Mr. Hale wrote in a sworn affidavit that after he and the school board president met with the victim and her mother, they believed the victim was trying to protect Mr. Banning and that the allegations were probably true. [Exhibit B, pg. 2]. Contrary to the PPC's opinion, the evidence explicitly demonstrates that both Mr. Hale and the Weskan School Board feel Mr. Banning is not fit to teach.
2. An important responsibility of the State Board is to determine whether the licensee engaged in any form of misconduct as described in K.A.R. 91-22-1a. The PPC's Initial Order states that it "is not willing in this case, or any other case, to revoke a teaching license based merely on allegations, albeit serious allegations." [Initial Order, Page 5]. Apparently, the PPC now believes that allegations must be proven by way of a criminal conviction before they will even consider recommending discipline. This makes no sense.

The PPC – and subsequently the Kansas State Board of Education – has found misconduct to have occurred on several occasions without an underlying criminal

conviction (i.e. Todd Puetz 13PPC46 bad judgment, Jerry Daskoski 13PPC09 theft and dishonesty, Eden Bloom 14PPC31 drug possession and trespassing, Kelly Dockter 14PPC14 child endangerment). Although the PPC may have had “concerns” with its role as a fact-finder, it clearly found enough evidence to find that Mr. Banning engaged in professional misconduct. If the PPC did not believe there was any such misconduct, then they would not have recommended any discipline at all.

So the only remaining question is whether Mr. Banning’s misconduct warrant more than a mere 17 month suspension of his license.

3. The evidence supports a level of professional misconduct warranting the revocation of Trenton Banning’s license. Specifically;
 - In spite of being told to not use social media to communicate with students, Banning added/friended multiple students and communicated with them using a form of social media (i.e. Snapchat) designed specifically to share messages that disappear.
 - The victim consistently provided a very specific, detailed description of sexual intercourse occurring between Banning and herself. The victim first described the relationship to her friends, and then to Kelly Robbins. Ms. Robbins is currently the director of the Western Kansas Child Advocacy Center after having retired as a Forensic Scientist with the Kansas Bureau of Investigation. Ms. Robbins testified during the PPC hearing that many times children will “accidentally disclose” information by sharing with a close friend or friends because they just need to talk to someone about it. The allegations against Banning came about due to friends of the victim talking to their parents and to the police about what they had been told by the victim.

- Ms. Robbins also testified that based on her research and her experience, only half of one percent (.05%) of disclosures of sexual activity from children turn out to be false.
 - Banning claims some of his students and their parents did not like him because he put academics before sports and because he had higher standards than to which his students were accustomed. However, Banning acknowledged during his testimony that the victim was a well-performing student who would have no such motivation to falsify her allegations.
 - Since Banning's resignation, Supt. Hale was contacted by the school district (Miami, OK) where Banning student taught. The superintendent of the Miami school district called Supt. Hale to let him know there are now pending allegations of inappropriate relationships between Banning and a student or students during his time as a student teacher.
4. The burden of proof for licensure cases is significantly lower than a burden of proof needed for a criminal conviction. Unlike criminal cases, the Kansas State Board of Education need not believe the misconduct has been proven beyond a reasonable doubt. The question is not one of absolute proof, but whether there is substantial, competent evidence to justify an agency action. Here, the State Board has more than enough evidence to warrant the revocation of Trenton Banning's teaching license and need not rely on the criminal justice system.

Requested Action

For these reasons, KSDE requests that the State Board exercise its authority to conduct its own review of the evidence presented in this case and reach its own conclusion regarding the type of discipline warranted. KSDE continues to believe revocation is appropriate, and will provide a proposed Final Order for the State Board's consideration.

Respectfully submitted,

By: 
R. Scott Gordon, #23858
Kansas State Department of Education
900 SW Jackson Street
Topeka, Kansas 66612
Phone: 785-296-3204

CERTIFICATE OF SERVICE

I hereby certify that on this 29th day of May, 2018, a true and correct copy of the above and foregoing was filed with the Secretary of the Kansas State Board of Education and one (1) copy mailed to:

Trenton Banning




R. Scott Gordon

KSDE'S PROPOSED FINAL ORDER
BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
The Professional License
of Trenton Banning

Case No. 17-PPC-42
OAH No. 18ED0009

FINAL ORDER

Now, on this the 10th day of July, 2018, the above-captioned matter comes on for consideration by the Kansas State Board of Education ("State Board") upon the Complaint filed by the Kansas State Department of Education ("KSDE") requesting revocation of Trenton Banning's teaching license. Appearing for the State Board are Chairman Jim Porter and members John Bacon, Kathy Busch, Deena Horst, Jim McNiece, Janet Waugh, Ken Willard, Steve Roberts, and Ann Mah.

WHEREUPON a full evidentiary hearing was held before the Professional Practices Commission ("Commission") and such hearing was conducted on April 23, 2018. At that hearing Mr. Banning appeared on his own behalf. KSDE appeared by and through counsel Kelly M. Broers.

WHEREUPON the State Board reviewed the recommendations of the Commission, the video recording of all but a small portion of the April 23rd hearing, and all evidence made available to the Commission including the video-taped forensic interview of the alleged victim. The State Board granted the Request for Oral Argument filed by KSDE. Mr. Banning filed no similar request and did not file an objection to KSDE's request. After hearing oral argument by KSDE's General Counsel R. Scott Gordon and considering all of the evidence, the State Board decides to reject the findings of fact and conclusions of law issued by the Commission. Instead, the State Board enters the following findings of fact and conclusions to support the decision to cancel and revoke the professional teaching license of Trenton Banning.

1. Trenton Banning holds a BSE from Pittsburg State University. He was first licensed by the State Board in 2017.
2. USD 242 (Weskan) hired Mr. Banning as a 7-12 grade social studies teacher in August, 2017.
3. All employees of USD 242, including Mr. Banning, were instructed to not add students to their personal social media accounts such as Facebook or Snapchat. Mr. Banning chose to ignore the school policy and added some students to his personal accounts even after having been told to remove them.
4. The social media platform "Snapchat" deletes text and photo messages by default. Although the setting may be changed and there are ways of preserving photographs, the purpose and appeal of Snapchat is that messages become inaccessible after a short amount of time.
5. In late October/early November 2017 the superintendent of USD 242 (David Hale) investigated complaints from female students regarding Mr. Banning. At that time there was no finding of misconduct.
6. On November 17th, a student told officers with the Wallace County Sheriff's Office she had seen a photograph of Mr. Banning's penis on another student's cell phone. The owner of that phone

is the 15-year-old victim in Mr. Banning's pending criminal case, hereinafter referred to as the victim.

7. On November 19th, Superintendent Hale learned of allegations involving the exchange of nude photographs and a possible sexual relationship between Mr. Banning and a student. Mr. Banning was suspended with pay pending further notice.
8. Although the victim initially denied the allegations to Superintendent Hale, she eventually disclosed to close friends and her own family that she had had sexual intercourse with Mr. Banning. Those friends came forward and disclosed to law enforcement and to Superintendent Hale what the victim told them.
9. On November 30th, 2017, Mr. Banning resigned from USD 242.
10. On December 11, 2017, the victim was interviewed by Kelly Robbins. Ms. Robbins is the Director of the Western Kansas Child Advocacy Center.
11. The victim disclosed to Ms. Robbins that she and Mr. Banning had initially connected on Snapchat and after flirting for a few months engaged in sexual intercourse. The intercourse took place sometime between October 10, 2017 and November 17, 2017 in Mr. Banning's vehicle.
12. The victim's family withdrew her from USD 242. She now lives in Germany with her older sister.

In light of these facts, the State Board reaches the following conclusions:

1. Any license issued by the State Board may be cancelled by the State Board in the manner provided by law. K.S.A. 72-2155.
2. The Commission conducted a full evidentiary hearing on the matter. All of the materials involving the licensure of Trenton Banning were included in the Board packet and were submitted to the Board for review prior to the meeting.
3. The Initial Order of the PPC is not a Final Order and is required to be reviewed by the Kansas State Board of Education. K.S.A. 72-2313, K.A.R. 91-22-25(b).
4. The State Board of Education is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas. K.S.A. 72-255 and Kan. Const., Art. VI.
5. The State Board finds the victim's statements during her interview to be trustworthy and compelling. Ms. Robbins testified during the Commission's hearing that based on her experience and her research, she believes many times children will accidentally disclose information by sharing with a close friend or friends because they just need to talk to someone about it. The State Board believes this is what happened in this case. The victim disclosed to her friends, who eventually talked to their own parents and to the police. Ms. Robbins also testified that based on her research and her experience, only .5% of disclosures of sexual activity from children turn out to be false. The State Board has no reason to believe that the victim has not been truthful in this case.
6. The State Board finds Superintendent Hale's testimony about the district's decision to terminate Mr. Banning compelling. District staff knew the victim, the other students that came forward, and Mr. Banning. Hale testified that staff believed the victim was initially lying about not having a relationship with Mr. Banning and believed she was trying to cover for him. Hale also testified that they were proceeding with termination even before giving Mr. Banning the opportunity to resign.
7. When asked if he knew of any reason for the victim to make up allegations of a sexual relationship, Mr. Banning's only response was that many people did not like him in the school district because of his high expectations. That does not mesh with his later testimony, during which he states the victim performed well in his class and had no academic or disciplinary problems.

8. The State Board is bothered that Mr. Banning brought up his then-girlfriend's dislike of the victim without giving any reasonable explanation as to why his girlfriend would know the victim much less have any reason to dislike her. In light of the allegations against him, it was a bizarre revelation.
9. The State Board is also bothered by the rebuttal testimony from Superintendent Hale. Although not much information was available, there appears to be a pattern of allegations of inappropriate relationships with students going back to Mr. Banning's days as a student teacher. This pattern reflects an inability to maintain appropriate boundaries between himself and the student body. The State Board is not insensitive to the desire of a young teacher to be the popular teacher or to be seen as someone to whom students are comfortable talking. However, there is a line that should never be crossed, and Mr. Banning has demonstrated an inability to stop himself from crossing it.
10. An important responsibility of the State Board is to determine whether the licensee engaged in any form of misconduct as described in K.A.R. 91-22-1a. The State Board disagrees with the Commission's ultimate recommendation, and finds that there is sufficient evidence to believe Mr. Banning engaged in professional misconduct as described in K.A.R. 91-22-1a(7) and (8).
11. The State Board is aware of the Department for Children and Family's investigation and lack of a finding of child abuse. The State Board is also aware of the pending criminal case. Those investigations are separate from and independent of any findings by the State Board. Each agency is charged with answering different questions. Each agency's proceedings may have evidentiary limitations and/or higher burdens of proof than State Board licensure cases. The State Board finds these other investigations have no bearing on the State Board's ability to find that Mr. Banning engaged in professional misconduct.
12. The State Board is not suspending Mr. Banning as recommended by the Commission. The State Board does not believe the recommended discipline is proper or warranted. There is substantial competent evidence to support the conclusion that an inappropriate relationship with a student occurred. This warrants more severe discipline.
13. It should be noted that under current Kansas law, a revocation in this circumstance (without a criminal conviction) is not the equivalent of a lifetime ban. If, for example, Mr. Banning is completely exonerated during the pendency of his criminal case or if he is somehow able to show rehabilitation, he has the option of applying for re-licensure at a later date.
14. When there is a substantiated allegation of inappropriate relationships with a student, the State Board is justified in revoking the license of that teacher.

Therefore, having regard for the nature and seriousness of Mr. Banning's misconduct, it is ordered by the Kansas State Board of Education that Trenton Banning's license and any endorsements which may be attached to it are hereby revoked.

This Final Order is made and entered this 10th day of July, 2018.

Kansas State Board of Education

By: Jim Porter, Chairman
Signed July 10, 2018.

NOTICE TO LICENSEE/APPLICANT

This is a Final Order and is effective upon service.

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

To request a stay of effectiveness of this order, you must file a Petition for Stay with the Secretary to the State Board of Education at the address below. A petition can be filed until the time which a petition for judicial review would no longer be timely.

To seek judicial review of a Final Order, you must file a petition in the District Court as authorized by K.S.A. 77-601, *et seq.* within 30 days following the service of the Final Order. Filing a Petition for Reconsideration is not a prerequisite for seeking judicial review. A copy of any Petition for Judicial Review must be served upon the Secretary to the State Board of Education at the address below.

Peggy Hill
Secretary, Kansas State Board of Education
Landon State Office Building
900 SW Jackson Ave. Suite 600N
Topeka, Kansas 66612

CERTIFICATE OF SERVICE

I hereby certify that on this _____ day of July 2018, a true and correct copy of the above and foregoing was mailed by certified mail, return receipt requested, to:

Trenton Banning
512 Tank Avenue
Neodesha, Kansas 66757

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Ste. 102
Topeka, Kansas 66612

Peggy Hill, Secretary
Kansas State Board of Education

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License
of Trenton Banning

Case No. 17-PPC-42

OAH No. 18ED0009

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the Complaint filed by the KSDE seeking revocation of the license of Trenton Banning.

The hearing was held on April 23, 2018. Appearing for the Commission were: chairperson, Linda Sieck; vice chairperson, Jessica Snyder; and members, Vici Jennings, Sylvia Ramirez, Nathan Reed, and Maret Schrader.

Mr. Banning appeared *pro se*. The KSDE appeared by and through its attorney, Kelli Broers.

Findings of Fact

Mr. Banning, a 28-year-old man, holds a 2017 BSE from Pittsburg State University. He was first licensed as a Kansas educator in 2017.

In August 2017, Mr. Banning was hired by Weskan Schools, USD 242 (Weskan) as a 7-12 social studies teacher.

In late October, early November 2017, David Hale, Superintendent of Weskan received complaints from three female students regarding comments Mr. Banning

allegedly made in his classroom. Mr. Hale investigated and did not find any misconduct. Mr. Hale, however, spoke to Mr. Banning about the alleged comments.

On or about November 10, 2017, an anonymous individual made a report to the Kansas Department for Children and Families (DCF) regarding Mr. Banning.

Also, on or about November 10, 2017, a local youth pastor made a complaint to the Wallace County Sheriff's Office (Wallace County) regarding Mr. Banning.

DCF was unable to substantiate any findings of abuse. Wallace County continued to investigate, as did Mr. Hale.

On November 17, 2017, a student, EK, told Wallace County she had seen a photo of Mr. Banning's penis on the cell phone of another student, BM. BM is the 15-year-old alleged victim named in Mr. Banning's pending criminal case.

On November 17, 2017, a Forensic Interview of EK was conducted by Victoria Kramer of the Child Advocacy Center. EK stated that she had seen a picture of a penis and legs in a bathtub on BM's cell phone. EK stated that she believed it was Mr. Banning because of the visible short, hairy legs. She also told Ms. Kramer the details BM had shared with her regarding her [BM] and Mr. Banning's sexual encounter.

On November 17, 2017, Ms. Kramer interviewed BM. At that time, BM denied having a relationship with Mr. Banning.

Also, on November 17, 2017, Mr. Banning appeared at the Sheriff's Department. He admitted that he interacted with the students through social media but denied using the Snapchat accounts found on BM's cell phone. He also told the Sheriff that he had deleted the contents of his phone prior to coming to the office to keep his private life

private.

On November 19, 2017, Mr. Hale learned about the allegations of a possible exchange of nude photos and a possible sexual relationship with BM. Mr. Hale suspended Mr. Banning with pay until further notice.

On November 20, 2017, Mr. Hale interviewed BM with her mother present. BM denied the allegations regarding her and Mr. Banning.

On November 21, 2017, the youth pastor who had made the report to Wallace County met with Mr. Hale. He shared the basis for his initial report, that being, he was told by a student that BM admitted she and Banning engaged in sexual intercourse.

On November 27, 2017, another student met with Mr. Hale and told him that BM had told her that she had engaged in a sexual relationship with Mr. Banning.

On November 29, 2017, Mr. Banning was provided the option to resign. He submitted a letter of resignation on November 30, 2017.

On December 4, 2017, BM's sister told Mr. Hale that BM had admitted to the family that she and Mr. Banning had been having a relationship for several weeks involving texting, sharing indecent photographs through Snapchat, engaging in oral sex, and having sexual intercourse.

On December 11, 2017, Kelly Robbins with the Children's Advocacy Center conducted an interview with BM. During this interview, BM stated that she and Mr. Banning were connected on Snapchat in September 2017. She claimed that, initially, the contact was benign but within a week it had turned flirtatious. BM claimed that Mr. Banning sent her a Snapchat of his genitalia and that he asked her to respond with

photos of herself.

BM recounted that sometime between October 10, 2017 and November 17, 2017, she and Mr. Banning had had a relationship and provided the details including their having engaged in oral sex and sexual intercourse in his car while parked in Colorado.

On December 20, 2017, the KSDE filed a Complaint seeking revocation of his teaching license based on his alleged misconduct with a minor student.

Mr. Banning timely requested a hearing.

On February 27, 2018, Mr. Banning was criminally charged in Colorado.

Conclusions of Law
and
Discussion

K.A.R. 91-22-1a(a) provides, in pertinent part, that “[a]ny license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause.

The KSDE is seeking revocation of Mr. Banning’s teaching license. For the following reasons, the Commission is not willing to revoke Mr. Banning’s license.

Initially, the Commission is somewhat perplexed by the actions taken by Mr. Hale and/or the USD 242 Board. Mr. Hale was involved, first, with handling complaints by students about inappropriate comments made by Mr. Banning. Then, after meeting with several individuals including the student who was allegedly involved in a sexual relationship with Mr. Banning, her sister, another student, and a youth pastor, all of whom reported the alleged criminal misconduct of Mr. Banning with BM, Mr. Hale

and/or the USD 242 Board provided Mr. Banning the option of resigning rather than be fired. The choice to not fire Mr. Banning could be viewed as an indication of their perception of the veracity of the allegations made against him.

Notwithstanding, the Commission has concerns as to the position in which it has been placed in this matter. The Commission recognizes that the KSDE is obligated to ensure that the health, safety, and welfare of students are not placed at risk by licensed educators. The Commission is also aware that the allegations against Mr. Banning are of a serious nature, so much so as to warrant charges being filed against him in Colorado. However, revocation of a teaching license, or any professional license, is a serious sanction.

Mr. Banning has been adamant, at all stages, that he did not send inappropriate pictures to BM and that he did not have a sexual relationship with her. At this time, the allegations regarding Mr. Banning and BM are simply allegations that have not been proven. The criminal matter against Mr. Banning is still pending.

The Commission is not willing in this case, or any other case, to revoke a teaching license based merely on allegations, albeit serious allegations. Rather, the Commission finds that suspension of Mr. Banning's license until January 1, 2020, is warranted.

On a vote of 5-1, it is recommended by the Professional Practices Commission to the Kansas State Board of Education that Mr. Banning's license be suspended until January 1, 2020.

This Order is not a Final Order. The Kansas State Board of Education must review the order in accordance with the provisions of the Kansas Administrative

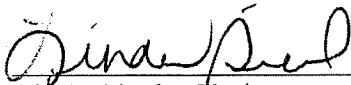
Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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.

IT IS SO ORDERED.

 5/16/18
Linda Sieck, Chairperson
Professional Practices Commission

CERTIFICATE OF SERVICE

I hereby certify that on this 16th day of May 2018, a true and correct copy of the above and foregoing Initial Order was deposited in the U.S. Mail, postage paid, addressed to:

Trenton Banning



and via interoffice mail to:

Scott Gordon, Chief Counsel
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Telephone: 785-296-3204

A handwritten signature in blue ink that reads "Gwen Kramer".

Gwen Kramer, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182

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

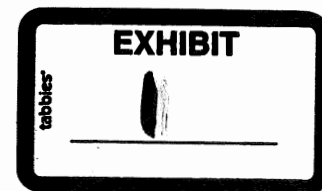
In the Matter of
the License of
Trenton Banning

17-PPC-42

COMPLAINT

COMES NOW on this 20th day of December, Susan Helbert, Director of Teacher Licensure and Accreditation, Kansas State Department of Education (KSDE), 900 SW Jackson St., Topeka, Kansas 66612, and alleges the following:

1. Trenton Banning, age 27, holds an initial teaching license. His last known address is [REDACTED] **Exhibit A.**
2. Weskan Schools – USD 242 (Weskan) hired Banning as a 7-12 social studies teacher in August 2017. **Exhibit B.**
3. After receiving a number of complaints, conducting a thorough investigation, and working with law enforcement, Weskan superintendent, David Hale, believed the evidence showed Banning had texted or shared via Snapchat photos of his genitalia and engaged in sexual intercourse with a 17-year-old student while employed by Weskan. **Exhibit B.**
4. 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 and K.S.A. 72-7513.
5. The State Board may revoke a license for misconduct or other just cause. K.A.R. 91-22-1a(a).
6. The State Board may revoke a license if an individual has committed any act that injures the health or welfare of a minor through sexual abuse or exploitation or if an individual has engaged in any sexual activity with a student. K.A.R. 91-22-1a(a)(7)&(8).
7. The State Board may cancel, *i.e.*, revoke, a teaching license on the grounds of immorality. K.S.A. 72-1383; Hainline v. Bond, 250 Kan. 217 (1992). One of the obvious goals of education is to “instill respect for the law.” An educator is a role model. Hainline at 224.
8. Pursuant to K.S.A. 72-8501, the Legislature has declared teaching and school administration to be professions in Kansas with all the similar rights, responsibilities and privileges accorded other legally recognized professions.
9. Banning’s conduct is inconsistent with the commonly held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Banning’s conduct demonstrates a lack of fitness to



perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to revoke his license.

10. KSDE requests the State Board revoke Banning's license.

NOTICE

Pursuant to K.A.R. 91-22-1a(h) and K.S.A. 77-512, notice is hereby given of this complaint and request to revoke licensee's license.


RIGHT TO A HEARING

Licensee has a right to request a hearing on the above issues and request for revocation in accordance with the provisions of the Kansas Administrative Procedures Act. To obtain a hearing, licensee must file a written request for a hearing with the Secretary of the Professional Practices Commission within **15 days** of the date of service of this notice at the following address:

Gwen Kramer
Secretary, Professional Practices Commission
Kansas State Department of Education
900 SW Jackson St., Suite 102
Topeka, Kansas 66612-1182

Licensee has **20 days** from the date of service of this notice to file a written answer to this complaint. If no answer is filed within 20 days, licensee is deemed to have admitted the allegations contained in the complaint and acquiesced in the proposed action. An Initial Order will be entered revoking licensee's license for the reasons stated in the complaint and notifying licensee that KSDE provides notice of the revocation to all Kansas education agencies and to the agency responsible for issuing educator licenses/certificates in all other states.

Any answer shall type written or legibly printed. The answer must be signed and contain a statement under oath or affirmation that the statements made in the answer are true. The answer must be notarized and filed with the Secretary of the Professional Practices Commission by certified mail, return receipt requested, or by personal delivery to the address listed above. For more guidance regarding filing an answer, see K.A.R. 91-22-9.



Susan Helbert
Director, Teacher Education and Licensure

VERIFICATION

STATE OF KANSAS

SS:

COUNTY OF SHAWNEE

Susan Helbert, of lawful age, being first duly sworn, on oath deposes and states: She is the Complainant in the above-captioned action; she has read the above and foregoing Complaint knows and understands the contents thereof, and the statements and allegations contained therein are true and correct, according to her knowledge, information, and belief.

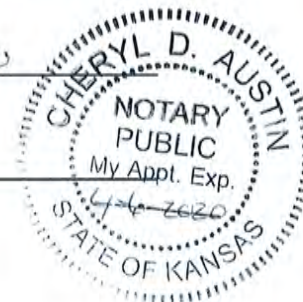
Susan Helbert
Susan Helbert
Director, Teacher Licensure and Education

SUBSCRIBED AND SWORN TO before me, the undersigned authority, on this 20th day of December, 2017.

Cheryl Austin
Notary Public

My appointment expires:

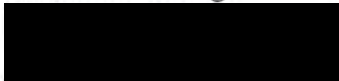
4-6-2020



CERTIFICATE OF SERVICE

I hereby certify that on this 20th day of December, 2017, a true and correct copy of the above and foregoing was filed with the Secretary for the Professional Practices Commission and one (1) copy was mailed by certified mail, return receipt requested, to:

Trenton Banning



Cheryl Martin
Cheryl Martin
Teacher Licensure and Accreditation

ELCS

User: Kelli M. Broers District: KSDE Building: N/A Access Level: State Audit

[Logout](#)

Educator at a Glance

Bottom of Page

- [Home](#)
- [Search for Applicant](#)
- [View Reports & Printing](#)
- [Processes](#)
- [View/Edit Maintenance Pages](#)

EAG Screen
 SSN: [REDACTED] 2324
 Teacher ID: 3561778836
 Full Name: Trenton Keith Banning
 DOB: 3/26/1990
 Address: [REDACTED]

[Record History](#) [Assurances](#) [Documents](#)

Status: NOT ACTIVE
 [REDACTED]

Gender: Male Bad Check [Print Address Label](#)
 M & E: 0 National Board [Print Folder Label](#)

Education

University Number	University Name	Year Earned	Last Term	Degree
16009	PITTSBURG STATE UNIVERSITY	2017	SP2017	BSE

Page Size:

Licenses

License Type	Basis for Issue	Original Effective Date	Current Effective Date	Expiration Date	Future Effective Date	Future Expiration Date
L INITCH	NEWKS	12/5/2017	12/5/2017	12/5/2019		
IN	VERIFY	7/1/2017	7/1/2017	6/30/2018		

Page Size:

Endorsements

Original	License Type	Regulation Test Code	University Number	University Name	Subject Number	Subject Name	Level	HQ
7/1/2017	INITIAL TEACHING LICENSE		16009	PITTSBURG STATE UNIVERSITY	71599	HISTORY, GOVERNMENT, AND SOCIAL STUDIES	6-12	HQ

Page Size:

Application History

Note	Receipt	Edited By	Edit Date	Status	E
N	12/5/2017	scoffman	12/8/2017	NOT ACTIVE	E
N	12/5/2017	scoffman	12/8/2017	PRINTED	E
N	12/5/2017	scoffman	12/8/2017	PRINTED	E
N	12/5/2017	tstuart	12/7/2017	ISSUED	E
N	12/5/2017	ccomstock	12/6/2017	TS	E



N	6/14/2017	ccomstock	8/8/2017	NOT ACTIVE	E
N	6/14/2017	ccomstock	8/8/2017	PRINTED	E
N	6/14/2017	ccomstock	8/8/2017	PRINTED	E
N	6/14/2017	tstuart	8/7/2017	ISSUED	E
N	6/14/2017	cmartin	8/7/2017	TS	E

1 > > | Page Size: 10

Notes

	Note	Status Date	Edited By	Edit Date
Select	<p>Email from t	8/7/2017	cmartin	8/7/2017
Select	<p>eligible for TN. chang	6/14/2017	tstuart	7/13/2017

1 Page Size: 10



Note	Status Date	Edited By	Edit Date	
N	8/7/2017	cmartin	8/7/2017	
Y	6/28/2017	cmartin	8/7/2017	
N	6/19/2017	bhamernik	6/19/2017	
N	6/15/2017	ccomstock	6/15/2017	

1 Page Size: 10

[Top of Page](#)

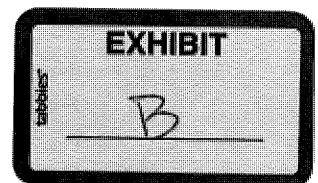
©2017 Kansas State Department of Education, All Rights Reserved
 Help Desk: (785) 296-7935
 Front Desk: (785) 296-3201
 FAX: (785) 296-7933
 900 SW Jackson Avenue
 Topeka, KS 66612

All sessions with this server are subject to the KSDE Use Policy and will be monitored and logged. Disconnect now if you do not consent to having your actions monitored and logged, or if you do not agree to comply with the KSDE Use Policy.

[KSDE Use Policy](#) | [Privacy Statement](#) | [EOE Statement](#)

Affidavit of David Hale

1. My name is David Hale. I am superintendent at Weskan Schools – USD 242, 219 Coyote Boulevard, Weskan, Kansas 67762.
2. Weskan Schools hired Trenton Banning in August 2017. He served our district as a 7-12 social studies teacher. He resigned on November 30, 2017.
3. On October 31 and November 1, 2017, I received complaints from three female students about comments Mr. Banning had made in classroom. None of the students reported anything I considered inappropriate. They stated he made comments to the females in class they felt were sexist and he, overall, gave them a weird feeling they didn't like. I did talk to Mr. Banning about the complaints but at that point there were no real red flags.
4. I didn't know it until almost a week later, but two reports were made about Mr. Banning on November 10, 2017. The first report was made to the Kansas Department for Children and Families (DCF). That report was made by an anonymous person and I still have no idea who it was. The second report was made by Community Member 1, who is a local youth pastor. That report was made to the Wallace County Sheriff's Office.
5. On November 16, 2017, I received an email in the afternoon giving me written notice that a complaint had been made about Mr. Banning to DCF. I read the report and immediately called DCF to get clarification. They stated that the complaint alleged that Mr. Banning had friended several students on Facebook and the reporter was concerned there might be inappropriate contact between him and the students. It also stated that Mr. Banning had made several inappropriate comments to female students in the classroom such as complimenting them on their bodies and stating, "I like what I see". I asked DCF if they felt this was credible and they said they had investigated and there was no credible evidence to substantiate the claim so they considered the case closed. After school, I pulled Mr. Banning into the office to discuss the DCF report, the social media policy we had already discussed at in-services, and why we have it in place. Mr. Banning admitted to re-friending students on social media after his girlfriend left. He said he'd initially taken them off but then put them back on. He also admits to telling female students, "I like what I see."
6. On November 17, 2017, I received a phone call from the Wallace County Sheriff, Larry Townsend, that a complaint had been filed by a community member against Mr. Banning. At the time he did not tell me who had filed the complaint but I later found out that it was made by Community Member 1. Sheriff Townsend told me that he wanted me to be aware that something was going on but gave me no details and asked me to not say anything to anyone about the report until I heard back from him.



7. On November 19, 2017, Sheriff Townsend called me with a few more details. He said there were complaints that Mr. Banning may be having a sexual relationship with one of the students as well as sexual photos sent to the student on Snapchat. I am unaware if the photos were exchanged between the two or whether they were just from Mr. Banning to Student 1. I looked up the policy for suspension of a staff member to make sure I handled things properly and then immediately called Mr. Banning to inform him that he was suspended with pay until further notice.
8. On November 20, 2017, I called for a special board of education (BOE) meeting at 7:00 am Monday morning to inform the BOE of my decision to suspend Mr. Banning and what few details I knew. At the conclusion of the meeting, Student 1 and her mother were waiting in my office to talk to me. Since we had just had a BOE meeting, the BOE president Aaron Aldridge was still here. I asked the mother if it was okay for him to sit in on the meeting with us so I would have another pair of ears. She agreed to that. Mom told us they had been interviewed by the sheriff over the weekend and she was angry that someone had filed a report about her daughter without talking to her. Student 1 was angry because she was worried that the allegations might ruin Mr. Banning's career and there was no truth to the rumors. She was very passionate in her pleas for us to ignore the rumors. So much so that when the meeting was over and they had left, Mr. Aldridge and I talked about it and we both believed Student 1 was lying to protect Mr. Banning and the allegations were probably true. We had no proof, just a gut feeling.
9. On November 21, 2017, Community Member 1 came by my office and asked to talk to me. At this point I did not know who had made the initial report to law enforcement. Community Member 1 told me in this meeting it was him. He was concerned that law enforcement had not told me any details and he was afraid I might consider lifting Mr. Banning's suspension. He wanted me to know he had reported it and also wanted me to know the story as it was told to him by a student. That student was Student 2. Student 2 confided in Community Member 1 because he and his wife work with our local youth and she needed someone to talk to. She told Community Member 1 that she and student 1 had left school before play practice one night and had smoked some pot. While they were high, Student 1 told Student 2 about the relationship she and Mr. Banning had been having and that they had had sex. Student 2 wanted to tell but Student 1 was blackmailing her by threatening to tell her parents that she had smoked pot. Student 2 finally decided that she would rather deal with her parents than let the relationship continue, so she went to Community Member 1 and his wife. Later that afternoon I gave the sheriff a call to ask if there had been anything new and he told me no. I then contacted Mr. Banning and told him that there had been no resolution to the case and he was still suspended with pay.

10. On November 27, 2017, Student 3 and her mom came to my office and asked to talk to me. I invited Principal Amy Rother to sit in on the meeting. Student 3 told us her story as follows:

On Sunday, after Student 1 was interviewed by the police, Student 1 came over and spent the night at Student 3's house. Student 1 took Student 3 into Student 3's room alone and told Student 3 that Mr. Banning and Student 1 had sex. Student 1 asked Student 3 to "keep it between us but that Mr. Banning and I did have sex." Student 3 said, "Mr. Banning and Student 1 had sex a few days before Mr. Banning and his girlfriend broke up and that Student 1 told her the plan was to keep quiet until Student 1 turned 18." She said she went into details about positions they shared while having intercourse and so forth but didn't want to share those aloud with us. Student 3 says Student 1 blames herself for flirting with Mr. Banning in the first place and that "it's not his fault because I wanted it."

Student 3 kept the secret until the Friday after Thanksgiving, and then she told her mom because it was eating her up. Mom told Student 3 she needed to come tell me and go to the police, which they did.

As the conversation continued, Student 3 told me she and Student 4 were writing to each other on a piece of paper during Ag class but had torn it up after they were done. I asked Mrs. Rother to dig it out of the trash and tape it back together. She did that after Student 3 left. The note was legible and outlined what each student knew about Mr. Banning and Student 1 right down to the details about positions in which they had had sex.

11. On November 28, 2017, Community Member 2 asked to meet with me in my office. She is the mother of students at Weskan. She told us Student 1 told her nothing had happened but she talked with student 3's mom and she told her that Student 1 did have sex with Mr. Banning. That same afternoon, Student 3 reported that Student 1 showed up at her house on the evening of the 27th and screamed and yelled at Student 3 and her mother for talking and that everything Student 3 said was a lie. Sheriff Townsend met with Principal Rother, BOE president Aldridge, and me. We shared with him a copy of Student 3's report and a copy of the taped together note between Student 3 and student 4.

12. On November 29, 2017, we held a special BOE meeting where it was decided we would start the process of termination for Mr. Banning. I contacted Mr. Banning about it and told him our plan and that he also had the option to resign if he chose to. I explained the process of termination and he told me he would probably just resign but he wanted time to think about it.

13. I received Mr. Banning's letter of resignation on November 30, 2017. We had a special BOE meeting that afternoon and accepted his resignation.

14. On December 4, 2017, Student 1's sister met with me in my office. She came to let me know that what we suspected was true. She told me there were pictures found on Student 1's phone of Mr. Banning's genitals and when confronted about it Student 1 admitted to her family that everything that had been said was true. She and Mr. Banning had been having a relationship for several weeks and it involved indecent pictures that had been texted or shared via Snapchat, oral sex, and intercourse. Student 1's sister gathered Student 1's belongings from her locker and told me that Student 1 would not be back to school in Weskan. Student 1's sister is in the military and stationed in Germany and she is taking Student 1 back to Germany with her to complete high school.

I declare that, to the best of my knowledge and belief, the information herein is true, correct and complete.

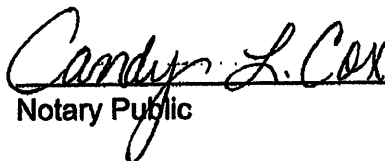


Dave Hale, Superintendent
Weskan Schools – USD 242

12/19/17
Date

Subscribed and sworn to before the undersigned on December 19, 2017.





Notary Public

My appointment expires: 9-19-2020

My name is Trenton Banning and I am a former employee of Weskan, Kansas High School USD 242. I was hired as a social studies teacher in August of 2017 and was a teacher of 7th through 12th grades.

I vehemently deny these allegations and or accusations as stated in the affidavit that I received. I am requesting my right to a hearing right away to defend this.

I Trenton Banning shortly after school the 16th of November was asked to speak with my superintendent Dave Hale. He began to read this sheet that he had in his possession and I instantly responded by saying "what is this?" He then proceeded to hand me the sheet and asked me to read it. After doing so I did share with him that I did currently have students on Facebook and other social media outlets and did apologize for doing so but was under the impression that it was okay because other employees who were teachers also at Weskan had students on their Facebooks and other social media outlets. He replied that the school had a policy against this and I told him that I was sincerely sorry and that shortly after this meeting I would be removing students on my social media outlets and did so as soon as possible. I did not ever during that meeting or any meeting tell him that I told female students "I like what I see", I don't want to say that he is lying but I believe he is confused with a statement that I told him. I did tell him that I told one female student and one male student that I liked there outfits that they wore for our veteran appreciation day solely as a compliment nothing more. At the end of the meeting I requested to meet with the board to discuss the matter in a special meeting and he said he would see that he could make that happen since this was such an important matter and I wanted to clear my name because this school district is still new to me at the time and I did not want this to end my employment with them. The last thing that was discussed was that Dave Hale said that he saw a lot of himself in me and remembers being my age and being closer to students age than other faculty members and that a student can be in his words "very good looking and simply hot but we can't do anything inappropriate or act upon anything". Along with this he shared with me that he believed "90 percent of this was bullshit" according to him. He did not share with me the rest of the sheets as he mentioned that they were very repetitive and that the first page summarizes the accusations and proceeded to tell me that to not worry about this as he called the state and they were not going to look into it.

He went on to tell me that this was an anonymous report and that he did not know who made the report at the time.

The next day I had a mother of three students at Weskan contact me on the phone to tell me that a student had to give her phone to the police for evidence and said what she assumed was an investigation into a perhaps relationship we had and that they wanted to look into her phone to find anything incriminating. Shortly after telling her the accusations are false I told her that I was going to go to the Sharon police department to get to the bottom of this. After getting off the phone I went to the police station and after sharing my name they had mentioned they were going to come talk to me but they were glad that I had come before doing so. I waved my right to a lawyer and met with Larry Townsend and another cop that I can't remember name was. They went on to ask me what I knew and I told them everything about me and Dave Hales meeting and that is all I knew and that I knew they had a student's phone who went to Weskan High School. I volunteered to meet with the cop who I forgets name the next day to meet in Oakley, Kansas to where I would ride with him to Hays, KS to have my phone go through a forensic analysis and also have the students phone go through a forensics analysis. He explained with me on the trip the entire process and mentioned that he would get back with me if he found anything after we got back to my car in Oakley.

Around November 25th I believe I got a phone call from the cop and he asked me to come in for another interview. I told him that I could meet him as soon as possible and did so a couple days later as he said there was no rush. During the meeting he mentioned that he had been through both phones and that he had found nothing incriminating on either the students phone or my phone but that he did needed to still go through Snapchat. He proceeded to say "hey man I get it she looks older than she looks and you look like a guy who has something to tell me, I can help you out if you tell me what you got to say, because I am going to get a warrant to look through Snapchat on Monday or Tuesday" I told him that I do not have anything to hide and that I am sorry that I am acting the way that I am but this is all very scary to me as I do not want to lose my job at Weskan and my license. He then stated "come on man I know I can see you guys communicated" I told him we did communicate but nothing inappropriate was said or done I told him that I had been to Cheyenne Wells for a basketball game before and I had looked for a place to go bar wise that my girlfriend wanted to do as there was and is hardly anything to do in Weskan and she was bored at times, but never had I been to a student's house or seen her outside school in any shape form or fashion beyond in



the classroom. I did at the interview tell him that I did need to tell him something and I didn't want to but I told him that I did disclose me and Dave Hales conversation with my girlfriend Virginia Alice Fry who I was with and still with to this day and was living with in Weskan during my employment. I also told him that I had told certain students that I had to delete them off Facebook and other outlets and told them about the situation in some degree and that I was sorry I couldn't have them on those outlets anymore and that would be that way moving forward regardless if they think it's ridiculous or not. The cop replied "as far as the school goes they may be upset but with that information that does not concern us". I told him I had nothing more to share and that I was going back to Southeast, KS while under suspension since I was not working and I felt uncomfortable being in a town and not knowing what people might do or think of me as my house was right next door to the school.

The next contact that I had with the school was when Dave Hale informed me that I was still suspended with pay and that he knew nothing on his end and that is when I told him I knew nothing as well.

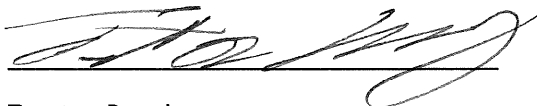
The next contact I had with the school was when Dave Hale called me to inform me that there was a lot of statements stating a lot of things and that with this he shared with the board and they were going to begin termination because they were worried about their jobs and that he could never see me back at Weskan as a teacher. He went on to share that I was a great teacher with a lot of promise and that he would "go to bat" for me for future employment. He shared that there is a difference between reality and perception and he did not want parents thinking I got away with something. At this point I asked what he would advise me to do and he shared that I should resign to rid my hands of this and to avoid national attention or state attention as far as the news go and papers go. He told me that it could get ugly for myself and the school district if I were to fight this termination. I told him that I would probably resign and take his advice as I knew that being in the classroom with the said student would be awkward for everyone and I was afraid of anything potentially happening to myself, my girlfriend and my step son. I emailed and mailed off my resignation because I did not want to be black balled for future employment because I was in the news.

As far as the in classroom allegations go I did not ever make sexist comments as I know there are students at that school could share that the minute I submitted test scores in my classes that attitudes towards me as a teacher and a person changed. I was told by several community members and board members and faculty that they had got a free ride the past two years in the history room and this is a teacher who has high expectations meaning myself and I knew I was going to have to learn my first year what was too hard and what was too lenient. I do admit that I threw in humor during lectures but was never sexist as many students would mention I taught the empowerment of women during WWI. I do not know why I gave students a weird feeling towards them I believe I handled myself in a professional manner and was very relatable and approachable and fun in the classroom and I had students engagement as far as education goes. I do want to share that I learned shortly after my first parent teacher conference that there were community members who were parents of some of the students that I taught who were not fond of me because I put school before sports. I was also told that one parent was told by Dave Hale in October that I would be lucky to be teaching the second semester here and that he did not see me doing so. I thought nothing of it and my information was acquired by the same family who told me that the student had her phone taken for evidence.

I do not know if this is appropriate for this type of letter but it is my response to the claims. I loved those students, I still do, I know I had some teachable moments and have learned that regardless if another teacher has students on social media that I should not do so. I do know that I had several heated exchanges with students who were not happy with their grades at times including some I believe that are in the affidavit and I believe this is where all this stems from. I cannot prove this but this is my belief. I do want to share that not only did I have a few female students on social media outlets but I had males to and those same students can share the contact that I had with them. After football games I would post pictures congratulating the football team and posting pictures of me in the Coyote mascot uniform only to show that I cared about them when some told me that nobody liked them in the faculty body. Some students communicated with me through social media outlets simply to ask me if I was at the Denver game or if something was due tomorrow and that they needed help. Was it the best or the professional avenue for communication? No I understand that but the communication for the most part was educational and or me trying to reach these kids and establishment positive relationships with them so that they would try in my classroom and in my defense it was working. As far as the rest of the accusations they are false, I only communicated with students for educational purposes and they were the ones that initiated the contact. I mean even me and another teacher there played fantasy basketball with the students and communicated about it on the app with them on message boards.

I know there are students and parents in that community that would defend me as a person and as a teacher. They would share that certain students didn't like my philosophy as far as making them work. I know the social media was wrong but I felt it was okay at the time because if a ten year plus or experienced teacher can have students on Facebook and other media outlets then why am I the only one being held to the highest of standards. I know I should have held myself to those highest standards and if given the chance I would do so moving forward as I did not go to school eight years and accrue 40,000 dollars in debt and to fight through those years when school and testing was so hard for me to waste it all for 3 months of teaching. I will never know definitively why this is all happening, to the point a student removes themselves and leaves the country, but I vehemently deny these allegations and after forensics analysis and nothing coming of both the phones how can one claim that there were pictures on her phone if nothing was found that can incriminate me. To further explain the social media and how it originally started I was once after a Denver Broncos game stranded at night as my car got short towed due to an emergency situation well after it being 11 pm MT I got on Facebook and contacted Heather Eck to inform the school, well in the process her kids told other kids of my situation and some added me to check on my behalf and I neglected to delete them off my Facebook, I did so at one point as Dave Hale states but like I said I was led under the impression that it was okay to have kids on my Facebook as other teachers had some too. One student was even a child of a board member to which validated me reasoning of thinking it was okay to have them on social media outlets.

I declare that this is the truth and is correct and complete.

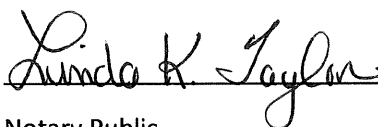


Trenton Banning

12-27-2017

Date

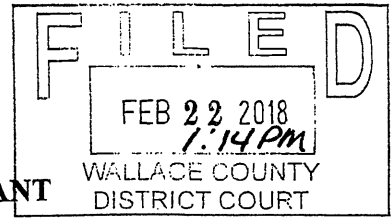
Subscribed and sworn to before the undersigned on December 27th, 2017.



Notary Public



My appointment expires: _____



DISTRICT COURT OF WALLAC COUNTY, KANSAS
AFFIDAVIT AND APPLICATION FOR SEARCH WARRANT

No. _____

Dated Dec 6, 2017, at 2:45 P M

Wallace County Sheriff Deputy Lance Finley, being first duly sworn on oath, says that affiant has reason to believe facts as follows:

1. The following crime(s) are being committed:

- | | |
|----------------|---|
| K.S.A. 21-5507 | Unlawful Voluntary Sexual Relations |
| K.S.A. 21-5512 | Unlawful Sexual Relations Teacher/Student |
| K.S.A. 21-5506 | Indecent Liberties |
| K.S.A. 21-5550 | Indecent solicitation of a child |
| K.S.A. 21-5509 | Electronic Solicitation |
| K.S.A. 21-5510 | Sexual Exploitation of a Child |

2. The following particularly described items are evidence of said crime(s).

Snapchat.com User Account information for account username tbanning58 name, Failed To Send, including subscriber information including email addresses and phone numbers associated with and/or used to set up the account, the account holders name, the date the account was created, any IP or MAC addresses that are associated with the account, any messages, screen shots or photos on this account from August 17, 2017 to present.

3. The above-mentioned items are located at:

Custodian of Records
Snapchat, Inc.
PO Box 1784
Pacific Palisades, CA. 90272

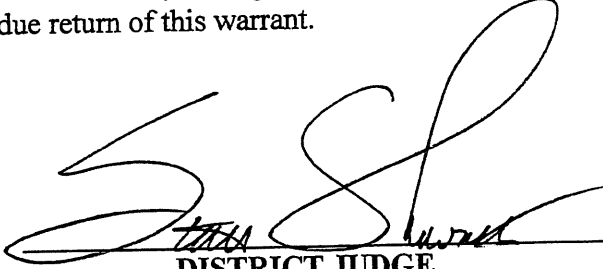
4. I am satisfied that the affidavit establishes probable cause to believe that the property so described is now concealed on the premises above-described and establishes grounds for the issuance of this warrant.

5. YOU ARE THEREFORE COMMANDED to produce to the Wallace County Kansas Sheriff Department, the following records in your care, custody or control by providing originals or authenticated copies, to:



Wallace County Sheriff Department
Deputy Lance Finley
lance.finley@leo.gov
(785) 852-4288
313 Main St.
Sharon Springs, Kansas 67758

6. Any of the above records requested available upon receipt of this warrant may be mailed immediately and the balance of the records when they become available. Forwith and within the time provided to search the herein described person, place, or means of conveyance for the above described items, seizing and holding them to be dealt with according to law, and make due return of this warrant.



DISTRICT JUDGE

**DISTRICT COURT OF WALLAC COUNTY, KANSAS
AFFIDAVIT AND APPLICATION FOR SEARCH WARRANT**

No. _____

Dated Dec 6, 2017, at 2:45 P M

Wallace County Sheriff Deputy Lance Finley, being first duly sworn on oath, says that affiant has reason to believe facts as follows:

1. The following crime(s) are being committed:

K.S.A. 21-5507	Unlawful Voluntary Sexual Relations
K.S.A. 21-5512	Unlawful Sexual Relations Teacher/Student
K.S.A. 21-5506	Indecent Liberties
K.S.A. 21-5550	Indecent solicitation of a child
K.S.A. 21-5509	Electronic Solicitation
K.S.A. 21-5510	Sexual Exploitation of a Child

2. The following particularly described items are evidence of said crime(s).

Snapchat.com User Account information for account username tbanning58, including subscriber information including email addresses used to set up the account, the account holders name, the date the account was created, any IP or MAC addresses that are associated with the account, any messages, screen shots or photos on this account from August 17, 2017 to present. And any phone numbers associated with the account.

3. The above-mentioned items are located at:

Custodian of Records
Snapchat, Inc.
PO Box 1784
Pacific Palisades, CA. 90272

4. This affidavit and application is passed on the following facts which were obtained during interviews and observations personally by your affiant or were related to your affiant by other duly sworn law enforcement officers based on their interviews and observations:

Your affiant has been employed as a duly sworn Law Enforcement Officer since 2013 and with the Wallace County Sheriff's Department since 2016, and was so employed during the duration of this investigation. While so employed, your affiant has

received a wide range of training related to criminal investigations. Your affiant has received training pertaining to the investigation of sex crimes as well as child crimes. Your affiant has applied for and executed numerous Cellular Phone search warrants pertaining to criminal investigations.

Probable Cause:

On November 14, 2017 WALLACE COUNTY Sheriff Larry TOWNSEND received a report of Trenton Keith Banning a teacher employed with the Weskan School district, USD 242 having a sexual relationship with a fifteen-year-old student enrolled in the same Weskan Kansas School USD 242.

On November 10, 2017 Sheriff Larry TOWNSEND and your Affiant spoke with EK (04-12-2001) and father. Sheriff TOWNSEND arranged for EK (04122001) to have a Forensic Interview conducted via Child Advocacy Center.

November 17, 2017 CAC Victoria Kramer conducted and interview EK(04122001). Sheriff TOWNSEND and your Affiant were present in a separate room to view the interview through video and audio. EK (04122001) stated that EK(04122001) had observed a picture of a Penis that had been sent via snap to EK(04122001)'s friend BM(12092002)who is a fifteen years of age and a student at Weskan Kansas School USD 242. BM(12092002) stated to EK (04122001) that the snap chat was from their teacher Trenton Keith Banning. Trenton Keith Banning is a History Teacher Employed by the Weskan Kansas School USD 242. EK(04122001) stated that the picture was of a penis and legs in a bathtub. EK(04122001) stated that she believed the Penis to be that of Banning's due to BM(12092002) telling EK(04122001) it was and the short hairy legs visible in the picture. EK(04122001) stated that BM(12092002) and Banning began a snap chatting conversation after BM(12092002) had bent over in class and Banning could see down her shirt. EK(04122001) stated that BM(12092002) had confided in EK(04122001) that Banning and BM(12992992) had had sexual intercourse and that they had both performed oral sex to each other. EK(04122001) stated that Banning's snap chat user name is "Failed to Send".

November 17, 2017 CAC Victoria Kramer conducted and interview BM(12092002). Your Affiant were present in a separate room to view the interview through video and audio. BM(12092002) denied having a relationship with Banning, but stated that there were rumors of it going around the school. BM(12092002) stated that Banning snap chats with multiple female students and one male student. BM(12092002) stated that she had Banning on snap chat, and consented to let your affiant see their conversation. BM(12092002) stated that Banning's user name was "TrentonBanning". While scrolling through names BM(12092002) skipped over the Failed to Send" user, and stated that Banning must have deleted her. Your affiant observed the Failed to Send User name in the "best friend" category indicating frequent snap chat exchanges. Your affiant seized BM(12092002)'s cell phone for evidence.

November 17, 2017 Sheriff Larry Townsend and your affiant were at the Wallace County Sheriff Department. Trenton Banning came into the office and asked to speak with Sheriff Townsend and your affiant. Your affiant advised Banning of his rights per Miranda. Banning stated that he

understood his rights and stated that he wished to speak with Sheriff Townsend and your affiant without a lawyer present. Banning stated that he had heard of that officers were speaking with students regarding him having contact with them on social media. Banning stated that as a young teacher he related with students, and was building rapport, by interacting with them on social media including Facebook and Snapchat. Banning denied ever using the Snapchat name "failed to send" but instead stated that he used the account "tbanning58". Banning granted consent for your affiant to look at Banning's phone and its contents. Banning stated that he figured officers would be coming to his house so he cleaned his house and deleted the contents of his phone prior to coming to the office. Banning stated he deleted his phone in order to keep his private life private. Banning agreed to grant consent to have his cell phone forensically downloaded the following day in Hays, Kansas. Banning left on the conclusion of the interview.

November 18, 2017 Banning met your affiant in Oakley, Kansas and road with your affiant to Hays, Kansas. Your affiant and Banning met with Ellis County Detective Brad Rickey. Banning again granted verbal and written consent to have his phone downloaded. Banning was present for the entirety of the download. Information from Banning's phone was downloaded to a jump drive and stored for Wallace County Evidence.

November 24, 2017 Banning met with your affiant at the Wallace County Sheriff Office. Your affiant again advised Banning of his rights as per Miranda warring and told him that he was free to leave at any time. Your affiant asked Banning if there was going to be any conversation between him and BM(12092002). Banning stated that there was only one time that they had conversed, and it was only about a school assignment. Banning later stated that after the Weskan School Superintendent Dave Hale had talked to him about the allegations, and Banning's inappropriate social media relationships with students, Banning had Snapchatted BM(12092002) and discussed the allegations with her.

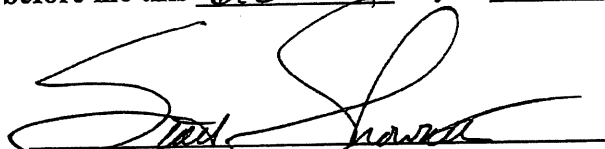
Further your affiant saith not.

WHEREFORE, your affiant requests a search warrant for the above described items at the above described location as described herein, as provided by law.


AFFIANT

SUBSCRIBED AND SWORN to before me this Dec day of 6th 2017.

(SEAL)


DISTRICT JUDGE

Search Warrant Return

I received this warrant on December 6, 2017, at 245 P.M., and have executed it as follows:

On December 6, 2017, at 245 pm, 2017 245p.M., I conducted a search of person, place, or means of conveyance described in the above warrant and I seized the items of property listed below, on reverse side, or on attached list. The search was completed at February 22, 2018 147p.M. Officer present and participating in this search are identified as follows:

SNap chat personal

Larry Townsend

Lance Finley

A copy of this warrant, with signed copy of this return listing said property seized and held, was by me:

 Left with , as a receipt particularly describing each such article seized from such person and held, such person being detained or arrested in connection with this search.

Left at the place of search and seizure, there being no person available with whom to leave it.

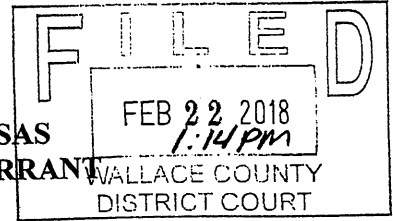
Returned 2-22-, 2018

[Signature]
Officer in charge of search

Subscribed and Sworn to and returned before me on 2-22, 2018

[Signature: Roselle Rippe]
Judge-Clerk





DISTRICT COURT OF WALLAC COUNTY, KANSAS
AFFIDAVIT AND APPLICATION FOR SEARCH WARRANT

No. _____

Dated Dec 6, 2017, at 2:45 PM

Wallace County Sheriff Deputy Lance Finley, being first duly sworn on oath, says that affiant has reason to believe facts as follows:

1. The following crime(s) are being committed:

- K.S.A. 21-5507 Unlawful Voluntary Sexual Relations**
- K.S.A. 21-5512 Unlawful Sexual Relations Teacher/Student**
- K.S.A. 21-5506 Indecent Liberties**
- K.S.A. 21-5550 Indecent solicitation of a child**
- K.S.A. 21-5509 Electronic Solicitation**
- K.S.A. 21-5510 Sexual Exploitation of a Child**

2. The following particularly described items are evidence of said crime(s).

Snapchat.com User Account information for account username crazyllama9 name, including subscriber information including email addresses used to set up the account, the account holders name, the date the account was created, any IP or MAC addresses that are associated with the account, any messages, screen shots or photos on this account from August 17, 2017 to present. And any phone numbers associated with the account.

3. The above-mentioned items are located at:

Custodian of Records
Snapchat, Inc.
PO Box 1784
Pacific Palisades, CA. 90272

4. This affidavit and application is passed on the following facts which were obtained during interviews and observations personally by your affiant or were related to your affiant by other duly sworn law enforcement officers based on their interviews and observations:

Your affiant has been employed as a duly sworn Law Enforcement Officer since 2013 and with the Wallace County Sheriff's Department since 2016, and was so employed during the duration of this investigation. While so employed, your affiant has

received a wide range of training related to criminal investigations. Your affiant has received training pertaining to the investigation of sex crimes as well as child crimes. Your affiant has applied for and executed numerous Cellular Phone search warrants pertaining to criminal investigations.

Probable Cause:

On November 14, 2017 WALLACE COUNTY Sheriff Larry TOWNSEND received a report of Trenton Keith Banning a teacher employed with the Weskan School district, USD 242 having a sexual relationship with a fifteen-year-old student enrolled in the same Weskan Kansas School USD 242.

On November 10, 2017 Sheriff Larry TOWNSEND and your Affiant spoke with EK (04-12-2001) and father. Sheriff TOWNSEND arranged for EK (04122001) to have a Forensic Interview conducted via Child Advocacy Center.

November 17, 2017 CAC Victoria Kramer conducted and interview EK(04122001). Sheriff TOWNSEND and your Affiant were present in a separate room to view the interview through video and audio. EK (04122001) stated that EK(04122001) had observed a picture of a Penis that had been sent via snap to EK(04122001)'s friend BM(12092002)who is a fifteen years of age and a student at Weskan Kansas School USD 242. BM(12092002) stated to EK (04122001) that the snap chat was from their teacher Trenton Keith Banning. Trenton Keith Banning is a History Teacher Employed by the Weskan Kansas School USD 242. EK(04122001) stated that the picture was of a penis and legs in a bathtub. EK(04122001) stated that she believed the Penis to be that of Banning's due to BM(12092002) telling EK(04122001) it was and the short hairy legs visible in the picture. EK(04122001) stated that BM(12092002) and Banning began a snap chatting conversation after BM(12092002) had bent over in class and Banning could see down her shirt. EK(04122001) stated that BM(12092002) had confided in EK(04122001) that Banning and BM(12992992) had had sexual intercourse and that they had both performed oral sex to each other. EK(04122001) stated that Banning's snap chat user name is "Failed to Send".

November 17, 2017 CAC Victoria Kramer conducted and interview BM(12092002). Your Affiant were present in a separate room to view the interview through video and audio. BM(12092002) denied having a relationship with Banning, but stated that there were rumors of it going around the school. BM(12092002) stated that Banning snap chats with multiple female students and one male student. BM(12092002) stated that she had Banning on snap chat, and consented to let your affiant see their conversation. BM(12092002) stated that Banning's user name was "TrentonBanning". While scrolling through names BM(12092002) skipped over the "Failed to Send" user, and stated that Banning must have deleted her. Your affiant observed the "Failed to Send User name in the "best friend" category indicating frequent snap chat exchanges. Your affiant seized BM(12092002)'s cell phone for evidence.

November 17, 2017 Sheriff Larry Townsend and your affiant were at the Wallace County Sheriff Department. Trenton Banning came into the office and asked to speak with Sheriff Townsend and your affiant. Your affiant advised Banning of his rights per Miranda. Banning stated that he

understood his rights and stated that he wished to speak with Sheriff Townsend and your affiant without a lawyer present. Banning stated that he had heard of that officers were speaking with students regarding him having contact with them on social media. Banning stated that as a young teacher he related with students, and was building rapport, by interacting with them on social media including Facebook and Snapchat. Banning denied ever using the Snapchat name "failed to send" but instead stated that he used the account "tbanning58". Banning granted consent for your affiant to look at Banning's phone and its contents. Banning stated that he figured officers would be coming to his house so he cleaned his house and deleted the contents of his phone prior to coming to the office. Banning stated he deleted his phone in order to keep his private life private. Banning agreed to grant consent to have his cell phone forensically downloaded the following day in Hays, Kansas. Banning left on the conclusion of the interview.

November 18, 2017 Banning met your affiant in Oakley, Kansas and road with your affiant to Hays, Kansas. Your affiant and Banning met with Ellis County Detective Brad Rickey. Banning again granted verbal and written consent to have his phone downloaded. Banning was present for the entirety of the download. Information from Banning's phone was downloaded to a jump drive and stored for Wallace County Evidence.

November 24, 2017 Banning met with your affiant at the Wallace County Sheriff Office. Your affiant again advised Banning of his rights as per Miranda warring and told him that he was free to leave at any time. Your affiant asked Banning if there was going to be any conversation between him and BM(12092002). Banning stated that there was only one time that they had conversed, and it was only about a school assignment. Banning later stated that after the Weskan School Superintendent Dave Hale had talked to him about the allegations, and Banning's inappropriate social media relationships with students, Banning had Snapchatted BM(12092002) and discussed the allegations with her.

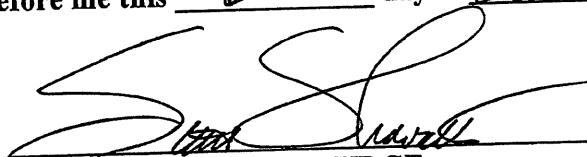
Further your affiant saith not.

WHEREFORE, your affiant requests a search warrant for the above described items at the above described location as described herein, as provided by law.


AFFIANT

SUBSCRIBED AND SWORN to before me this 6th day of December 2017.

(SEAL)


DISTRICT JUDGE

**DISTRICT COURT OF WALLAC COUNTY, KANSAS
AFFIDAVIT AND APPLICATION FOR SEARCH WARRANT**

No. _____

Dated Dec 6, 2017, at 2:45 PM

Wallace County Sheriff Deputy Lance Finley, being first duly sworn on oath, says that affiant has reason to believe facts as follows:

1. The following crime(s) are being committed:

K.S.A. 21-5507	Unlawful Voluntary Sexual Relations
K.S.A. 21-5512	Unlawful Sexual Relations Teacher/Student
K.S.A. 21-5506	Indecent Liberties
K.S.A. 21-5550	Indecent solicitation of a child
K.S.A. 21-5509	Electronic Solicitation
K.S.A. 21-5510	Sexual Exploitation of a Child

2. The following particularly described items are evidence of said crime(s).

Snapchat.com User Account information for account username crazyllama9 name, including subscriber information including email addresses and phone numbers associated with and/or used to set up the account, the account holders name, the date the account was created, any IP or MAC addresses that are associated with the account, any messages, screen shots or photos on this account from August 17, 2017 to present.

3. The above-mentioned items are located at:

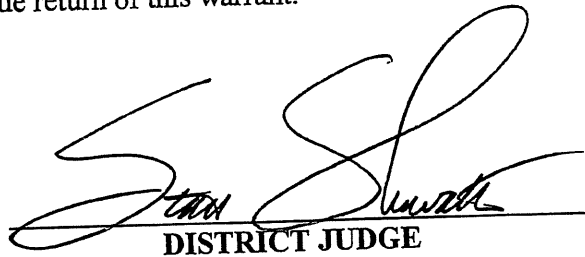
Custodian of Records
Snapchat, Inc.
PO Box 1784
Pacific Palisades, CA. 90272

4. I am satisfied that the affidavit establishes probable cause to believe that the property so described is now concealed on the premises above-described and establishes grounds for the issuance of this warrant.

5. YOU ARE THEREFORE COMMANDED to produce to the Wallace County Kansas Sheriff Department, the following records in your care, custody or control by providing originals or authenticated copies, to:

Wallace County Sheriff Department
Deputy Lance Finley
lance.finley@leo.gov
(785) 852-4288
313 Main St.
Sharon Springs, Kansas 67758

6. Any of the above records requested available upon receipt of this warrant may be mailed immediately and the balance of the records when they become available. Forwith and within the time provided to search the herein described person, place, or means of conveyance for the above described items, seizing and holding them to be dealt with according to law, and make due return of this warrant.



DISTRICT JUDGE

Search Warrant Return

I received this warrant on December 6, 2017, at 745 P.M., and have executed it as follows:

On December 6, 2017, at 245, 2017 P.M., I conducted a search of person, place, or means of conveyance described in the above warrant and I seized the items of property listed below, on reverse side, or on attached list. The search was completed at February 22, 2018, 1:50 p.m. Officer present and participating in this search are identified as follows:

*snop chat personal
Lorry Townsend
Lance Finley*

A copy of this warrant, with signed copy of this return listing said property seized and held, was by me:

_____ Left with _____, as a receipt particularly describing each such article seized from such person and held, such person being detained or arrested in connection with this search.

Left at the place of search and seizure, there being no person available with whom to leave it.

Returned 2-22, 2018

Jim Finley

Officer in charge of search

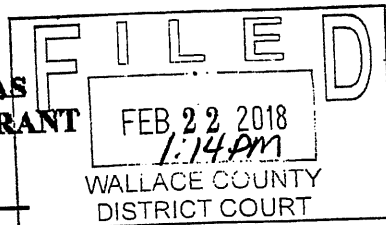
Subscribed and Sworn to and returned before me on 2-22, 2018

Rosella Rippe

Judge-Clerk



**DISTRICT COURT OF WALLACE COUNTY, KANSAS
AFFIDAVIT AND APPLICATION FOR SEARCH WARRANT**



No. _____

Dated 11-17, 2017, at 5:16 PM

Wallace County Sheriff Deputy Lance Finley, being first duly sworn on oath, says that affiant has reason to believe facts as follows:

The following crime(s) are being committed:

- K.S.A. 21-5507
- K.S.A. 21-5512
- K.S.A. 21-5506
- K.S.A. 21-5550
- K.S.A. 21-5509

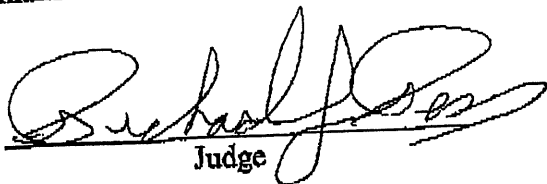
- Unlawful Voluntary Sexual Relations
- Unlawful Sexual Relations Teacher
- Indecent Liberties
- Indecent solicitation of a child
- Electronic Solicitation

The foregoing items are located at or on: **A black Iphone bearing (719)-342-2196 with passcode "Twar"**.

The following particularly described items are contraband, evidence, fruits, or instrumentalities of said crime(s):

Electronic information including, but not limited to: photos, text messages, incoming and outgoing phone calls still on or deleted from the phone related to the unlawful sexual relationship between teacher and student.

WHEREFORE, you are therefore commanded forthwith and within the time provided by law to search the herein described person, place, or means of conveyance for the above described items, seizing and holding them to be dealt with according to law, and make due return of this warrant.


Judge

NOW COMES Wallace County Sheriff Deputy Lance Finley of the Wallace County Sheriff Office being of lawful age and duly sworn upon my oath deposes and states:

Your affiant has been a Law Enforcement Officer for over 3 and a half years. While so employed, your affiant has received a wide range of training related to criminal investigation. Your affiant has received training pertaining to the investigation of sex crimes as well as child crimes. Your affiant has had training in narcotics investigations and have worked in excess of 200 narcotics cases either in undercover capacity, controlled purchases, or on search warrants. Your affiant has arrested numerous individuals for violations of State Statutes pertaining to controlled substance. Your affiant is familiar with how controlled substance are obtained, diluted, packaged, distributed, sold and used, and the records, books or documents needed to carry on such illicit activity. Your affiant has applied for and executed numerous Cellular Phone search warrants pertaining to criminal investigations.

Based on my training and experience I know that:

Cellular phones, electronic devices, and applications within are used in the solicitation of sex from under age minors.

Data documenting these crimes is often deleted by the user in an attempt to cover the crime. Cellular phones, electronic devices, and applications continue to store much of this data, but is only recoverable via forensic download.

AFFIDAVIT FOR SEARCH WARRANT

I, Lance Finley, a duly sworn and authorized law enforcement officer for the State of Kansas, in support of the application for a Search Warrant, to which this affidavit is attached, do so under oath allege and state as follows:

Your affiant has been a Law Enforcement Officer for over 3 and a half years. While so employed, your affiant has received a wide range of training related to criminal investigation. Your affiant has received training pertaining to the investigation of sex crimes as well as child crimes. Your affiant has had training in narcotics investigations and have worked in excess of 200 narcotics cases either in undercover capacity, controlled purchases, or on search warrants. Your affiant has arrested numerous individuals for violations of State Statutes pertaining to controlled substance. Your affiant is familiar with how controlled substance are obtained, diluted, packaged, distributed, sold and used, and the records, books or documents needed to carry on such illicit activity. Your affiant has applied for and executed numerous Cellular Phone search warrants pertaining to criminal investigations.

1. THE FOLLOWING CRIME(S) ARE BEING OR HAVE BEEN COMMITTED:

K.S.A. 21-5507	Unlawful Voluntary Sexual Relations
K.S.A. 21-5512	Unlawful Sexual Relations Teacher
K.S.A. 21-5506	Indecent Liberties
K.S.A. 21-5550	Indecent solicitation of a child
K.S.A. 21-5509	Electronic Solicitation

2. THE FOLLOWING PARTICULARLY DESCRIBED ITEMS ARE CONTRABAND, EVIDENCE, FRUITS, OR INSTRUMENTALITIES OF SAID CRIME(S):

Electronic information including, but not limited to: photos, text messages, incoming and outgoing phone calls still on or deleted from the phone related to the unlawful sexual relationship between teacher and student.

3. THE FOREGOING ITEMS ARE LOCATED AT, ON OR IN:

A black Iphone bearing (719)-342-2196 with passcode "Twat".

4. THE ABOVE PLACE, LOCATION, OR ITEMS OF CONVEYANCE TO BE SEARCHED IS/ARE: A black Iphone bearing (719)-342-2196 with passcode "Twat".

Probable Cause:

On November 14, 2017 WALLACE COUNTY Sheriff Larry TOWNSEND received a report of Trenton Keith Banning a teacher employed with the Weskan School district, USD 242 having a sexual relationship with a fifteen-year-old student enrolled in the same Weskan Kansas School USD 242.

On November 10, 2017 Sheriff Larry TOWNSEND and your Affiant spoke with EK (04-12-2001) and father. Sheriff TOWNSEND arranged for EK (04122001) to have a Forensic Interview conducted via Child Advocacy Center.

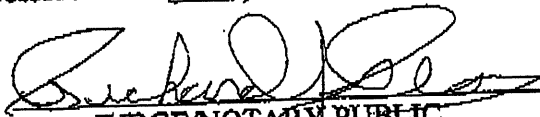
November 17, 2017 CAC Victoria Kramer conducted and interview EK(04122001). Sheriff TOWNSEND and your Affiant were present in a separate room to view the interview through video and audio. EK (04122001) stated that EK(04122001) had observed a picture of a Penis that had been sent via snap to EK(04122001)'s friend BM(12092002) who is a fifteen years of age and a student at Weskan Kansas School USD 242. BM(12092002) stated to EK (04122001) that the snap chat was from their teacher Trenton Keith Banning. Trenton Keith Banning is a History Teacher Employed by the Weskan Kansas School USD 242. EK(04122001) stated that the picture was of a penis and legs in a bathtub. EK(04122001) stated that she believed the Penis to be that of Banning's due to BM(12092002) telling EK(04122001) it was and the short hairy legs visible in the picture. EK(04122001) stated that BM(12092002) and Banning began a snap chatting conversation after BM(12092002) had bent over in call and Banning could see down her shirt. EK(04122001) stated that BM(12092002) had confided in EK(04122001) that Banning had had sexual intercourse and that they had both performed oral sex to each other. EK(04122001) stated that Banning's snap chat user name is "Failed to Send".

November 17, 2017 CAC Victoria Kramer conducted and interview BM(12092002). Your Affiant were present in a separate room to view the interview through video and audio. BM(12092002) denied having a relationship with Banning, but stated that there were rumors of it going around the school. BM(12092002) stated that Banning snap chats with multiple female students and one male student. BM(12092002) stated that she had Banning on snap chat, and consented to let your affiant see their conversation. BM(12092002) stated that Banning's user name was "TrentonBanning". While scrolling through names BM(12092002) skipped over the Failed to Send" user, and stated that Banning must have deleted her. Your affiant observed the Failed to Send User name in the "best friend" category indicating frequent snap chat exchanges. Your affiant seized BM(12092002)'s cell phone for evidence.


AFFIANT

SUBSCRIBED AND SWORN to before me this 17th day of November 2017.

(SEAL)


JUDGE/NOTARY PUBLIC

DISTRICT COURT OF THOMAS COUNTY, KANSAS

RETURN OF SEARCH WARRANT NO. _____

I received warrant on November 17, 2017, at 0516 P.M., have executed it as follows:

On November 17, 2017, at 0530 P.M., I conducted a search of the person, place, or means of conveyance described in the above warrant and I seized the items of property listed below, on reverse side, or on attached list.

The search was completed at ^{February 17, 2018} 144 P.M. Officers present and participating in this search are identified as follows:

Lance Finby
Ellis Co Sheriff Detective Bradley R. Ricke

A copy of this warrant, with signed copy of this return listing said property seized and held, was by me: (check applicable box)

___ left with _____, as a receipt particularly describing each such article seized from such person and held, such person being detained or arrested in connection with this search.

left at the place of search and seizure, there being no person available with whom to leave it. With phone in Evidence, Seized Electronic Data/memory

See attached list of property seized:

Returned 2-22, 2018. [Signature]
Officer in charge of search

Subscribed and sworn to and returned before me on 22 day of February 2018

[Signature]
Judge-clerk



Wallace County Sheriff's Office

**P.O. Box 37
313 N. Main St.
Sharon Springs, KS 67758**

Phone: (785) 852-4288
Fax: (785) 852-4275

Sheriff, Larry Townsend

WALLACE COUNTY SHERIFF'S OFFICE
SHARON SPRINGS, KANSAS 67758
LARRY TOWNSEND, SHERIFF 785-8524288

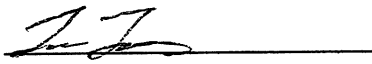
PERMISSION TO SEARCH

I, the undersigned do hereby, voluntarily authorize Lance Finley and other officers he may designate to assist him to search my cellular phone and its contents.

I further grant consent for the electronic data of my cellular phone to be forensically downloaded and stored to a jump drive for the evidentiary value of the Wallace County Sheriff Department.

I am giving this written permission to these officers freely and voluntarily, without any threats or promises having been made, and after being informed by said officers that I have a right to refuse this search and/or seizure.


(Signature)



Witnesses:

11-18-17
Date:

1805
Time:

11-26-17 1:42

Statement of J [REDACTED] regarding E [REDACTED] M [REDACTED] and Trent Banning.

November 27, 2017

When this all started it was a Friday when b [REDACTED] went to my grandma's cafe and wanted to talk to me because she wanted to tell me about what happened and she told me that she just got out of an interview and she was freaking out because of what she told me that she was accused of having sex with Mr. Banning. She told me that she was scared and didn't know what to do in that kind of situation and she just wanted me to talk to. So I invited her over to my house so that she could feel safe and know that I was there for her. She came over and told me the information about the interview. She also told me that they were pretty stupid and they acted like b [REDACTED] was stupid. I was just overwhelmed. I had no idea what to do in this situation but just think about who would spread this kind of rumor about b [REDACTED] I thought that at that time that she would never do something like that. My mom started to talk to h [REDACTED] and me and b [REDACTED] went to my room and started talking and thinking of who would spread such a stupid rumor like that and put brooklyn in this kind of situation. We started to narrow down the people that really hated him and nailed it down to J [REDACTED] and her mother Kristi. Some of us heard that during parent teacher conferences that Kristi yelled at Mr. Banning. No one knew what exactly they were yelling at well at least me and b [REDACTED] didn't but there was info that b [REDACTED] brother-in-law called her and the only people that really know that b [REDACTED] is related to the See's by marriage was the See's. Then we heard from h [REDACTED] that Ty See was seen at the police office the day Mr. Banning went in to the office to talk with the police. So again we started pointing fingers at the See Family, but we didn't find any real information or even talk to them about it. Then that is when b [REDACTED] and I decided to just sit down and play a computer game. She sat on my lap and just watched and we created characters together. Then she just stopped and told me that she wanted to tell me something. She started off telling me that she wanted me to pinky swear that I would not tell ANYONE and that what she was about to tell me was true and she didn't want me to freak out and just to keep quiet. I told her "I promise that i'll keep my mouth shut and I will not tell anyone what you tell me." She looked me straight in the eyes and told me that everything with Mr. Banning was true and that she actually had sex with him. I was shocked and I could not believe it so i kept denying what she told me. She put her hands on my face and told me again that it was true and that she was not lying one bit about it. She then got off of my lap and sat on my bed and told me that she will give me details about how it went so that I would believe her even more. She told me that they were Snapchating one night and b [REDACTED] had the idea in her mind that she wanted to have sex with him so she kept asking him and asking him. She told me that she forced him to drive to Cheyenne Wells and pick her up and he did just that. After he picked her up they went somewhere out of Cheyenne Wells and just kinda sat there and then they started to kiss and touch each other. They were doing all this in his car. He put the seat back so that they had room to get undressed and stuff like that. He started to undress her. After he got her bra off he started to touch her. After that E [REDACTED] helped him take off his pants and underwear and they just started to go at it. She told me that sometimes she would be on top then it would switch and he would be on top. After they had sex they just sat there in the car and from what b [REDACTED] told me they cuddled. She didn't tell me

when she went home but she told me that they started talking about how Mr. Banning was going to break up with his girlfriend in a couple of days. Then b [redacted] told me that exactly as he said that he did break up with his girlfriend. Then after she told me all that I didn't know what to think I still put to myself that she actually didn't have sex with him. I think about an hour went by and H [redacted] came over and started talking with us and we again talked about how b [redacted] and Mr. Banning didn't actually have sex. We also talked about who could have been the person who started it all. Again we pointed fingers at the See's. At one point i started texting D [redacted] and asking him questions if he heard things and wondering why they knew that b [redacted] phone was taken away. He told me that Larry the shariff in Sharon Springs is family and they always talk about things like that. Alma was at my house a little before H [redacted] got to my house so alma was there not really saying anything about the whole situation. After I got done talking with D [redacted] he told his sister J [redacted] and J [redacted] was not to happy to hear that people were pointing fingers at her and her family. So J [redacted] wanted to meet up and talk about it and get this whole situation out and get out of our heads that it was their family. We met up at my moms house that she bought for her photography and then we sat there and talked about how J [redacted] family would never put someone in this kind of situation like this and they love both me and b [redacted] to death to even do something like this. Yes they were not that fond of Mr. Banning but they would never ever do something like that to someone. We still could not bring it together of who would say something like that. Through the whole talk B [redacted] acted worried and played along that "No i am the innocent one and i did nothing with that teacher in any sort." We then later headed back home to my house and we just sat down and talked about funny things that had happened in our life's like what we did while we were younger. A [redacted] had left to go home and spend some time with her boyfriend. Before J [redacted] and B [redacted] got into the house they stayed in the car talking. I later on found out (today) that in that car J [redacted] and B [redacted] where talking about how it was true that b [redacted] and Mr. Banning actually did have sex. After all that b [redacted] stayed over and we all went to bed around 3:30 a.m. After that me and b [redacted] didn't really talk that much about the problem we just kind of went on our way and spent the rest of the week together. When we got ready to head back to school J [redacted], A [redacted], B [redacted], and I found out that Mr. Banning will not be able to come back to the school until he was found innocent. B [redacted] freaked out a little but J [redacted], A [redacted], and I calmed her down and made her not think about it too much. The days went on and it came to Thanksgiving break. J [redacted] P [redacted] texted me and told me that whatever was going on with B [redacted] and Mr. Banning that it was spreading fast and it got all the way to Wichita where J [redacted] was spending her Thanksgiving. I asked her where she heard this from and she told me that B [redacted] told c [redacted] and c [redacted] told other people and it eventually got to J [redacted] and she ended up hearing about it. At that point I kept hearing rumor after rumor and then I eventually told told my mother. Couple of days went on and it became Sunday I went to work at the cafe with my step-dad. After we got off work we headed home and when we get home my mom tells me that she went to the shariff in sharin and told them what I told her. She told me that I would probably have to talk to some people and tell them the whole story about it. I was ok with it I just wanted to get this problem over with and get it out of the way. After that was over we celebrated my mom's birthday but since the cake fell on the floor we could not really have cake and ice cream. We just made brownies and called it good. The next day or today was when i headed off to school and thought that it was going to be

a normal day. It came to my 4th hour and me and J [redacted] started writing down our conversation so that no one else would listen in. She told me that B [redacted] told her a long time ago when we first met up and started talking about it all. She also told me that B [redacted] was flirting with Mr. Banning for a while now and she told A [redacted] and J [redacted] about it. Then she told me that B [redacted] forced Mr. Banning to have sex with her and that they wanted to wait until she was 18 so that it would be only considered rape from B [redacted] side. It came to where it was lunch time and me and J [redacted] were walking down the stairs wondering why B [redacted] would go off and tell C [redacted] that she had sex with Mr. Banning because she should have known that he does not really keep his mouth shut. We walked into the lunch line and me and J [redacted] both ate with A [redacted] and B [redacted]. We started to talk about what me and J [redacted] talked about during Ag/Leadership class. B [redacted] was freaking out and when we told her that C [redacted] told people she got up and asked C [redacted] to come and talk to her for a bit. They left and A [redacted] told me and J [redacted] that B [redacted] was seriously thinking of killing herself because she didn't want people to find out that it was true. B [redacted] came back and J [redacted], A [redacted] and I all told B [redacted] that she didn't need to do that. J [redacted] told B [redacted] that she should just tell her parents and she would not get into that much of trouble and A [redacted] and B [redacted] said that it was a bad idea and that B [redacted] would not do it because she was scared of what her parents would do to her. During that talk all of them said that when they find out who told the police that it was true that they were going to hate them for a while. After that I went to my next class then that is when I asked if I could call my mom. I went up to the office and called and my mom told me to talk to Mr. Hale. So i went to Mr. Hale and talked to him about what happened today and he wanted to also have my mother here so that we all could talk about it. We talked and i told him what he asked to hear. I told him the whole story but without all the nasty, nasty details.

I, J [redacted] H [redacted] have typed my written statement.

J [redacted] H [redacted]
11/27/17

I, Felicia Mireles-H [redacted], mother of J [redacted] H [redacted] give consent to this statement to be used as needed. and witness her typing this document on her own accord.

Felicia Mireles-H [redacted]
11/27/17

So when I asked my mom if it was true what
would she do. she said she would go to the police
and tell them everything. And I don't want to screw over
B. she said he was saying he should wait till
you're 18 she said she made him do it & she raped
him pretty much

I don't either cuz I love her but I also want her
to be safe and some other girls told and now
me b. signed a warrant so they can check
snapchat so no matter what they are both
screwed.

Who the fuck all knows which girls are saying this
stuff?

I don't know who knows I was told
that 3 others know and told the cops
B just thinks that they are lookin at
snapchat cuz they didn't have enough info
that someone else knows.

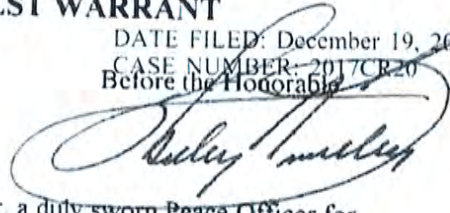
I think B told more peop than she should've.
But who the hell in our school of girls
would know to go to the cops? They'd have to
be pretty brave to do that & the only person I
see doing that outta girls is B and that's it.
But she seems clueless. She didn't even know
where Mr. Banning was. "Supposibly"

I'm sure J knows and I'm damn sure
that she told B cuz I guess C knows
and he told.

AFFIDAVIT FOR ARREST WARRANT

In the District Court)
County of CHEYENNE)
State of Colorado)

DATE FILED: December 19, 2017
CASE NUMBER: 2017CR20
Before the Honorable



The Affiant, Undersheriff Jeffrey W. Miller, a duly sworn Peace Officer for CHEYENNE County, duly deposes and says, that on December 1, 2017 I was contacted by Anna McJunckins and B [redacted] M [redacted] at the Cheyenne County Sheriff's Office in Cheyenne Wells Colorado, County of Cheyenne, State of Colorado. McJunckins told me that her sister B [redacted] needed to speak with me about an incident that took place between B [redacted] and her history teacher Trenton Keith BANNING, DOB: 02/26/1990, Male, Hght: 507, Wght: 140. I interviewed B [redacted] M [redacted] DOB: 12/9/2001 a 15 year old minor child at the Cheyenne County Sheriff's Office in the presence of her mother Dixie LEFLORE, sister Anna MCJUNCKINS and Kelly ADAMSON who works for The Department of Human Services. After the interview with B [redacted] an appointment was made with Kansas Children's Advocacy Center in Hay's Kansas for a Forensic Interview

On December 11, 2017 at approximately 1030 hours an interview was conducted by Kelly Robbins with the Kansas Children's Advocacy Center located at 135 W. 8th in Hays Kansas. During the interview B [redacted] stated that towards the end of September 2017 her and some friends were bored waiting for play practice to start so they went up to Mr. BANNING's class room. B [redacted] states that they learned that BANNING had SNAPCHAT. B [redacted] added BANNING to her SNAPCHAT as well as her friends that were present in the room that day. B [redacted] states that her and BANNING began SNAPCHATING back and forth for a couple of days, just friendly chats like "hey, what's up".

B [redacted] stated that the chatting turned to flirting about a week later. B [redacted] said the flirting started after she wore a dress to school and was in History class and she bent down to pick something up off the floor. B [redacted] said BANNING sent her a SNAPCHAT that said "today you had a "dress malfunction" and B [redacted] responded "Oh crap, did I flash you, I'm sorry". B [redacted] stated BANNING responded back saying "oh no, I don't mind". B [redacted] states in the interview that she kind of egged him on by asking what do you mean by that. BANNING responded by telling B [redacted] that she had a nice figure. BANNING then responded again saying he was sorry and they should keep thing professional and to forget he even said anything and that what they were doing was very inappropriate. B [redacted] responded by saying "ok" and BANNING responded he was sorry, he shouldn't be thinking these things. B [redacted] stated that BANNING responded that he finds B [redacted] very attractive.

A couple of days later B [redacted] states that BANNING sends her another chat stating "I hope you don't mind but we have to keep things professional "like student teacher relationship and that is all. B [redacted] states that the SNAPCHATS continued where BANNING would give her compliments like, she looks pretty.



B [redacted] states that BANNING told her they should wait till she was 18 and she agreed by saying she was fine with that. B [redacted] stated that one day BANNING sent her a SNAPCHAT of his genitalia and asked that B [redacted] send something back. B [redacted] agreed and sent a SNAPCHAT back to BANNING of her in shorts and another picture of herself in underwear because that's what BANNING requested. B [redacted] stated that she never asked BANNING to send her pictures of his genitalia.

B [redacted] said the conversations and flirting continued until around mid October when she was hanging out in the small gym at Weskan High School waiting on play practice to start. B [redacted] says BANNING sent her a SNAPCHAT saying he wished this town was bigger so we could do something like making plans. B [redacted] responded "you realize you have a car, your an adult". BANNING responded back "what about your parents"? B [redacted] stated she responded back "there is a thing called sneaking out". B [redacted] said BANNING responded "ok, I guess just say the day". B [redacted] said she responded whenever you want to cause your the one who has to make the trip. She stated that BANNING responded back "well ok, how about tonight"? B [redacted] said after play practice she went home and got her homework done and sent him a SNAPCHAT around 9 or 930 pm and said once my Mom goes to sleep, you can probably start heading over. B [redacted] said her Mom fell asleep around 930 or 1000 pm so she sent BANNING a message saying her Mom was asleep you can head over. B [redacted] lives at 120 E. 3rd St. N. in Cheyenne Wells, County of Cheyenne, State of Colorado. B [redacted] said a short time later BANNING sent her a message that he was in town and lost, so she told him to come down Main St and he would probably see her. B [redacted] said she snuck out the back door and met BANNING on Main St so she got in the car and the first thing BANNING said to her was "you know this is fucking crazy, you know that right?"

B [redacted] said her and BANNING just drove around for a while talking and he asked her if she was nervous and she responded "yeah a little bit". B [redacted] stated they didn't know where they were going and she told BANNING she knew a place. B [redacted] said they went down Business road near the trash dump on the west end of Cheyenne Wells. According to the directions that B [redacted] gave during the interview I know this location to be within Cheyenne County. B [redacted] said the car was a silver car with black interior. She goes on to say they started kissing for a while when BANNING asked "well, what about Oral". B [redacted] said BANNING offered to do Oral on her and she declined. B [redacted] explained where in the car her and BANNING were located during the kissing and Oral and she stated she was in the passenger seat and BANNING was in the drivers seat and she was leaning over the center console and BANNING was grabbing her butt.

The interviewer asked B [redacted] if BANNING removed his clothes or if she did and she stated he took them off. B [redacted] was asked if her clothes were on or off and she stated they stayed on. B [redacted] said she got bored and they were thinking of doing it outside but it was to cold. BANNING gets out and agrees it's to cold outside so they moved to the back seat. B [redacted] was asked to explain how she got into the back seat and she said she climbed over the seat and BANNING got out and got into the back seat. B [redacted] could not remember if BANNING was wearing his clothes when got into the back seat or not, but thinks he was wearing shorts. Once they were in the back seat they

began having intercourse and then oral again. B [redacted] was asked to describe their positions during intercourse and she states she was on all fours and describes the position as "getting it from the back" and BANNING was behind her. The interviewer asked B [redacted] to describe what body part of hers and BANNINGS were used during intercourse and she states "my vagina and his dick" B [redacted] was asked about her clothes and whether or not they stayed on or off during intercourse and she states her shirt stayed on but her pants and underwear were off B [redacted] was then asked if BANNING removed her clothes or if she removed them and she stated BANNING removed her clothes.

B [redacted] was asked if there was talking during the intercourse and she said BANNING tried dirty talk but she didn't. B [redacted] was asked what kind of things BANNING was saying but she couldn't remember. B [redacted] was then asked if the sex positions changed and she said they did to her riding on top where she was hugging the chair and BANNING was sitting up with her on top of him. B [redacted] was then asked if BANNING used protection (condom) and she could not remember but she would say he was wearing a condom.

B [redacted] stated that after that she got her clothes back on she began oral again on BANNING to "finish off". When asked what she meant by that she states "cum" which she wasn't sure if he did or not. She turned her head so she didn't get any on herself. B [redacted] said they just sat back in the seat and chilled and BANNING made the comment "see, this is the best part Cuddling". B [redacted] stated that they just sat there for about 3 minutes and drove around for about 5 minutes. B [redacted] said they talked about the incident and BANNING asked if B [redacted] thought things would be weird between them now. B [redacted] said BANNING discusses his relationship with his current girlfriend and how she only performs oral on him. BANNING then dropped her off around 12 midnight.

All of the above facts give the Affiant probable cause to believe that Trenton Keith BANNING is in violation of CRS: 18-3-405.3 (1)(3) Sexual Assault on a child by one in a position of trust.

Jeffrey W. Miller
AFFIANT

Scribed and Sworn to before me this 19 day of Dec, 2017.

My Commission Expires 1-1-

Court Case #

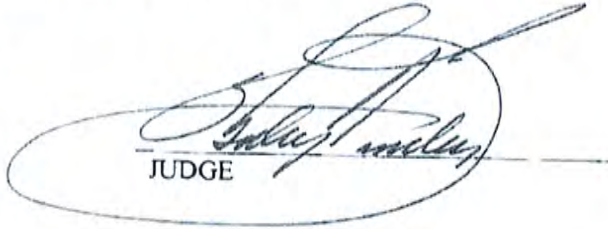
Emily Hensley
Dist. Ct. Judge

Agency Case # 17000141.

The Court finds that there is probable cause to believe the defendant committed the offense of, *Sexual Assault on a Child by one in a position of trust.*
18-3-405.3(1)(b) C.R.S. - 1st

BOND SET IN THE AMOUNT OF \$ *20,000.00* *C/S/P*

DATED: *12 / 19 / 2017*


JUDGE

District Court, Cheyenne County, Colorado 51 South 1st Street Po Box 696 Cheyenne Wells, CO 80810	DATE FILED: February 27, 2018 1:30 PM FILING ID: 382A866B92A15 CASE NUMBER: 2017CR20
THE PEOPLE OF THE STATE OF COLORADO vs. TRENTON KEITH BANNING, Defendant	<input type="checkbox"/> COURT USE ONLY <input type="checkbox"/>
Joshua Lee Vogel Fifteenth Judicial District District Attorney, # 43696 District Attorneys Office 110 E Oak Lamar, CO 81052 Phone Number: 719-336-7446 Fax: 719-336-2759	Case No: D0092017CR000020 Div: B Courtroom:
COMPLAINT AND INFORMATION	

CHARGES: 2

COUNT 1: SEXUAL ASSAULT ON A CHILD BY ONE IN A POSITION OF TRUST, C.R.S. 18-3-405.3(1) (F4){04045}

COUNT 2: SEXUAL ASSAULT, C.R.S. 18-3-402(1)(e) (M1){0411D}

Permission to file information in district court granted:

Judge: _____

Signature

Date



Joshua Lee Vogel, District Attorney for the Fifteenth Judicial District, of the State of Colorado, in the name and by the authority of the People of the State of Colorado, informs the court of the following offenses committed, or triable, in the County of Cheyenne:

COUNT 1-SEXUAL ASSAULT ON A CHILD BY ONE IN A POSITION OF TRUST (F4)

Between and including October 10, 2017 and November 17, 2017, Trenton Keith Banning unlawfully, feloniously, and knowingly subjected B [REDACTED] T [REDACTED] M [REDACTED] not his spouse, to sexual contact and the victim was at least fifteen years of age but less than eighteen years of age, and the defendant was in a position of trust with respect to the victim; in violation of section 18-3-405.3(1), C.R.S.

COUNT 2-SEXUAL ASSAULT (M1)

Between and including October 10, 2017 and November 17, 2017, Trenton Keith Banning unlawfully and knowing inflicted sexual intrusion or sexual penetration on B [REDACTED] T [REDACTED] M [REDACTED] a person not the defendant's spouse, and at the time of the commission of the act the victim was at least fifteen years of age but less than seventeen years of age, and the defendant was at least ten years older than the victim; in violation of section 18-3-402(1)(e), C.R.S.

All offenses against the peace and dignity of the people of the State of Colorado.

Joshua Lee Vogel
District Attorney, #: 43696

By: /s/ Jennifer Esch Swanson Date: 2/27/2018
Jennifer Esch Swanson #: 33773
Assistant District Attorney

ENDORSED WITNESS LIST

B [REDACTED] **T** [REDACTED] **M** [REDACTED]
[REDACTED]

Jeffrey Miller
Cheyenne County Sheriff's Office
P. O. Box 363
Cheyenne Wells, CO 80810

Larry Townsend
Wallace County Sheriffs Office
313 N Main St
Sharon Springs, KS 67758

Lance Finley
Wallace County Sheriffs Office
313 N Main St
Sharon Springs, KS 67758

Kelly Robbins
Kansas Child Advocacy Center
135 W 8th
Hays, KS 67601

Haley Rutherford
Kansas Child Advocacy Center
135 8th
Hays, KS 67601

Victoria Kramer
Kansas Child Advocacy Center
135 W 8th
Hays, KS 67601

Dixie Leflore
120 E 3rd N
Cheyenne Wells, CO 80810

Roberto M [REDACTED]
[REDACTED]

Anna Mcjunkins
Cmr 467 Box 3059
Apo Ae 09096

Dave L Hale
Weskan High School
219 Coyote Blvd
Weskan, KS 67762

J [REDACTED] **H** [REDACTED]
[REDACTED]

Felcia A H [REDACTED]
[REDACTED]

E [REDACTED] **K** [REDACTED]
[REDACTED]

Jenna See
850 Road 6
Weskan, KS 67762

A [REDACTED] **G** [REDACTED]
[REDACTED]

People v. Trenton Keith Banning

Case No.: D0092017CR000020

Amber Walker
625 Dasher Ave.
Weskan, KS 67762

Heather Eck
1445 Rd 4
Weskan, KS 67762

**KELLY S. ROBBINS
CURRICULUM VITAE**

PRESENT EMPLOYER: Western Kansas Child Advocacy Center
103 E. 9th Street
Scott City, Kansas 67871

TELEPHONE: 620-872-3706

PRESENT POSITION: Executive Director

CURRENT DUTIES: Administration of Child Advocacy Centers
Forensic Interviewer
Mental Health Therapist

ADDITIONAL CURRENT EMPLOYMENT: Kansas ChildFirst, Inc.
Executive Director

Self-employed
Consultant
Mental Health Therapist

RETIRED FROM: Kansas Bureau of Investigation, 2005
Senior Special Agent
Forensic Scientist

EDUCATION: Friends University, 2009
Masters of Science in Family Therapy

Kansas Law Enforcement Training Center, 1998
University of Kansas

Wichita State University, 1978
Bachelor of Science Degree
Major: Administration of Justice, Investigation
Minor: Chemistry

Barton County Community College, 1983
Associate Degree
Medical Laboratory Technician

Colby Community College, 1974
Associate Degree
Police Science

LICENSURE: Marriage and Family Therapist, 3/2010
Kansas Behavioral Sciences Regulatory Board
Licensed Clinical Marriage and Family Therapist, 4/2012



CERTIFICATION:

Finding Words of Kansas Faculty, 2005

**American Prosecutor's Research Institute's National Child
Protection Training Center (Original)**

Gundersen National Child Protection Training Center (Current)

Kansas Law Enforcement Officer, 1998 - 2010

State of Kansas

Law Enforcement Training Commission

Department of Health and Human Services, 1983

Clinical Laboratory Technologist

EMPLOYMENT:

2005 – Present Western Kansas Child Advocacy Center

Scott City, Kansas

Kansas ChildFirst, Inc. formerly: Finding Words of Kansas, Inc.

Scott City, Kansas

Private Consulting

Scott City, Kansas

1985 - 2005 Kansas Bureau of Investigation

Great Bend, Kansas

1983 -1985 Lenard D. Wagner, M.D.

Larned, Kansas

1981 - 1984 St. Joseph Memorial Hospital

Larned, Kansas

1981 - 1981 Larned State Hospital

Larned, Kansas

1979 - 1981 Hager Laboratories

Denver, Colorado

PROFESSIONAL ORGANIZATIONS:

American Association of Marriage and Family Therapist

Kansas Association of Marriage and Family Therapist

**American Professional Society on the Abuse
of Children (APSAC)**

Global Association for Interpersonal Neurobiology Studies (GAINS)

International Association of Trauma Professionals (IATP)

Kansas Peace Officers' Association

Kansas Sheriff's Association

TRAINING RECEIVED:	<p>1986 Homicide Investigation Seminar Lee Turner Lectureship Barton County Community College Great Bend, Kansas</p> <p>1987 Advanced Homicide Investigation Western Conference on Criminal Problems Wichita, Kansas</p> <p>1987 Photography I Barton County Community College Great Bend, Kansas</p> <p>1987 Stress Management Seminar The Business Women=s Training Institute</p> <p>1988 Practical Homicide Investigation Vernon J. Geberth Hutchinson, Kansas</p> <p>1989 How to Deal With Difficult People Seminar CareerTrack</p> <p>1991 WordPerfect Applications Barton Count Community College Great Bend, Kansas</p> <p>1995 Evidence Response Team Training Federal Bureau of Investigation Omaha, Nebraska</p> <p>1998 How to Supervise People Seminar Fred Pryor Seminars</p> <p>1998 Mastering Adobe Photoshop CompuMaster Wichita, Kansas</p> <p>1998 PowerPoint Kansas Bureau of Investigation Topeka, Kansas</p> <p>1998 First Aid/CPR University of Kansas Kansas Law Enforcement Training Center Hutchinson, Kansas</p> <p>1998 Physical Training University of Kansas Kansas Law Enforcement Training Center Hutchinson, Kansas</p> <p>1998 Riflery University of Kansas Kansas Law Enforcement Training Center Hutchinson, Kansas</p> <p>1998 Emergency Vehicle Operation Course Kansas Law Enforcement Training Center Hutchinson, Kansas</p> <p>1998 Hazardous Materials Recognizing and Identifying Awareness Level Kansas Law Enforcement Training Center Hutchinson, Kansas</p>
---------------------------	---

-
- 1999 Investigation of Physical and Sexual Child Abuse
Kansas Law Enforcement Training Center
Hutchinson, Kansas
 - 1999 New Agent Training
Kansas Bureau of Investigation
Great Bend, Kansas
 - 1999 Sexual Assault Response Team/
Sexual Assault Nurse Examiner
Via Christi Regional Medical Center
Coffeerville, Kansas
 - 1999 Capital Murder Investigations in Kansas
Kansas Bureau of Investigation
Dodge City, Kansas
 - 1999 Officer Involved Shootings
Kansas Law Enforcement Training Center
Hutchinson, Kansas
 - 1999 Rape Investigations
Brent Turvey
Internet Class
 - 1999 Stalking Investigations
Kansas Bureau of Investigations
Dodge City, Kansas
 - 1999 Interview and Interrogation Techniques
Kansas Bureau of Investigations
Salina, Kansas
 - 1999 Getting Confessions
Ret. Lt. Al Joseph, Rochester NY Police Dept.
Garden City, Kansas
 - 2000 Practical Law Enforcement Databases
Garden City Community College
Garden City, Kansas
 - 2000 The Face of Terrorism in Kansas
KU Fire Service Training
Kansas State Association of Fire Chiefs
Colby, Kansas
 - 2000 Command Spanish for Law Enforcement
Garden City Community College
Garden City, Kansas
 - 2000 Kansas Intelligence Association
Training Conference
Salina, Kansas
 - 2000 The Reid Technique of Interviewing and Interrogation
John E. Reid and Associates
Denver, Colorado
 - 2001 Child Abuse and Exploitation Investigative Techniques
United States Department of Justice
Office of Juvenile Justice and Delinquency Prevention
Tucson, Arizona
 - 2001 Active Shooter Response
Scott County Sheriff's Office
Scott City, Kansas

- 2001 Kansas Sheriff's Association
Training Conference
Salina, Kansas
- 2002 Chief Executive Office Seminar
National Center for Missing & Exploited Children
Alexandria, Virginia
- 2002 Latent Prints
Kansas Bureau of Investigation
Leoti, Kansas
- 2002 Investigation & Prosecution of Sexual Assault Crimes
Deborah Baldocchi, RN, MN, Esq.
Santa Clara County, California
- 2002 Child Abuse Seminar
John E. Reid and Associates
Garden City, Kansas
- 2002 Forensic Medical Investigation
Dr. Mary Dudley
Wichita, Kansas
- 2002 Death Investigation
Liberal, Kansas
- 2003 Forensic Interviewing of Children
National Center for Prosecution of Child Abuse
American Prosecutors Research Institute
Garden City, Kansas
- 2003 Annual Crime Victim's Rights Conference
Wichita, Kansas
- 2003 Testifying in Sexual Assault Cases
Annual Crime Victim's Rights Conference
Wichita, Kansas
- 2003 Investigating and Prosecuting Adult Sexual Assault Cases
Annual Crime Victim's Rights Conference
Wichita, Kansas
- 2003 Using Humor to Download from Overload
Annual Crime Victim's Rights Conference
Wichita, Kansas
- 2003 Prescriptive Interview & Interrogation
Juvenile Sexual Assault and Abuse
Taylor Group
Finney County Sexual Assault Team
Garden City, Kansas
- 2003 Finding Words - Indiana
American Prosecutor's Research Institute
Indiana Child Advocacy Center's Coalition
Fishers, Indiana
- 2003 Mid-State Homicide Investigators Association
Annual Conference
Wichita, Kansas
- 2004 National Symposium on Child Abuse
The National Children's Advocacy Center
Huntsville, Alabama

- 2004 **Beyond Finding Words**
American Prosecutor's Research Institute
Charleston, South Carolina
- 2005 **Finding Words Kansas**
American Prosecutor's Research Institute
Wichita, Kansas
- 2005 **Mediation: Basic and Domestic**
Linda Graham
Manhattan, Kansas
- 2005 **Multidisciplinary Team Building**
Midwest Regional Child Advocacy Center
Scott City, Kansas
- 2005 **Governor's Conference for the Prevention of Child Abuse and Neglect**
Topeka, Kansas
- 2006 **Governor's Crime Victim's Rights Conference**
Topeka, Kansas
- 2006 **Leadership Conference**
National Children's Alliance
Washington DC
- 2006 **Beyond Finding Words**
American Prosecutor's Research Institute
Indianapolis, Indiana
- 2007 **When Adolescents Violate Sexual Boundaries**
Prairie View Learning Institute, Jeff King
Colby, Kansas
- 2007 **Boot Camp for Full Membership**
National Children's Alliance
Colorado Springs, Colorado
- 2007 **Beyond Finding Words**
National District Attorneys Association
Atlantic City, New Jersey
- 2008 **Spring Annual Conference**
Kansas Association of Marriage & Family Therapy
Overland Park, Kansas
- 2008 **Annual Conference**
American Association of Marriage & Family Therapy
Memphis, Tennessee
- 2009 **Challenging Forensic Interviews: Issues and Strategies**
National Children's Advocacy Center
Wichita, Kansas
- 2009 **Governor's Crime Victims' Rights Conference**
Wichita, Kansas
- 2009 **When Words Matter**
National Child Protection Training Center
St. Louis, Missouri
- 2009 **Leadership Conference**
National Children's Alliance
Washington, DC
- 2010 **26th National Symposium on Child Abuse**
National Children's Advocacy Center
Huntsville, Alabama

- 2010 **Crimes Against Children's Conference**
Dallas Children's Advocacy Center
Dallas, Texas
- 2011 **Attachment & Trauma: Through the Eyes of a Child**
23rd Annual ATTACH Conference
Omaha, Nebraska
- 2011 **Finding Words Kansas & Beyond**
Finding Words of Kansas
Wichita, Kansas
- 2011 **Home-Based Family Therapy Core Training**
HBFT Partnership & KSU
Topeka, Kansas
- 2012 **Finding Words Kansas & Beyond**
Finding Words of Kansas
Wichita, Kansas
- 2012 **Annual Spring Conference for KAMFT**
Therapy with the Brain in Mind: Applications of Interpersonal Neurobiology to Trauma and Healing, Bonnie Badenoch, PhD, LMFT
Kansas Association for Marriage and Family Therapy
Overland Park, Kansas
- 2012 **Boot Camp for Accreditation**
National Children's Alliance
Huntsville, Alabama
- 2013 **Preparing for the DSM-5**
Doctors: Frye, Bland, Koeneman & Bowman
Olathe, Kansas
- 2013 **How People Change: Relationships & Neuroplasticity in Psychotherapy**
UCLA Extension, Department of Humanities and Sciences
Los Angeles, California
- 2013 **29th Annual Symposium on Child Abuse**
National Children's Advocacy Center
Huntsville, Alabama
- 2013 **Finding Words Kansas & Beyond**
Finding Words of Kansas
Wichita, Kansas
- 2013 **ChildFirst Interviewing Course**
National Child Protection Training Center
Winona, Minnesota
- 2014 **Ethics of Sex Therapy**
Kansas Association for Marriage & Family Therapy
Overland Park, Kansas
- 2014 **Best Practices in Sex Therapy**
Kansas Association for Marriage & Family Therapy
Overland Park, Kansas
- 2014 **Protecting our Children: Advice from Child Molesters**
Cory Jewell Jensen, M.S.
Center for Behavioral Intervention, Beaverton, Oregon
Scott City, Kansas
- 2015 **Matthew Sandusky: Breaking the Silence**
Western Kansas Child Advocacy Center
Garden City, Kansas

- 2015 **Diagnosing & Treating Emotion: Therapeutic look at Pixar’s Movie “Inside Out”**
 Dr. Todd Frye, PhD, LCPC, LCMFT
 MidAmerica Nazarene University
 Olathe, Kansas
- 2016 **Attachment Focused Therapy: Trauma Related Disorders in Children & Adolescents**
 Daniel A. Hughes, Ph.D.
 PESI Independent Self-Study
- 2016 **Emotionally Focused Therapy: On Target Couple Interventions in the Age of Attachment**
 Sue Johnson, Ed.D.
 PESI Independent Self-Study
- 2016 **The Power of Play: Proven Strategies for Trauma & Attachment in Children & Adolescents**
 Clair Mellenthin, LCSW, RPT-S
 PESI Independent Self-Study
- 2016 **The Kansas Response to a Child in Need of Care**
 Institute for Kansas Forensic Examiners
 Ellis County Bar Association
 Hays, Kansas
- 2016 **Working with Victims with Disabilities**
 Scott Modell, PHD
 Kansas Chapter of Children’s Advocacy Centers
 Topeka, Kansas
- 2016 **“Randy and Me: A Prosecutor’s Story of his Childhood Sexual Abuse”**
 Kevin Mulcahy, US Attorney’s Office
 19th Annual Crime Victims’ Rights Conference
 Topeka, Kansas
- 2016 **ChildFirst EX: Expanded Interview Process**
 Rita Farrell
 Gundersend National Child Protection Training Center
- 2016 **Daubert Update in Kansas**
 Elizabeth Sweeney-Reeder, Miami County Attorney
 Scott City, Kansas
- 2016 **Ericksonian Hypnosis Webinar**
 William O’Hanlon, MS
 Commonwealth Educational Seminars (CES)
- 2016 **Evidence-Based Trauma Treatments & Interventions**
 Eric Gentry, PHD, LMHC
 PESI Independent Self-Study
- 2016 **The 10 Core Competencies of Trauma, PTSD, Grief & Loss**
 Eric Gentry, PHD, LMHC
 PESI Independent Self-Study
- 2017 **Stewards of Children**
 Darkness to Light
 Hays & Scott City, Kansas
- 2017 **Advanced Interviewing Course: Interviewing Child Victims with Disabilities**
 Scott Modell, Ph.D.
 Kansas ChildFirst, Inc.

- Wichita, Kansas

2017 Child Sex Trafficking Forensic Interview Training
 Julie Kenniston
 Fox Valley Technical College
 Wichita, Kansas
- 2017 Child Pornography & Exploitation Investigative Protocols
 National Children’s Alliance
 Washington DC
- 2017 Leadership Conference
 National Children’s Alliance
 Washington DC
- 2017 Anatomy of Ethical Practice Challenges & Strategies
 Frederic Reamer Ph.D., AM, BA
 The University of Kansas Medical Center
 Memorial Building, Lakin, Kansas
- 2017 Treating Anxiety Disorders in Children and Adolescents
 Paul Foxman, PH.D.
 PESI, Inc.
 Denver, Colorado
- 2017 Developing a Community Response to High Risk Victims of Child Sex
 Trafficking & Exploitation
 Department of Justice - Amber Alert
 Scott City & Colby, Kansas
- 2017 Human Trafficking Investigator Training
 Greg H. Bristol
 Human Trafficking Investigations & Training Institute
 Garden City, Kansas

Bloodstain Pattern Analysis

1988 - 2000 Upon request

Forensic Biology/DNA

1985 – 1996 Upon request

TRAINING GIVEN:

- 2005 - Current Finding Words Kansas:ChildFirst
 State Wide
- 2005 Child Abuse Investigations
 Scott County Law Enforcement
- 2006 Beyond Finding Words Update
 Manhattan & Great Bend, Kansas
- 2008 Child Abuse Training for First Responders
 Jackson County Sheriff’s Office
- 2008 Child Abuse Training for First Responders
 Kearney County Sheriff’s Office
- 2009 Child Abuse Training for First Responders
 Winfield, Kansas
- 2009 Child Abuse Training for First Responders
 Sherman County Sheriff’s Office
- 2011 Child Abuse Training for First Responders
 Scott County Sheriff’s Office, Scott City PD
- 2011 Peer Review Course

- Pittsburg Child Advocacy Center**
- 2011 Crime Scene to Courtroom
National Child Protection Training Center
- 2011 Finding Words Kansas & Beyond
Wichita, Kansas
- 2011 Peer Review Course
Wichita, Kansas
- 2012 Crime Scene to Courtroom
National Child Protection Training Center
- 2012 Finding Words Kansas & Beyond
Wichita, Kansas
- 2013 Child Abuse Investigation
Fairplay, Colorado
- 2013 Finding Words Kansas & Beyond
Wichita, Kansas
- 2014 Basic Child Abuse Investigation
Ulysses, Kansas
- 2014 MDT & Peer Review Class
Eldorado, Kansas
- 2014 MDT & Peer Review Class
Emporia, Kansas
- 2014 Basic Child Abuse Investigation
Fairplay, Colorado
- 2014 ChildFirst Update Class
Across Kansas
- 2015 Forensic Interviewing of Children
Chiang Mai, Thailand
- 2015 ChildFirst Update Class
Wichita, Kansas
- 2016 Peer Review of Forensic Interviews
Newton, Kansas
- 2016 Preparing for Court Testimony
Pittsburg, Kansas

Bloodstain Pattern Analysis Upon request

PROFESSIONAL PRESENTATIONS:

- "BackTrack Down the Yellow Brick Road"
International Association of Bloodstain Pattern Analysts
Miami, Florida, 1994
- "Mid-America Inn Case Presentation"
International Association of Bloodstain Pattern Analysts
Association of Crime Scene Reconstruction
Albuquerque, New Mexico, 1996
- "Bloodstain Pattern Analysis"
National Defender Investigator Association
Minneapolis, Minnesota, 1999
- "Computer Technology and Court Room Presentations"
International Association of Bloodstain Pattern
Analysts

- Houston, Texas, 1999
"Computer Technology and Court Room Presentations"
Kansas Intelligence Association
Salina, Kansas, 2000
- "Safe Schools"
Kansas Bureau of Investigation
Tribune, Kansas, 2001
- "Computer Technology and Court Room Presentations"
State of Kansas Board of Indigents Defense Services
Garden City, Kansas, 2002
- "Bloodstain Pattern Analysis"
Death Investigation Seminar
Liberal, Kansas, 2002
- "Courtroom Security"
Southwest Magistrate Judges Association
Garden City, Kansas, 2004
- "Child Interviewing"
KLETC
Hutchinson, Kansas, 2005
- "State vs. Belt Case Presentation"
Kansas County and District Attorney's Association
Wichita, Kansas, 2005
- "Finding Words Kansas - Overview"
Governor's Conference for the Prevention of Child Abuse and Neglect
Topeka, Kansas, 2005
- "Child Abuse Investigations"
Southwest Magistrate Judges Association
Garden City, Kansas, 2006
- "Interview and Interrogation"
Animal Control Academy
Scott City, Kansas, 2006
- "Forensic Interviewing"
Northwest Counselors
Oakley, Kansas, 2006
- "Forensic Interviewing and CAC"
Heartland Mediators Association
Wichita, Kansas, 2006
- "The Forensic Interview with an Eye towards Biological Evidence"
Beyond Finding Words
Atlantic City, New Jersey, 2007
- "Dynamics of Child Sexual Abuse"
Friends University Noontime Forum
Wichita, Kansas, 2009
- "Innovative Approach for Taking Services to Rural Communities"
When Words Matter
St. Louis, Missouri, 2009
- "Innovative Approach for Taking Services to Rural Communities"
Leadership Conference
Washington, DC, 2009
- "Child Abuse Investigations"
Northwest Magistrate Judges Association

- Hill City, Kansas, 2009

"Innovative Approach for Taking Services to Rural Communities"
American Bar Association Conference
Washington, DC, 2009
- "Innovative Approach for Taking Services to Rural Communities"**
National Children's Advocacy Center
Huntsville, Alabama, 2010
- "The Forensic Interview with an Eye towards Biological Evidence"**
National Children's Advocacy Center
Huntsville, Alabama, 2010
- "Innovative Approach for Taking Services to Rural Communities"**
Crimes against Children Conference
Dallas, Texas, 2010
- "The Forensic Interview with an Eye towards Biological Evidence"**
Crimes against Children Conference
Dallas, Texas, 2010
- "Innovative Approach for Taking Services to Rural Communities"**
Crimes against Children Conference
Charleston, West Virginia, 2010
- "The Forensic Interview with an Eye towards Biological Evidence"**
Crimes against Children Conference
Charleston, West Virginia, 2010
- "No Child Should Stand Alone"**
8th Annual Protect Our Children's Conference
Wichita, Kansas, 2011
- "Interviewing Children without Re-Victimizing"**
8th Annual Protect Our Children's Conference
Wichita, Kansas, 2011
- "Kids, Trauma & Communication"**
Kansas Dispatcher Conference
Topeka, Kansas, 2011
- "Forensic Interviewing & Child Advocacy Centers"**
2014 Forensic Symposium
Hays, Kansas 2014
- "Child Abuse Investigation Decision Tree: The Order We Do Things Matters!"**
19th Annual Crime Victims' Rights Conference
Topeka, Kansas 2016
- "Trends in Forensic Interviewing"**
Chris' Place & Saline County Attorney's Office
Salina, Kansas 2017
- "Innovative Approaches to Taking Services to Rural Communities"**
NCA Leadership Conference
Washington DC, 2017

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10 d.

Staff Initiating:**Director:****Commissioner:****Meeting Date: 7/10/2018**

Scott Gordon

Scott Gordon

Randy Watson

Item Title:

Act on the recommendations of the Professional Practices Commission (other discipline)

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 publicly censure Alexandra Morris.

Explanation of Situation Requiring Action:**Alexandra Morris 18-PPC-11**

On May 12, 2017, Ms. Morris was charged with one count of misdemeanor possession of marijuana. She was licensed by the Kansas State Board of Education at that time, but was not employed as a teacher. She subsequently pled guilty to the charge and was convicted on January 29, 2018. She was placed on 12 months' probation. KSDE filed a complaint and a hearing was held before the Professional Practices Commission. The Professional Practices Commission considered the matter and recommends to the State Board that it should publicly censure Alexandra Morris until she completes probation.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License
of Alexandra Morris

Case No: 18-PPC-11
OAH No. 18ED0016

AGREED INITIAL ORDER

The above-captioned case comes before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the Complaint filed by KSDE regarding the initial teaching license of Alexandra Morris.

This matter convened on April 23, 2018, on stipulated Findings of Fact and Conclusions of Law. Appearing for the Commission were Chairperson, Linda Sieck, and members, Vici Jennings, Sylvia Ramirez, Nathan Reed, Maret Schrader, and Jessica Snider.

Kelli Broers appeared as counsel for KSDE. Alexandra Morris appears in person and by and through counsel, Diane L. Bellquist.

Stipulated Findings of Fact

1. Alexandra Morris, 420 Harvest Lane, Maize, Kansas 67101, holds an initial teaching license. Morris is 23 years old and was first licensed as a Kansas substitute in 2016. She obtained her initial teaching license on January 8, 2017.
2. On May 12, 2017, while licensed but not employed as a teacher, Morris was charged with one count of misdemeanor possession of marijuana, in the District Court of Kansas, Eighteenth Judicial District, Sedgwick County.
3. On or about January 29, 2018, Morris pled guilty and was convicted of one count of misdemeanor possession of marijuana and received 12 months' probation.
4. KSDE filed a Complaint on March 13, 2018, requesting the Kansas State Board of Education revoke Morris' license.

Stipulated 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 and K.S.A. 72-255.

2. The State Board may publically censure a license holder for misconduct or other just cause. K.A.R. 91-22-1a(a).

3. The State Board may publically censure a license holder for conviction of a misdemeanor involving drug-related conduct. K.A.R. 91-22-1a(a)(4).

4. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.

5. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.

6. The Commission investigates and conduct hearings pertaining to allegations of educator misconduct. K.S.A. 72-2314; K.A.R. 91-22-1a *et seq.*

7. The Commission finds Morris’ conduct is inconsistent with the commonly held perceptions and expectations of a member of the teaching profession; therefore, the Commission finds discipline is warranted.

8. The Commission recommends the public censure of Morris.

9. The Commission recommends that the public censure should expire on January 29, 2019, or such time that Morris has successfully completed probation and that said public censure shall be removed from KSDE's public records and website at that time. It is Morris’ responsibility to contact KSDE’s Office of General Counsel and request the removal.

10. Morris acknowledges and understands that the Commission can only make recommendations to the State Board.

11. KSDE agrees to not ask the Commission or the State Board for discipline other than public censure scheduled to expire on January 29, 2019, or such time that Morris has successfully completed probation.

12. Morris agrees not to contest any order wherein it is recommended or ordered that the State Board publically censure her until January 29, 2019, or such time that Morris has successfully completed probation.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that Alexandra Morris be disciplined by public censure as set forth above.

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

This Initial Order is made and entered this 23 day of April, 2018.



Linda Sieck, Chairperson
Professional Practices Commission

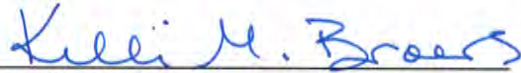
AGREE TO AND APPROVED BY:



Alexandra Morris



Diane Bellquist
Attorney for Alexandra Morris



Kelli Broers
Assistant General Counsel
Kansas State Dept. of Education

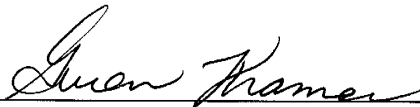
CERTIFICATE OF SERVICE

The undersigned hereby certifies that on this 23rd day of April, 2018, she served a copy of the above and foregoing document by hand-delivery as follows:

Diane L. Bellquist, #20969
1508 SW Topeka Boulevard
Topeka, Kansas 66612
Phone: 785-234-3272
Fax: 785-234-3610
dbellquist@josephhollander.com

Alexandra Morris
P.O. Box 443
Maize, Kansas 67101

Kelli Broers
Office of the General Counsel
Kansas State Department of Education
900 SW Jackson Street, Suite 600
Topeka, Kansas 66612
kbroers@ksde.org
Assistant General Counsel, Kansas State Department of Education



Gwen Kramer
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:

Robyn Meinholdt

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/10/2018

Item Title:

Act on new appointments to the Professional Practices Commission

Recommended Motion:

Nominees are presented for State Board action to fill open positions representing specific categories on the Professional Practices Commission. Some nominees are eligible to be considered for more than one vacancy category.

It is moved that the Kansas State Board of Education act to appoint _____ (Eric Filippi, William Anderson or Dr. Troy Pitsch) to serve on the Professional Practices Commission representing the **Junior High Middle Level Public School Principal** position. The appointed nominee would serve a partial term effective July 1, 2018 through June 30, 2019.

It is moved that the Kansas State Board of Education act to appoint _____ (William Anderson, Dr. Troy Pitsch or Susan Leonard) to serve on the Professional Practices Commission representing the **Senior High Public School Principal** position. The appointed nominee would serve a full three-year term effective July 1, 2018 through June 30, 2021.

It is moved that the Kansas State Board of Education act to appoint _____ (Kendra Adcock, Jennifer Holt or Carrie Riggs) to serve on the Professional Practices Commission representing the **Elementary Public School Teacher** position. The appointed nominee would serve a full three-year term effective July 1, 2018 through June 30, 2021.

It is moved that the Kansas State Board of Education act to appoint Aaron Edwards to serve on the Professional Practices Commission representing the **Senior High Public School Teacher** position. The appointed nominee would serve a full three-year term effective July 1, 2018 through June 30, 2021.

Explanation of Situation Requiring Action:

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

The attached information is for the person(s) who are nominated to fill vacancies on the Professional Practices Commission:

- Eric Filippi, Principal, Coleman Middle School, USD 259 (SBOE Dist. 8)
- William (Bill) Anderson, Principal, Sterling Jr-Sr High, USD 376 (SBOE Dist. 7)
- Dr. Troy Pitsch, Superintendent, Decatur County Schools, USD 294 (SBOE Dist. 5)
- Susan Leonard, Associate Principal, Shawnee Mission East HS, USD 512 (SBOE Dist. 1, 2, 3)

(continued)

- Kendra Adcock, Elementary Teacher, South Haven Schools, USD 509 (SBOE Dist. 10)
- Jennifer Holt, Elementary Teacher, KCK Public Schools, USD 500 (SBOE Dist. 1)
- Carrie Riggs, Elementary Teacher, Chase County Elementary School USD 284 (SBOE Dist. 7)
- Aaron Edwards, Sr. High School, Lansing Public Schools USD 469 (SBOE Dist. 1)

Staff will be available to answer questions.



Nominees for Professional Practices Commission

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

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE: Professional Practices Commission

Nominated by (organization, individual or State Board member)

Wichita Public Schools

Date

May 23, 2018

Nominee's Name Eric Filippi

Occupational Title Principal

Place of employment (Facility) Coleman Middle School

Address 1544 N. Gouverneur

City Wichita

State KS

Zip 67206

Home address 2925 N. Parkwood Ct.

City Wichita

State KS

Zip 67220-

Home e-mail

Work e-mail efilippi@usd259.net

Work Phone (316)973-6600

Home Phone (316)686-3968

Fax Number (316)973-6699

State Board District (that you work in): USD 259

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: **currently certified and actively practicing in Kansas, have at least five years' professional educational experience, and have been in active practice the immediately preceding three years and at the time of appointment.**

Mr. Filippi is certified as a PreK-12 building administrator and a 7-12 Social Studies

teacher. He has held these credentials since 2005 and 1999 respectively, and has been a practicing educator with

Wichita Public Schools since 1999.

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

BA in Education, Masters of Education, 6 years High School Social Studies Teacher, 12 years Assistant Principal, 1 year building Principal, AVID Summer Institute Staff Developer, Central Division AVID Consultant

Nominee represents school district size of:

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

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee. Yes No

Nominee represents an area that provides a geographical balance to the committee. Yes No

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3204.

Eric Louis Filippi

2925 N. Parkwood Ct
Wichita, Kansas 67220
H. (316) 686-3968
C. (316) 519-4494
efilippi@usd259.net

Education

Masters of Education May, 2005
Endorsements: Educational Administration and Supervision, PRE K-12
Wichita State University

Bachelor of Arts in Education May, 1999
Endorsements: 7-12 Social Studies
Wichita State University

Leadership Experience

Building Principal, Coleman Middle School 2017-Present

- Creating an innovative learning experience for an urban Middle School
- Schoolwide focus on the entire child
- Raised all State Assessment scores from the previous two years

Assistant Building Principal, Coleman Middle School, Wichita, Kansas 2015-2017
Leadership of Staff and Students

- Schoolwide lunch composting (250 lbs per day)
- Schoolwide community garden (raised \$17,000 to date)
- Coleman Middle School Bond administrator
- So You Want To Be An Administrator presenter

Assistant Building Principal, Wichita High School West, Wichita, Kansas 2011-2015
Leadership of Staff

- AVID Administrator
- Crisis Team Administrator
- Fine Arts & Communications Administrator
- Business and Culinary Arts Administrator
- Classroom observations on a regular basis
- Facilitate professional development sessions
- Oversee budget for several programs
- Security Administrator
- West High Bond Administrator

Leadership of Students

- Responsible for Student Leadership Groups
- Responsible for the day to day operations of both academies
- Responsible for student disciplinary procedures

Committee Participation

- USD 259 Student Wellness Committee
- District Wide Leadership Advisory Council representative
- Leadership Workgroup
- Distinguished Classroom Teacher Committee

Assistant Building Principal, Wichita High School Southeast, Wichita, Kansas 2005-2011
Leadership of Staff

- AVID Administrator
- Classroom observations on a regular basis

Eric Louis Filippi

2925 N. Parkwood Ct. Wichita, KS 67220 H (316) 686-3938 C (316) 519-4494 efilippi@usd259.net

- Facilitate professional development sessions
- Facilitate the 504 team and work with Special Education
- Oversee budget for several programs
- Developed the USD 259 Summer School Teacher Training
- Participate in the interviewing and recommendation of teacher candidates
- 2008 USD 259 Bond Issue Committee

Leadership of Students

- Responsible for Student Leadership Groups
- Responsible for student disciplinary procedures
- Helped students recover 379 credits over 3 years with the Southeast Extended School

Committee Participation

- USD 259 Health and Wellness Committee
- Choose Respect (Start Strong Wichita) Community Committee
- Superintendents Budget Stakeholders Committee

AVID Consultant 2012-Present

- Lead Writer for AVID's Leadership for Implementation Summer Institute Strand

Central Division AVID Consultant 2009-Present

- Facilitate AVID Awareness throughout the mid-west
- Present the AVID System of College Readiness to District and Building Administration

AVID Summer Institute Staff Developer 2004-Present

- Lead Strand Writer and Presenter for Leadership for Implementation
- 2009 Dallas Summer Institute keynote speaker

High School Social Studies Teacher, Wichita High School North, Wichita, Kansas 1999-2005

- Taught US History I and II, World History, Youth Court, and the AVID Elective Class
- Coached Football and Track and Field
- Keynote speaker for Kiwanis Club of Wichita
- USD 259 Narrowing the Achievement Gap public outreach
- Presented Project-Based Learning at the Rocky Mountain District Council for the Social Studies
- Trained in Advanced Placement training

Achievements

- Served on the original Site Team that brought the AVID System of College Readiness to Wichita
- Oversaw the building of a fully functioning, electricity producing, Wind Turbine with the LAC
- Headed the recycling efforts with the LAC students to recycle over 60,000 plastic bottles and over 20 tons of paper from Southeast High School
- Responsible for the acquisition of the Robert Wood Johnson Foundation one-million dollar *Start Strong Wichita* grant through the presentation of the Southeast High School Choose Respect program efforts.
- Keynote speaker at the 2009 Dallas Summer Institute where I talked about my journey with the AVID System of College Readiness to over 6000 educators
- National Staff Developer for the AVID College Readiness System
- Lead writer for the Leadership for Implementation Summer Institute strand
- 2017 KAMSA Assistant Principal of the Year

Impacted the lives of thousands of USD 259 students

Eric Louis Filippi

2925 N. Parkwood Ct. Wichita, KS 67220 H (316) 686-3938 C (316) 519-4494 efilippi@usd259.net

References

Joel Hudson, *Principal*
Wichita High School West
820 S. Osage
Wichita, Kansas 67203
(316) 973-3613
jhudson@usd259.net

Steve Wentz, *Teacher-UTW Representative*
Wichita High School Southeast
903 South Edgemoor
Wichita, Kansas 67218
(316) 807-2271
swentz@usd259.net

Stacie Valdez, *AVID Program Manager*
Central Division Office
8303 North Mopac Expressway, Suite C250
Austin, Texas 78759
(316) 992-0626
svaldez@avidcenter.org

Patty Stuever, *Student Leadership Coordinator*
Wichita High School North
1434 North Rochester
Wichita, Kansas 67203
(316) 519-0355
pstuever@usd259.net

Barbara Copeland, *AVID Program Manager*
Central Division Office
8303 North Mopac Expressway, Suite C250
Austin, Texas 78759
(512) 669-5904
bcopeland@avidcenter.org

Rudy Martinez, *AVID Director*
AVID Center-Texas State Office
11910 Greenville, Suite 107
Dallas, Texas 75243
(512) 415-9836
rmartinez@avidcenter.org

Matthew Webber, *Vocal Music Teacher*
Wichita High School West
820 S. Osage
Wichita, Kansas 67203
316-973-3646
mwebber@usd259.net

Denise Wren, *Director of Leadership Development*
AVID Center
9246 Lightwave Avenue, Suite 200
San Diego, California 92123
316-213-8223
dwren@avidcenter.org

Jeff Freund, *Principal*
Mayberry Middle School
1544 N Gouverneur
Wichita, Kansas 67206
316-250-9069
jfreund@usd259.net



Nominees for Professional Practices Commission

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

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE: Professional Practices Commission

Nominated by (organization, individual or State Board member)

Nathan Reed

Date

June 12, 2018

Nominee's Name William H. Anderson Occupational Title Principal

Place of employment (Facility) USD376-Sterling Address 308 E. Washington

City Sterling State Kansas Zip -67579

Home address 616 E Washington

City Sterling State Kansas Zip -67579

Home e-mail willandy23@gmail.com Work e-mail andersonb@usd376.com

Work Phone () -620-278-2171 Home Phone () -620-200-4467

Fax Number () -620-278-3237

State Board District (that you work in): District 5

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: **currently certified and actively practicing in Kansas, have at least five years' professional educational experience, and have been in active practice the immediately preceding three years and at the time of appointment.**

Current Principal at Sterling USD376 (11 Years)

Education for 25 years

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

Endorsements in Special Education/Director Special Education

Human Resources-Villanova

District Level Certification

Nominee represents school district size of:

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

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee. Yes No

Nominee represents an area that provides a geographical balance to the committee. Yes No

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3204.

William H. Anderson

616 E. Washington

Sterling, Kansas 67579

Work: (620) 278-2171

Cellular: (620) 200-4467

willandy23@gmail.com

Education

December 2014	Wichita State University, Wichita, Kansas/Educational Doctorate (Ed)
February 2007	Villanova University, Villanova, Pennsylvania/Human Resources
July 2005	Wichita State University, Wichita, Kansas/Director of Special Education
May 2001	Wichita State University, Wichita, Kansas/District Certification
July 1998	Wichita State University, Wichita, Kansas/Educational Leadership (MED)
May 1994	Kansas Wesleyan University, Salina, Kansas/Special Education
July 1989	Wichita State University, Wichita, Kansas/Physical Education (BA)

Experience

2007-Present	Principal/USD376 Sterling Junior/Senior High School
1998-2007	Assistant Principal/Athletic Director/Technology-USD309 Nickerson High School
1992-1998	Special Education Instructor-USD308 Hutchinson High School

Professional Trainings & Accomplishments

Human Resource Management Trained (2007)

Kansas Scholastic Press Association Administrator of the Year (2011)

KASB School Law Training (2013)

Published Research (2016)



Nominees for Professional Practices Commission

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

NOMINEE COMPLETE THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE: Professional Practices Commission

Nominated by (organization, individual or State Board member)

USD 294

Date 6-11-18

Nominee's Name Dr. Troy Pitsch Occupational Title Superintendent / Principal
 Place of employment (Facility) USD 294 Address 131 East Commercial
 City Oberlin State KS Zip 67749
 Home address 710 E. Washington
 City Oberlin State KS Zip 67749
 Home e-mail dr.troy.pitsch Work e-mail tpitsch@usd294.org
 Work Phone 785-475-3805 Home Phone (512) 630-8691
 Fax Number 785 475 3076
 State Board District (that you work in): 5

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: **currently certified and actively practicing in Kansas, have at least five years' professional educational experience, and have been in active practice the immediately preceding three years and at the time of appointment.**

I meet and exceed all of the above requirements. Save for the current year, all of my 18 years of experience as an educator & educational leader have occurred in a large district in the urban setting.

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

Please refer to my resume for information on my education level and work history. It is extensive, and there is very little that I haven't been exposed to in my tenure in education.

Nominee represents school district size of:

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

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee. Yes No
 Nominee represents an area that provides a geographical balance to the committee. Yes No

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3204.

Troy Pitsch

Educational Leader with a proven track record of student success

710 E. Washington, Oberlin, KS
dr.troy pitsch@gmail.com (512) 630-8691

“To secure gainful employment that allows me to use my combined knowledge and skills in the role of campus and district leadership.”

WORK EXPERIENCE

Superintendent of Schools

Unified School District 294-Decatur County, KS - 2017 to Present

Responsible for leading our 2A district employees to achieve the highest levels of excellence so that each student is provided with a challenging, meaningful, and rewarding education. Charged with managing the use of District facilities, property, and funds with maximum efficiency, cost-effectiveness, and an ever-present, overriding awareness of and concern for their impact upon education of individual students. Highly focused on promoting connections among education, workforce quality, and economic development so that students are prepared with the 21st Century skills necessary for success in the global workforce.

Campus Principal-Spring Hill Elementary

Pflugerville Independent School District - Pflugerville, TX - June 2013 to 2017

Responsible for the operations of a Title I bilingual campus with an enrollment of 625+ students and nearly 100 teachers and staff. We focus on strong tiered instruction & effective progress monitoring in the cores. Our creation of a local formative assessment system and dedicated blocks for supported small group instruction led to the campus receiving four of five designations for excellence in 2015.

Assistant Principal-Park Crest MS

Pflugerville ISD - Pflugerville, TX - December 2011 to June 2013

Charged with all operations of assigned grade level, including discipline processes, PLC Leader for core teams, Rtl & SpEd administrator. The site was a Title I middle school campus with an enrollment of 1000+ students.

Assistant Principal - Copperfield Elementary

Pflugerville ISD - Pflugerville, TX - May 2008 to December 2011

Supported principal in the operation of a Title I bilingual elementary school with an enrollment of 700+ students with one of the highest Low SES populations in the district to great success. In our tenure, we always met standards and received recognized status twice from the state based on accountability testing.

Social Studies Teacher (6th-8th)

Pflugerville ISD - Pflugerville, TX - July 2000 to July 2006

I taught several grade level subjects including US History, World Cultures and Geography, and Texas History. Each year, my tested students surpassed 95+ percent meeting standard consistently.

EDUCATION

PhD in Educational Administration - Educational Policy & Planning

University of Texas at Austin -
Austin, TX 2016

M.Ed. in Educational Leadership & Administration

Texas State University – San Marcos, TX 2008

Bachelor of Science in Education: Social Studies Composite in History and the Social Sciences Education

Arkansas State University - Jonesboro, AR 1999

SKILLS: Microsoft Office (15+ years) Multiple data systems like Eduphoria, BlackBoard, AimsWeb, ANOVA and many others (10+ years) Leading diverse populations of stakeholders. (10+ years) Deep expertise in the collection & analysis of data from the areas of student learning, staff instructional practices, and disciplinary data (10+ years)

District Website: <http://www.usd294.org>

CERTIFICATIONS

District Leadership (Superintendent)

June 2018 to June 2023

Standard Certificate for the State of Kansas

EC-12 Principal

August 2017 to August 2023

Standard certificate for the State of Kansas

6-12 Social Studies Composite Teacher

August 2013 to August 2018

Standard teaching certificate for the State of Texas.

GROUPS

American Educational Research Association

January 2014 to Present

Annual convention to present new research to other education scholars in many related areas. Will be presenting my dissertation research in the fall of 2016.

ADDITIONAL INFORMATION: Expertise in the areas of both language acquisition in dual language programs, and the characteristics of urban schools facing rapidly shifting demographics and increased levels of student poverty.



Nominees for Professional Practices Commission

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

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE: Professional Practices Commission

Nominated by (organization, individual or State Board member) John McKinney Date 9/25/18

Nominee's Name Susan A Leonard Occupational Title HS Administrator

Place of employment (Facility) Shawnee Mission East HS Address 7500 Mission Rd.

City Prairie Village State KS Zip 66208

Home address 5831 Cherokee Dr.

City Farmway State KS Zip 66205

Home e-mail sleonard16@gmail.com Work e-mail susanleonard@smsd.org

Work Phone (13) 993-6613 Home Phone (816) 695-7060

Fax Number (13) 993-6899

State Board District (that you work in): Shawnee Mission 512

Please state briefly:
Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: **currently certified and actively practicing in Kansas, have at least five years' professional educational experience, and have been in active practice the immediately preceding three years and at the time of appointment.**

I have been a high school administrator for the past two years at Shawnee Mission East HS. Previously, I was a middle school principal at an independent school in KCMO for 7 years; ~~per~~ and a MS admin for 12 years at North Kansas City Schools.

Working and educational experience which might be pertinent to this appointment.
I have a rich and varied educational experience from low to high poverty, from middle to high school and from both sides of the state line (KS & MO). I have also been actively

Nominee represents school district size of: (small and large schools)
 0-400 400-1200 1200-2500 2500-5000 5000 and over
involved as a leader in my community

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

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3204.

Susan Anderson Leonard, Ph.D.

5831 Cherokee Drive Fairway, Kansas 66205
816-695-7060 sleonard16@gmail.com

Education:

University of Kansas

2007 PhD in Educational Policy & Leadership Studies

Dissertation: "Trends in Education-Related Litigation 1986-2004"

1996 BS in Education: Secondary Social Studies

University of Missouri – Kansas City

2000 MA in Educational Administration

Work Experience

Shawnee Mission East High School, associate principal 2015 – present

Serve as member of Leadership team overseeing all aspects of school

Curriculum & Instruction: Social Studies, Science, CTE, PE

Student Management, A-G: IEP & 504 plans, discipline, mentoring

Site Test Coordinator: NWEA MAP, Kansas Assessments

Communications: PTSA Newsletter, Lancer Line

Shawnee Mission East Diversity & Inclusion Committee

Faculty member: solicit feedback about school culture, consider and implement programming to help *all* students feel valued and at home at SME. Also help organize events with students, parents, community

UNITED: *Understanding the Necessity for Intentional Training for Empathy & Diversity*

Member and trainer in the Shawnee Mission School District:

Fall 2017: Facilitated District Level Professional Development Workshop, *the Cultural Side of Disability*

Pembroke Hill Middle School, principal 2009 – 2015

Served as leader of MS Division and as a part of the School's administrative team

- Helped to facilitate schedule change including the addition of an embedded time for teacher collaboration, grades 6-12

- Helped MS transition from “junior high” to “middle school” model with a focus on teaming and exploratory student curriculum
- Assisted school’s development of Core Values and Character Standards

Northgate Middle School, assistant principal 2000 – 2009

Winnemka High School, teacher and coach 1997 - 2000

Leadership Experience

Kansas Association of School Principals – Fall Conference 2018

Co-presented workshop, “The Ever-Changing Perception of Teachers”.

REACH Diversity Trainings, North Kansas City Schools:

Attended intensive “train the trainer” workshop in Seattle with Gary Howard, founder of REACH.

Staff Development Committee, New Hires Facilitator 2007-2008: Designed and implemented 6 workshops designed for experienced teachers new to North Kansas City Schools. Topics ranged from diversity training to the evaluation process to instructional philosophies.

Beginning Administrator Mentor 2005-2006: Served as a mentor to a first year administrator and conducted several workshops for beginning administrators in North Kansas City Schools.

Staff Development Committee 2002-2003: Administrative representative. Planned district-wide staff development: curriculum, training, conducting workshops.

Community Involvement:

Kansas School Mental Health Advisory Council, 2017 - present

I represent both parents and secondary school administrators on an advisory council charged with the task of advising the Kansas State Board of Education of unmet needs with the state in the area of mental health; then coordinating with legislators and stakeholders to address the relevant issues effectively.

Kansas City Area Education Research Consortium (KC-AERC) Steering Committee, 2013 - 2016

KC-AERC was a forum for school districts, civic, business and academic stakeholders to examine K-12 education questions about current practice, funding and policy, and future needs and directions.

KU Alumni Network - Kansas City Chapter Board Member 2014 - present

Executive Committee - At Large 2015-2017

Co-Chair Student Recruitment - 2017-present

Young Professionals Alliance, the University of Kansas Hospital

Founding Member

Steering Committee, Vice President of Service 2009-2011

Mission Statement of Program: We are a young professionals organization created to support The University of Kansas Hospital's vision of leadership in caring, healing, learning and teaching.

Advocacy – Promote the hospital by sharing its success story throughout the community

Philanthropy – Support and create fundraising efforts

Service – Volunteer for hospital projects and initiatives

Greater Kansas City Chamber of Commerce

Centurions Leadership Program, Class of 2009

A highly selective leadership program designed to prepare future leaders in Kansas City

St. Ann Catholic Church, Catechist 2007-2010

Sunday school teacher for 3 & 4 year olds

Kauffman Foundation 2007

Coordinated local efforts to identify under-represented minority qualifiers for the Duke Talent Identification Program (Duke TIP).

Big Brothers Big Sisters of Greater Kansas City 2000-2004

Mentored and advised two middle school aged young men.

Honors | Awards | Publications:

What We All Need to Know About Vaping **Phi Delta Kappan** April 2018

Selected by Ingram's Magazine as one of Kansas City's "40 Under Forty" 2013

Selected by KC Chamber to receive the ATHENA Young Professional Leadership Award 2013

Milo Stuckey Graduate Fellowship Recipient 2004-2005

Glenda McDonald Memorial Scholarship Recipient 2005-2006



Nominees for Professional Practices Commission

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

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE: Professional Practices Commission

Nominated by (organization, individual or State Board member)

Dorsey Burgess, Supt. USD509 Date 6-12-2018

Nominee's Name Kendra Adcock Occupational Title Grade 2 Elem. Teacher

Place of employment (Facility) USD 509 Elem. Address 229 S. Kickapoo, P.O. Bx 229

City South Haven State Kansas Zip 67140

Home address 816 E. Harvey Avenue

City Wellington State Kansas Zip 67152

Home e-mail kendraadcock@usd509.org Work e-mail kendraadcock@usd509.org

Work Phone (620)-892-5215 Home Phone (785)-893-4302

Fax Number () -

State Board District (that you work in): 509

Please state briefly:

Qualifications for this appointment as set forth in the statute or policies developed by the Advisory Council. These qualifications include: **currently certified and actively practicing in Kansas, have at least five years' professional educational experience, and have been in active practice the immediately preceding three years and at the time of appointment.**

I am currently certified with the state of Kansas as a Elementary

Kindergarten through 9th grade. I have taught kindergarten, 4th grade, k-6th grade technology curriculum and taught 2nd grade a cumulative of 4 years. I have served on a wide variety of committees during my career.

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

I have served on multiple committees during my years of service to this profession and love the aspect of giving back to my community and school. ~~I have worked on PCD committees, School Improvement Teams, PACERS for~~ students who are academically at risk, as well as many other committees to improve school procedures and practices.

Nominee represents school district size of:

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

(To be completed by KSDE personnel)

Nominee will help provide representation of differing size school districts or post-secondary institutions to the committee. Yes No

Nominee represents an area that provides a geographical balance to the committee. Yes No

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3204.

Kendra Adcock

816 E. Harvey Avenue • Ottawa, Kansas 67152 • (785) 893-4302 • kendraadcock@usd509.org

Energetic, flexible, and self-motivated professional having the ability to bring a positive attitude and creative thinking to the work place is looking for a new career path. A strong, talented, resourceful individual who can develop and implement creative ideas using excellent communication skills wishes to work in an environment that allows success.

Areas of Proficiencies Include the Following:

- Knowledgeable with Microsoft Office, including Word, Excel, and PowerPoint and multitude of other programs involving multiple different types of organizations and businesses
- Work experience that demonstrated orientation to detail and accuracy
- A self-starter with strong work ethics and ability to work towards goals
- Excellent written and oral communications
- Knowledge of large-scale assessments, item development, state testing, and/or state standards assessment writing
- Superb time management skills and task oriented
- Flexibility and willingness to adapt to redirection in testing and facilitation of MTSS and other school implemented strategies to help students learn

Summary of Qualifications

- 2 years supervising front desk management, occupancy management, building security, mail and package management administration of maintenance processes in a residential hall
- 16 years working in education: *As an Elementary Teacher and Substitute Teacher*
- 7 Years management & supervising experience: *Coordinator/ As a Customer Service Manager for a large retail store*
- 6 Years as *supervisor at a public library working with patrons, employees, phone communications, and technology*
- *Owner of KA Designs, Business and Custom Sign Painting, established in 2011*

Education & Qualifications

- ✓ **Associates in Commercial Arts Degree** **1989**
Johnson County Community College Overland Park, Kansas
- ✓ **Bachelor of Arts in Elementary Education History and English** **1994**
Concentration in Elementary Education K-9 Ottawa, Kansas
Ottawa University
- Masters of Education** Currently Attending
Friends University
- ✓ **State of Kansas Teaching License, Certified K-9**

Work Experience

USD 509 South Haven Schools South Haven, Kansas

2nd Grade Teacher Current Position

- Instructed classrooms on multiple levels to meet student and teacher's needs

Dynamic Learning Maps/Kansas University

Item Writer

- Writing State Standard Assessments for Disabled Students in 35 States

Temporary Summer Position

Lawrence, Kansas

USD 450 Shawnee Heights Schools

Topeka, Kansas

Long Term 5th and 6th Grade Substitute Teacher AY 2011-2012

- Instructed classrooms on multiple levels to meet student and teacher's needs

USD 420 Osage City Public Schools

6th Grade Language Arts and Social Studies Teacher AY/2009 – 2011

Osage City, Kansas

- Instructed 6th grade Language Arts and Social Studies curriculum, fostered academic and social growth for all students, encouraged parental involvement and instituted a senior citizen mentoring program in the classroom
- Administered Kansas Reading Assessments (95.5% exceeded standards in 2011 assessments)
- Member of the PDC Committee and Site Council

USD 497 Lawrence Public Schools

4th Grade Teacher AY 2008-2009

Lawrence, Kansas

- Instructed students in a Reading First classroom with standards based instruction
- Administered Formative, MAPS, Reading, Math and Science Kansas Assessments

USD 450 Shawnee Heights Schools

Topeka, Kansas

2nd Grade Teacher AY 2006 -2008

- Developed and taught lessons on relevant children's books, poems, movies and themes to promote student interest
- Received high remarks for the creativity of classroom lesson plans and instructional techniques from students, parents and faculty

USD 288 Central Heights Schools

4th Grade Elementary Technology Teacher AY 1997-2006

Richmond, Kansas

- Maintained organization and effective behavioral management within the classroom by incorporating motivational incentives and positive reinforcement, evaluated students' progress and encouraged them to achieve success, monitored student's homework help and provided tutorial help
- Student Council Elementary Representative, Courtesy Committee Member, Playground Improvement Member, Library Reading Committee Member

USD 289, 290, 348

Substitute Teacher 06/1996 – 03/1997

Pomona, Ottawa and Baldwin City, Kansas

- Taught 2nd, 5th, Title One Reading and 3rd/4th Grade Combination

Other Professional Experience

Wal-Mart Discount Store

Head Night Time Customer Service Manager 1987 – 1993 (While in college)

Ottawa, Kansas

- Supervised a staff of 10 Cashiers within the store's Customer Service Department.
- Responsible for recruiting, training, developing, coaching and communicating with my staff
- Coordinated employee schedules, conducted observations and performance reviews and provided developmental feedback
- Oversaw the daily operations of the store's Customer Service Desk; directing cashiering activities, delegating tasks effectively and appropriately to create self-managing teams, assisting customers and addressing customer concerns

Career Development

Writing Across the Curriculum Workshops/ Quantum Learning Workshops/ Developing Capable People Workshop

S.O.I. : Source of Intellect Training/ Love and Logic Training

TESA Training: Teacher Expectation Student Achievement/ MANDT Certified

Community Initiatives

Provided after-school tutoring for students including those that were hearing impaired/ Teacher Mentor

School Improvement Committee Member/Professional Development Committee Member/Site Council Teacher Representative

Created Back to School Night events for the students and families of Tecumseh Elementary, Kennedy Elementary and Central Heights Schools



Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

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

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

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

Nominated by (organization) KNEA Date 6/18/2018

Nominee's Name Jennifer Holt Occupational Title Teacher
 Place of employment (Facility) Kansas City, Kansas Public Schools Address 2010 N. 59th St.
 City Kansas City State KS Zip 66104-
 Home address 14517 W. 92nd St.
 City Lenexa State KS Zip 66215-
 Home e-mail jenniferholt@me.com Work e-mail jen.holt@kckps.org
 Work Phone (913) 551 - 3200 Home Phone (913) 530 - 569
 Fax Number () -
 State Board District (that you work in) 1

Please state briefly:

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

Currently certified under an accomplished KS teacher's license
National Board Certified Teacher
Master's Degree in Instructional Technology

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

Elementary Teacher (1st, 2nd, technology)- 8 years
Elementary Instructional Coach- 7 years
Local Teacher's Association President - 1 year

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

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

(To be completed by KSDE personnel)

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

- Yes No

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

- Yes No

Jen Holt



Work Experience

- Kansas City, Kansas Public Schools USD 500
 - Elementary Teacher Leader & Presenter/ Learning Facilitator- 2013-present
 - Literacy Teacher Leader (Curriculum) & Presenter/Facilitator, 2010-2013
 - Eugene Ware Elementary School, Technology Teacher/Integration Specialist, 2009-2010
 - Eugene Ware Elementary School, 2nd Grade, 2002-2009
 - Quindaro Elementary School, 1st Grade, 2001-2002

Education

- Master's in Educational Technology
 - Mid-America Nazarene University 2008
- Bachelor's in Elementary Education
 - University of Kansas 2001

Education Leadership

- District Facilitator for Professional Learning- 2010-present
- Local Education Association Vice President- 2011- 2013
- National Minority Leadership Training (NEA)- 2009
- Education Blogger 2005-present
- Building Leadership Team Member- 2009-2010
- Building Staff Development Presenter- 2008-2010
- District Technology Vision Team- 2008
- Learning Generation Grant Participant- Technology Integration in Education- 1999-2001

Education Reform

- Facilitator of Literacy Curriculum Cadre 2011-2014
- Facilitator for Common Core State Standards workshops- 2012
- Participant in Literacy Reform Workshop with Reggie Routman
- Participant in District Literacy Council (for Literacy Reform)- 2011-2012
- Facilitator of District Literacy Standards Reform- 2011- 2012
- Interest Based Bargaining Team (NEA/District)- 2007-2013

Achievements

- KCKPS District Literacy Council 2011-present
- Development of Scalopedia (Scale Database) 2014-15
- National Board Certification- 2009
- NEA Summer Fellowship, Washington, D.C.- 2010
- Kansas Exceptional Educators Network (KEEN)- state conference presenter 2011



Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

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

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

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

Nominated by (organization) KNEA Date 6/18/2017

Nominee's Name Carrie Riggs Occupational Title Elementary Teacher - 3rd grade
 Place of employment (Facility) Chase County Elementary Address 410 Palmer
 City Strong City State KS Zip 66869-
 Home address PO Box 627
 City Cottonwood Falls State KS Zip 66845-
 Home e-mail riggscwfls@sbcglobal.net Work e-mail riggsc@usd284.org
 Work Phone (620) 273 - 6676 Home Phone (620) 273 - 8462
 Fax Number () -
 State Board District (that you work in) 7

Please state briefly:

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

Certified to teach K-8. 2018-19 will start 20th year at Chase County Elementary School as a 3rd grade teacher.

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

Member of the district's KESA committee. District Leadership and Building Leadership team. serves on Professional Development Committee. Serves as a mentor for pre-professional interns from Emporia State University

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

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

(To be completed by KSDE personnel)

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

- Yes No

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

- Yes No

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

Carrie Riggs

P.O. Box 627 | Cottonwood Falls, Kansas 66845

Home: 620-273-8462 | cell 520-220-0076

riggscwfls@sbcglobal.net

-----Present Employment-----

USD 284 Chase County Elementary School

620-273-6676

Certification K-8

riggsc@usd284.org

Third Grade Teacher

-----School and Educational Involvement-----

District Leadership Team member

Building Leadership Team member

ELA Subject Area Committee chair

Math, Science, and Social Studies subject area member

Professional Development Committee member

Curriculum Committee member

Emporia State University Intern mentor

Career KNEA member

Chase County Education Association member and secretary/ treasurer

Negotiations team member

-----Education-----

B.S. in Food and Nutrition from Minnesota State University

B.S. in Institutional Management from Southwest State University

B. S. E. from Emporia State University

-----Community Involvement-----

C4 Chase County Food Pantry – Friday Food Volunteer

First United Methodist Church of Emporia – Member and Food Pantry Volunteer

Symphony in the Flint Hills – Volunteer

Pioneer Bluffs – Volunteer and former board member



Nominees for Professional Standards Board, Professional Practices Commission, Licensure Review Committee

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

NOMINEE-COMplete THIS FORM AND ENCLOSE A COPY OF RESUME OR VITA

NAME OF BOARD/COMMISSION/COMMITTEE:

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

Nominated by (organization) KNEA Date 6/18/2018

Nominee's Name AARON EDWARDS Occupational Title Teacher
 Place of employment (Facility) Lansing High School Address 1412 147th st
 City Lansing State KS Zip 66043-
 Home address 516 Caraway
 PI City Lansing State KS Zip 66043-
 Home e-mail awedwards78@gmail.com Work e-mail aaron.edwards@usd469.net
 Work Phone (913) 727 - 3357 Home Phone (913) 426 - 3231
 Fax Number () -
 State Board District (that you work in) 1

Please state briefly:

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

Certified and teaching in Kansas for 15 years.

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

Lansing High School for 3 years. Previously taught at Atchison High School for 12 years.

Bachelor's degree from Missouri Western State University and a master's in education from Baker University

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

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

(To be completed by KSDE personnel)

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

- Yes No

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

- Yes No

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

AARON W. EDWARDS

516 Caraway Pl
Home: 913-426-3231
Work: 914-727-3357
Email: awedwards78@gmail.com

OBJECTIVE

I am seeking a position on the Professional Standards Board for KSDE.

EDUCATION

MASTER OF ARTS: EDUCATION

Baker University, Baldwin City, KS

2010

BACHELOR OF SCIENCE: INSTRUMENTAL MUSIC EDUCATION

Missouri Western State University, St. Joseph, MO

2002

CERTIFICATIONS

- Kansas Professional Teaching License, exp. 2019
- Endorsement: PK-12 Music Educations, June 2003
- Highly Qualified: Instrumental Music PK-12, June 2003

EXPERIENCE

LANSING PUBLIC SCHOOLS USD #469

Lansing, KS

Director of Bands, Lansing High School

08/2015 to Present

ATCHISON PUBLIC SCHOOLS USD #409

Atchison, KS

Director of Bands, Atchison High School

08/2003 to 05/2015

COMMITTEES AND BOARDS

Atchison Building Team Leader

Atchison District Technology Cadre

Atchison NEA Building Rep

Lansing EA Building Rep

Lansing EA President Elect

Pony Express Uniserv PAC Treasurer

Pony Express Uniserv NEA RA Delegate

Atchison Co Democrats Treasurer

Atchison UMC Youth Ministry Assistant

Atchison UMC Church Leadership

AFFILIATIONS

- National Association for Music Education
- Kansas Music Educators Association
- Missouri Music Educators Association
- Kansas Bandmasters Association
- Kansas National Educators Association

Professional Practice Commission Membership

Updated 6.26.2018

Position	Name	Work Address	Term	Board District
Middle Public School Principal	Batson, Laura	USD 453 Richard Warren Middle Leavenworth	Appointed to 1 st 3-year term ending 6/30/20	1-Waugh
Middle Level Public School Teacher	Ramirez, Sylvia	USD 457 Garden City Horace Good Middle School Garden City	Appointed to 1 st 3-year term ending 6/30/19	5-Cauble
District Public School Administrator	Reed, Nathan	USD 310 Fairfield, Langdon	Appointed to 1 st 3-year term ending 6/30/21	5-Cauble 7-Willard
Senior High Public School Teacher	Schrader, Maret	USD 345 Seaman High School Topeka	Appointed to 1 st 3-year term ending 6/30/19	4-Mah
High School Classroom Teacher	Sieck, Linda	USD 512 Shawnee Mission	Appointed to 2nd 3-year term ending 6/30/20	1-Waugh 2-Roberts 3-Bacon
Vacancy Junior High Middle Level Public School Principal	Jennings, Vici	USD 320 Wamego Middle School		4-Mah 6- Horst 7-Willard
Vacancy Senior High Public School Principal	McKinney, John	USD 512 Shawnee Mission East HS		1-Waugh 2-Roberts 3-Bacon
Vacancy Senior High, Public School Teacher	Riddle, Ginger	USD 453 Leavenworth High School		1-Waugh
Vacancy Elementary Public School Teacher	Snider, Jessica	USD 253 Village Elementary School, Emporia		7-Willard

Item Title:

Act on request from Coalition of Innovative School Districts for renewal of a Specialized Teaching Certificate

Recommended Motion:

It is moved that the Kansas State Board of Education approve renewal of a Specialized Teaching Certificate for Elizabeth Stewart as presented for use in Marysville USD 364.

Explanation of Situation Requiring Action:

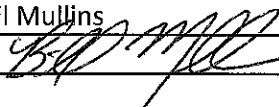
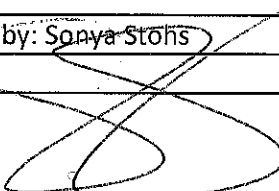
Marysville USD 364, a member of the Coalition of Innovative School Districts, is recommending the renewal of a Specialized Teaching Certificate for Elizabeth Stewart.

Ms. Stewart was granted a one-year Specialized Teaching Certificate last July to provide instruction in Spanish for Marysville Junior-Senior High. The USD 364 Board of Education has approved the renewal of Ms. Stewart's teaching contract. Her application is presented this month to the State Board of Education for consideration. If approved, the specialized certificate is effective for one year and is non-transferrable to any other Kansas school district.

Attachments:

- Elizabeth Stewart's application
- USD 364 Program of Support outline

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

Date of Application: 6/22/17	
CISD District Name: USD 364 - Marysville	
Applicant Full Legal Name: Elizabeth Winter Stewart	
Recommended Professional Employee assignment and content area (s): Marysville Junior/Senior High - Spanish	
Does applicant hold a valid Kansas Teaching License? <input type="checkbox"/> Yes Content area(s) _____; Effective Dates of Licenses ____/____/____ to ____/____/____ <input checked="" type="checkbox"/> No	
Applicant completed and passed all LEA pre-employment hiring procedures including Background Check <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
DATE applicant approved by local BOE: 4/12/2017	
Term of Specialized Certificate: <input checked="" type="checkbox"/> One Year Approval Dates: 8/15/2017 to 5/25/2018 <input type="checkbox"/> Renewal Approval Dates: ____/____/____ to ____/____/____	
Rationale for Filling Vacancy with Certified Professional (attach additional sheet if necessary): Spanish is a hard to fill position. Elizabeth has a Bachelor's Degree in Spanish from UMKC and is pursuing a Master's Degree in Romance Languages - Spanish from UNO.	
Name: Bill Mullins	Position: Superintendent
Signature: 	Date: 6/19/2017
Specialized Certificate Approval: <input checked="" type="checkbox"/> Yes June 22, 2017 <input type="checkbox"/> No	
Authorized by: Sonya Stohs	Position: USD 364 Board President
Signature: 	Date: 6/19/2017

Coalition of Innovative School Districts
Specialized Teaching Certificate Program of Support
USD 364 – Marysville

This program of support will be provided for Elizabeth Stewart, candidate for Specialized Teaching Certificate – Spanish, within USD 364 Marysville.

- The USD 364 Mentoring Plan approved by KSDE will be followed with fidelity.
- The candidate will enroll in the Fort Hays State University Transition to Teaching Program and attend their 4 day summer program in July 2017.
- The candidate will continue to pursue her Master’s Degree Program while teaching and waiting to complete the Transition to Teaching Program.
- The candidate will attend Professional Development as directed by the District to include appropriate classes through Fort Hays State University as needed to help the candidate be successful in the classroom.
- The candidate will receive extra support above and beyond the USD 364 Mentoring Plan and scheduled teacher evaluations from District Superintendent or a designee assigned by Fort Hays State University.
- The candidate, District, and Fort Hays State University will work together to develop a support plan that allows the candidate to complete her Master’s Degree Program and the Transition to Teaching Program within four years.

Item Title:

Executive session for the purpose of discussing personnel matters of non-elected personnel

Recommended Motion:

It is 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 the Kansas Open Meetings Act, in order to protect the privacy interest of the individual(s) to be discussed.

The open meeting will resume in the Board Room at the designated time.

Item Title:

Act on superintendent positions for Kansas School for the Deaf and Kansas State School for the Blind

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations of the Commissioner of Education for the superintendent positions at Kansas School for the Deaf and Kansas State School for the Blind.

Explanation of Situation Requiring Action:

The Kansas State Board of Education serves as the Board for the State School for the Deaf in Olathe and State School for the Blind in Kansas City. The State Board appointed the current interim superintendents to serve KSD and KSSB effective July 1, 2017. During that time, the interim superintendents have presented specific goals for each school and are working on implementation. Commissioner of Education Dr. Randy Watson will make recommendations for administrative leadership of the two state schools, along with salary recommendations.

Item Title:

Act on negotiated agreement with Kansas State School for the Deaf NEA

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the Professional Agreement between the Kansas State School for the Deaf NEA and the Kansas State Board of Education for the term Aug. 1, 2018 to July 31, 2020.

Explanation of Situation Requiring Action:

The negotiations bargaining team is presenting the Professional Agreement between the Kansas State School of the Deaf NEA and the Kansas State Board of Education for approval. A copy of the document is provided.

Professional Agreement

Between

Kansas School for the Deaf NEA

And

Kansas State Board of Education

~~August 1, 2017 – July 31, 2018~~

August 1, 2018 – July 31, 2020



Table of Contents

Article 1. Definitions.....	2
Article 2. General Provisions.....	2
Modification of Agreement.....	2
Savings Clause.....	2
Article 3. Salary.....	3
Article 4. Supplemental Assignments.....	4
Supplemental Assignments.....	4
Issuance of Supplemental Contracts.....	4
Article 5. Disciplinary Procedure.....	5
Article 6. Grievance Procedure.....	6
Definitions.....	6
Procedure.....	6
General Provisions.....	7
Article 7. Temporary Leaves.....	7
Personal Leave.....	7
School Closure.....	7
School Absences.....	7
Article 8. Professional Day.....	8
Duty Day.....	8
Plan Time.....	8
Professional Meetings.....	8
Duty Free Lunch.....	8
Flex Time.....	8
Compensation Time.....	8
Article 9. Contract Year.....	9
Basic Contract Year.....	9
Calendar Parameters.....	9
Article 10. Association Rights.....	9
Article 11. Reduction in Force.....	10
Procedure.....	10
Recall of Professional Educators.....	11
Article 12. Educator Evaluation.....	11
Article 13. Access to Files.....	11
Article 14. Duration.....	12
Appendix A: 2017-2018 2018-2019 Salary Schedule.....	13
Appendix A: 2017-2018 2018-2019 Payroll Schedule Remove	14
Appendix B: Supplemental Contracts.....	14

Article 1. Definitions

- A. **Association:** Kansas School for the Deaf NEA, affiliated with Kansas National Education Association and the National Education Association
- B. **Bargaining Unit:** all classroom teachers, transition facilitator, counselors, library media specialists, school psychologists, speech pathologists, and social workers employed by the Board and assigned full or part time to the Kansas School for the Deaf
- C. **Board:** the Kansas State Board of Education
- D. **Days:** working days
- E. **Educator:** all members of the bargaining unit
- F. **School:** Kansas School for the Deaf
- G. **Seniority:** the period of continuous service in the school
- H. **State:** the state of Kansas
- I. **Superintendent:** superintendent of the Kansas School for the Deaf or designee
- J. **Supervisor:** person designated by the Superintendent to perform supervisory, disciplinary, and evaluative duties over a member of the bargaining unit

Article 2. General Provisions

- A. **Modification of Agreement**

This agreement may be amended at any time by mutual consent. However, no amendment to this agreement shall be binding unless executed in writing and ratified by both the Board and the bargaining unit represented by the Association.
- B. **Savings Clause**

Nothing in this agreement shall be construed to limit the statutory power and duty of the Board to make, amend, or execute decisions and policies that are necessary to operate and maintain the teaching program and school and to otherwise carry out its lawful rights and responsibilities. Any portion of this agreement which is contrary to law shall be null and void but the remainder of the agreement shall remain in full force and effect.

Article 3. Salary

- A. Salary shall be based upon the rate of compensation paid to educators employed by the Olathe District Schools for the preceding school year as per K.S.A. 76-11a17 and amendments.
- B. Educators shall be placed on the salary schedule in the cell that provides the highest salary to which their years of experience, highest degree, additional semester hours, and professional development points entitle them.
- C. Proof of completion (i.e. grade card) of college hours may be submitted to the Human Resources office for salary schedule column advancement. College hours that will result in column advancement in the current contract year will be credited only if official transcripts are submitted by the second paycheck of the current contract year. Failure to meet the deadline for official transcript submission after submitting proof of completion of college hours will result in retroactive salary adjustment. Transcripts for college hours submitted after the second paycheck will be credited in the following contract year.
- D. Professional development points earned during the contract year must be submitted by May 1 for salary schedule column movement the following contract year. Professional development points earned after April 30 that will result in column advancement the following contract year will be accepted if submitted by the second paycheck of the following contract year.
- E. College credits and professional development points will be counted from the date of the last highest degree conferred. After a master's degree, professional development points start over towards movement on the salary columns.
- F. The Superintendent shall determine the initial placement of a newly hired educator on the salary schedule.
- G. Off Scale Stipends
 - ~~1. An educator placed on the last cell of any column of the salary schedule for the first time in 2016-2017 and remaining in the same column in 2017-2018 will receive an additional \$250.~~
 - ~~2. An educator placed in the last cell of any column prior to 2016-2017 and remaining in the same column in 2017-2018 will receive their stipend from 2016-2017 plus an additional \$250.~~
 - 1. An educator placed in the last cell of any column in 2017-2018 and remaining in the same column in 2018-2019 and whose

salary increase is less than 2% will receive a one-time stipend in the amount needed to result in a 2% salary increase.

H. Career Increment Payment

1. Educators who have completed at least fifteen but less than twenty years of service at the School shall have \$200 added to the annual salary.
 2. Educators who have completed at least twenty but less than twenty five years of service at the School shall have \$300 added to the annual salary.
 3. Educators who have completed at least twenty five or more years of service at the School shall have \$500 added to the annual salary.
 4. Career increment payments shall be made on the final pay period in December.
- I. The ~~2017-2018~~ 2018-2019 salary schedule ~~and payroll schedule~~ is attached as Appendix A.

Article 4. Supplemental Assignments

A. Supplemental Assignments

Supplemental contracts are those for coaching, new teacher orientation, supervising, directing and assisting extracurricular activities, chaperoning, ticket taking, cafeteria supervision and other similar and related activities.

Educators cannot be required to accept supplemental duties in order to maintain a primary teaching contract. Educators can resign supplemental duties without affecting their primary contracts. Supervision of the cafeteria is a supplemental and cannot be involuntarily assigned. However, other supervisory duties during the lunch period but outside the cafeteria may be assigned.

B. Issuance of Supplemental Contracts

1. Supplemental contracts will be issued within one (1) month of approval of the Professional Agreement by the teachers and the Kansas State Board of Education.
2. Payment of a supplemental contract will be made upon completion of the duties covered.
3. A supplemental contract will be issued only when duties are assigned.

C. The supplemental salary schedule is attached as Appendix B.

Article 5. Disciplinary Procedure

- A. Disciplinary action may result from a violation of Board policy, rules, regulations, or other good cause. Disciplinary action, with the exception of non-renewal/termination, is not meant to address an educator's effectiveness with students. Such professional issues should be addressed through the evaluation procedure.
- B. The underlying principal of discipline is correction rather than punishment. Discipline, short of discharge, should help the educator correct unacceptable actions. In these situations, the supervisor will make every effort to counsel the educator and/or suggest behavioral changes. If such counseling or suggestions fail to have a constructive effect, the supervisor shall follow this policy.
- C. In most cases, disciplinary action for repeated violations shall be progressively more severe. However, the severity of the violation will determine the initial action taken from the following options:
 - 1. Verbal reprimand (no written record will be placed in the educator's personnel file)
 - 2. Written reprimand
 - 3. Suspension with pay
 - 4. Suspension without pay for up to five (5) days
 - 5. Non-renewal/termination
- D. Prior to any disciplinary action, the supervisor will confer with the educator. The educator may be accompanied by a representative and/or Level 5 interpreter of choice at any and all levels of the disciplinary procedure. Discussion of disciplinary actions between the educator and the supervisor shall occur within five (5) days of written notice from the supervisor or until a Level 5 interpreter is obtained.
- E. A written reprimand or letter of suspension will be placed in the educator's official Human Resource file. A copy will be provided to the educator. The educator has the right to respond in writing within ten (10) days and the response shall be attached to the reprimand/suspension documentation in the file.
- F. Any disciplinary action taken, with the exception of a verbal reprimand or non-renewal/termination, shall be subject to the grievance procedure.

1. A grievance in regard to a written reprimand shall be filed at Step One of the grievance procedure with the appropriate supervisor.
2. A grievance in regard to a suspension shall be filed at Step Two of the grievance procedure with the Director of Human Resources.

Article 6. Grievance Procedure

A. Definition

A grievance is a statement of dissatisfaction over any condition of work which allegedly has an adverse effect on the educator. The procedure may also be used to provide redress for grievances alleging discrimination on the basis of race, color, ancestry, national origin, age, sex, sexual harassment, sexual orientation, disability, political affiliation, or veteran's status. In addition to the right to file the grievance under this procedure, all employees retain the right to file civil rights complaints with the appropriate enforcement agencies.

B. Procedure

1. Step One. An educator must file a grievance with the appropriate supervisor within ten days of the event causing the dispute or within ten days of the educator's knowledge of the occurrence of the event causing the dispute. The supervisor will meet with the educator and provide a written response within five days of receiving the grievance.
2. Step Two. If the educator is not satisfied with the response of the supervisor, the educator may file the grievance with the Director of Human Resources within ten days of the supervisor's response. The HR Director will meet with the educator and provide a written response within ten days of receiving the grievance.
3. Step Three. If the educator is not satisfied with the response of the Director of Human Resources, the educator may file the grievance with the Superintendent within ten days of the Director's response. Within ten days of receiving the grievance, the Superintendent will meet with the educator and/or appoint one or more persons as a hearing panel to gather pertinent statements and information and make recommendations to the Superintendent. Within fifteen days of receiving the grievance, the Superintendent will provide a written response.
4. Step Four. If the educator is not satisfied with the response of the Superintendent, the educator may request advisory mediation by notifying the Superintendent within ten days of the

Superintendent's response. The request for advisory mediation will be jointly forwarded to the Federal Mediation Conciliation Service (FMCS) unless both parties agree to use an alternate resolution process.

C. General Provisions

1. The educator may be accompanied to a representative of choice at any and all levels of the grievance procedure. Up to two non-participating observers, chose by the educator, may attend. Disruptive behavior may be reason to terminate the meeting.
2. Discussion of a grievance between the educator and the supervisor, HR Director, or Superintendent shall occur at such times as the parties mutually agree.
3. Time limits as designated in this article may be extended by mutual agreement.

Article 7. Temporary Leaves

A. Personal Leave

KSD will annually grant three (3) days of personal time to be used during the regular school year, but not during the extended school year (ESY). Any time not taken during the regular school year will be forfeited, and cannot accumulate. Personal leave request must be made no less than five (5) days in advance to allow for the development of lesson plans and related activities for the support of a substitute teacher.

Personal leave is not available under the following conditions unless authorized by the Superintendent:

1. The orientation period at the beginning of the school year
2. The last five (5) contract days of the school year
3. The last contract day prior to Thanksgiving break, winter break, spring break, or a holiday
4. The first contract day following Thanksgiving break, winter break, spring break, or a holiday
5. Any professional development professional preparation days identified on the school calendar.

B. School Closure

The KSD Administration has the exclusive right to declare when KSD is closed for any reason.

C. School Absences

Educators are encouraged to report for work to ensure adequate supervision of students. However, if the employee finds it is not possible to report to work, the educator who chooses to remain at home must promptly notify his/her immediate supervisor. The missed day will be deducted from one of the following: a) personal leave, b) sick leave, c) discretionary day, or d) unpaid leave.

Article 8. Professional Day

A. Duty Day

Full time staff members are expected to be at work by 7:45 a.m. and end at 3:45 p.m. If special situations or appointments require a late arrival or early departure, arrangements may be made with the supervisor in advance.

B. Plan Time

1. Educators assigned full-time to the secondary school (grades 7-12 and post-graduates) will have at least 242 minutes per week within the regular student contact hours for the purpose of planning, preparation, and evaluation of instructional activities.
2. Educators assigned full-time to the elementary school (early childhood through grade 6) will have at least 225 minutes per week within the regular student contact hours excluding recess, for the purpose of planning, preparation, and evaluation of instructional activities.
3. Speech therapists, school psychologists, social workers, counselors, and library media specialists may schedule time as needed and available for the purpose of planning and preparation.

C. Professional Meetings

Department meetings, professional learning community meetings, and professional development meetings may be scheduled on Friday afternoon. Educators will attend any meetings scheduled during this time.

D. Duty Free Lunch

Educators shall have a daily uninterrupted lunch period free of assigned responsibility for a period of at least twenty five minutes duration.

E. Flex Time

In years when there is early dismissal of students on the Wednesday before Thanksgiving, educators may remain at work until 3:45 or may leave after student dismissal. Those who choose to leave early will make up four hours at another time for professional development,

and/or assist with school events. Educators who choose the flex time will inform their supervisor of their plan.

F. Compensation Time

One hour of compensation time shall be granted to the counselor, school psychologist, and school social worker for each hour spent outside the defined duty day in response to an administration approved request for services. Compensation time shall accumulate through the school year and may be used at the discretion of the educator with the approval of his/her supervisor. Accumulated compensation time shall be taken in no less than one hour increments with no more than eight hours (one contract day) taken at any one time. Accumulated compensation time not used by the end of the school year will be forfeited except for any hours earned during the last week of the school year. Any hours earned during the last week of school may be carried over to the following school year.

Article 9. Contract Year

A. Basic Contract Year

The educators' contract year shall be for 181 days for returning educators and 183 days for new hire educators. There shall be 172 student contract days.

B. Calendar Parameters

1. Two days shall be designated as new staff orientation
2. Two days shall be designated as professional development days; one shall be scheduled prior to the first day of school.
3. Six days shall be designated as professional preparation days; one shall be scheduled prior to the first day of school, one at the end of each quarter and an additional day during the school year.
 - a. All days designated as a "professional preparation day" are to be used at the discretion of the educator for activities related to instructional purposes.
4. Two half days shall be designated for parent teacher conferences.

Article 10. Association Rights

- A. The Association shall have the right to post notices of activities and matters of Association concern on official employee bulletin boards.
- B. The Association shall have access to teacher mailboxes and to school e-mail addresses for communication of Association business.
- C. The Association shall have access to school facilities when such facilities are not otherwise in use.
- D. The Association shall be provided with the names and assignments of all bargaining unit members and each September shall be provided with the placement of each on the salary schedule.
- E. The Association shall be provided up to five days of Association leave per year at no cost to the Association. The Association president shall provide notification of such leave at least one week prior to the leave.

Article 11. Reduction in Force

In the event of severe budget constraints and/or severe declines in enrollment, a reduction in force other than what can be achieved by normal attrition may be necessary to ensure the viability of the School. In that situation, the Board has the right to determine if it is in the best interest of the School to reduce its work force. This decision shall be made after consultation between the Board and the School administration.

A. Procedure

- 1. Reduction of professional educators shall first be accomplished by normal attrition through resignation or retirement of educators.
- 2. If further reduction is necessary, probationary educators (as defined by KSA 76-11a13) will be non-renewed before any non-probationary educators are non-renewed due to a reduction in force.
- 3. If further reduction is necessary, the Board shall consider the following factors in determining which educators shall be non-renewed due to a reduction in force:
 - a. Licensure/endorsement
 - b. Educator qualifications
(Including highly qualified status, American Sign Language/English Bilingual Professional Development [AEBPD] training, other professional development experience)
 - c. American Sign Language and written English skills
 - d. Seniority
 - e. Recent evaluations

4. The Board shall indicate to any educator selected for non-renewal due to a reduction in force the reasons why he/she was selected based upon the above factors.
5. An educator selected for non-renewal may appeal the decision as per KSA 76-1106 et seq.

B. Recall of Professional Educators

1. If a vacancy occurs within two (2) years for which any educator who was non-renewed due to a reduction in force is qualified, the position shall be offered to the most recently reduced educator.
2. No educator will forfeit or lose the right to recall because the educator has secured other employment during the period in which they have a right to recall.
3. Any professional educator who has been displaced due to reduction in force may apply for assignment as a substitute teacher and have first consideration for filling substitute teacher positions.

In the event of a re-hire, the educator's length of service will commence from the original hire date minus the time of the reduction in force.

Article 12. Educator Evaluation

Licensed KSD educators adhere to the Kansas Educator Evaluation Protocol (KEEP), a teacher evaluator model that aligns with the Kansas State Department of Education requirements.

Article 13. Access to Files

An educator has the right to examine his/her own personnel file. Educators may review their files only while in the presence of someone from the Human Resource department. Nothing may be added or deleted without making a written request to the Human Resource Director and approved by the Superintendent.

A copy of the file contents may be obtained by making a written request to the Human Resources office.

Article 14. Duration

This shall be a ~~one~~ **two year** agreement.

Jim Porter, Kansas State Board of Education Chair

Date

Nancy Frazier, KSD NEA President

Date

Appendix A: 2017-2018 Salary Schedule

KANSAS SCHOOL FOR THE DEAF
PROFESSIONAL PAY SALARY SCHEDULE
and PLACEMENT CHART
2017-2018 (181 DAYS)

Numbers in Parenthesis Represent Years of **PRIOR EXPERIENCE CREDIT** per
 Salary Schedule Conditions

NOTE: Due to Salary Schedule compaction in 2007-08, some levels contain NA
due to no employees originally placed on those levels

Bachelor Columns			
Level	BS Salary	BS+12 Salary	BS+24 Salary
1	(0) \$37,588	(0) \$38,151	(0) \$38,724
2	(1) \$37,964	(1) \$38,534	(1) \$39,111
3	(2) \$38,419	(2) \$38,995	(2) \$39,581
4	(3-4) \$38,958	(3-4) \$39,541	(3-4) \$40,135
5	(5) \$39,425	(5) \$40,016	(5) \$40,617
6	(6+) \$39,898	(6-8) \$40,497	(6-8) \$41,103
7		(9-11) \$40,982	(9-11) \$41,597
8		(12) \$41,474	(NA) \$42,097
9		(13-14) \$42,055	(12-13) \$42,686
10		(NA) \$42,559	(14) \$43,198
11		(15+) \$43,070	(NA) \$43,716
12			(15-17) \$44,240
13			(NA) \$44,772
14			(18+) \$45,398

Master Columns							
Level	MS Salary	MS+12 Salary	MS+24 Salary	MS+36 Salary	MS+48 Salary	MS+60 Salary	Doctorate Salary
MAX-18	(0) \$43,371	(0) \$47,274	(0) \$50,394	(0) \$52,813	(0) \$54,503	(0) \$56,902	(0) \$57,835
MAX-17	(1) \$43,805	(1) \$47,747	(1) \$50,899	(1) \$53,342	(1) \$55,048	(1) \$57,471	(1) \$58,404
MAX-16	(2) \$44,374	(2) \$48,368	(2) \$51,560	(2) \$54,035	(2) \$55,764	(2) \$58,218	(2) \$59,150
MAX-15	(3-4) \$45,040	(3-4) \$49,094	(3-4) \$52,333	(3-4) \$54,846	(3-4) \$56,601	(3-4) \$59,091	(3-4) \$60,024
MAX-14	(5) \$45,850	(5) \$49,986	(5) \$53,276	(5) \$55,833	(5) \$57,619	(5) \$60,155	(5) \$61,088
MAX-13	(6-8) \$46,446	(6-8) \$50,627	(6-8) \$53,968	(6-8) \$56,558	(6-8) \$58,368	(6-8) \$60,937	(6-8) \$61,869
MAX-12	(9-14) \$47,050	(9-21) \$51,285	(9-21) \$54,670	(9-23) \$57,294	(9-23) \$59,127	(9-25) \$61,729	(9-25) \$62,662
MAX-11	(15-17) \$47,662	(NA) \$51,952	(22-23) \$55,380	(NA) \$58,039	(NA) \$59,896	(NA) \$62,531	(NA) \$63,464
MAX-10	(NA) \$48,520	(NA) \$52,887	(NA) \$56,377	(NA) \$59,083	(24-25) \$60,974	(NA) \$63,657	(NA) \$64,590
MAX-9	(18-19) \$49,151	(NA) \$53,574	(NA) \$57,110	(24-25) \$59,852	(NA) \$61,766	(26-27) \$64,484	(26-27) \$65,417
MAX-8	(20-21) \$49,790	(22-23) \$54,271	(NA) \$57,852	(NA) \$60,629	(NA) \$62,570	(NA) \$65,323	(NA) \$66,256
MAX-7	(NA) \$50,437	(NA) \$54,977	(24-25) \$58,604	(NA) \$61,418	(26-27) \$63,383	(NA) \$66,172	(NA) \$67,105
MAX-6	(NA) \$51,092	(NA) \$55,691	(NA) \$59,367	(26-27) \$62,217	(NA) \$64,207	(28-29) \$67,032	(28-29) \$67,965
MAX-5	(NA) \$52,012	(NA) \$56,694	(NA) \$60,436	(NA) \$63,336	(NA) \$65,363	(NA) \$68,239	(NA) \$69,172
MAX-4	(22-23) \$52,688	(24-25) \$57,430	(26-27) \$61,221	(NA) \$64,159	(28-29) \$66,212	(30-31) \$69,126	(30-31) \$70,059
MAX-3	(NA) \$53,374	(NA) \$58,177	(NA) \$62,016	(28-29) \$64,994	(NA) \$67,074	(NA) \$70,025	(NA) \$70,958
MAX-2	(NA) \$54,068	(NA) \$58,933	(NA) \$62,822	(NA) \$65,839	(30-31) \$67,946	(32-33) \$70,935	(32-33) \$71,868
MAX-1	(NA) \$54,878	(26-27) \$59,817	(28-29) \$63,765	(30-31) \$66,826	(NA) \$68,965	(NA) \$71,999	(NA) \$72,931
MAX	(24+) \$55,866	(28+) \$60,894	(30+) \$64,913	(32+) \$68,029	(32+) \$70,206	(34+) \$75,176	(34+) \$76,109

NOTE: Educators in a starred cell for the first time during 2016-2017 and remaining in that cell will receive a \$250 stipend.
 Educators in a starred cell prior to 2016-2017 and remaining in that cell will receive their stipend from 2016-2017 plus \$250.

Contracts longer than 181 days are calculated based on this schedule's daily rate.

Replace with the 2018-2019 schedule.

KANSAS SCHOOL FOR THE DEAF
PROFESSIONAL PAY SALARY SCHEDULE
and PLACEMENT CHART
2018-2019 (181 DAYS)

Numbers in Parenthesis Represent Years of PRIOR EXPERIENCE CREDIT per
Salary Schedule Conditions

**NOTE: Due to Salary Schedule compaction in 2007-08, some levels contain NA
due to no employees originally placed on those levels**

Bachelor Columns			
Level	BS+12		BS+24
	BS Salary	Salary	Salary
1	(0) \$38,722	(0) \$39,304	(0) \$39,894
2	(1) \$39,187	(1) \$39,775	(1) \$40,372
3	(2) \$39,736	(2) \$40,332	(2) \$40,937
4	(3) \$40,213	(3) \$40,816	(3) \$41,427
5	(4+) \$40,696	(4-5) \$41,306	(4-5) \$41,925
6		(6) \$41,801	(6) \$42,429
7		(7-9) \$42,303	(7-9) \$42,938
8		(10-12) \$42,895	(10-12) \$43,540
9		(13) \$43,410	(NA) \$44,061
10		(14+) \$43,931	(13-14) \$44,590
11			(15) \$45,125
12			(NA) \$45,667
13			(16+) \$46,306
14			

Master Columns							
Level	MS+12	MS+24	MS+36	MS+48	MS+60	Doctorate	
	MS Salary	Salary	Salary	Salary	Salary	Salary	Salary
MAX-17	(0) \$44,681	(0) \$48,702	(0) \$51,916	(0) \$54,408	(0) \$56,149	(0) \$58,620	(0) \$59,571
MAX-16	(1) \$45,261	(1) \$49,335	(1) \$52,591	(1) \$55,115	(1) \$56,879	(1) \$59,382	(1) \$60,330
MAX-15	(2) \$45,940	(2) \$50,075	(2) \$53,380	(2) \$55,943	(2) \$57,732	(2) \$60,273	(2) \$61,224
MAX-14	(3) \$46,767	(3) \$50,976	(3) \$54,341	(3) \$56,949	(3) \$58,771	(3) \$61,357	(3) \$62,309
MAX-13	(4-5) \$47,375	(4-5) \$51,639	(4-5) \$55,047	(4-5) \$57,689	(4-5) \$59,535	(4-5) \$62,156	(4-5) \$63,106
MAX-12	(6) \$47,991	(6) \$52,310	(6) \$55,763	(6) \$58,439	(6) \$60,309	(6) \$62,963	(6) \$63,914
MAX-11	(7-9) \$48,614	(7-9) \$52,990	(7-9) \$56,487	(7-9) \$59,200	(7-9) \$61,093	(7-9) \$63,782	(7-9) \$64,733
MAX-10	(10-15) \$49,489	(10-22) \$53,944	(10-22) \$57,504	(10-24) \$60,264	(10-24) \$62,192	(10-26) \$64,930	(10-26) \$65,881
MAX-9	(16-18) \$50,133	(NA) \$54,646	(23-24) \$58,252	(NA) \$61,048	(NA) \$63,002	(NA) \$65,774	(NA) \$66,725
MAX-8	(NA) \$50,785	(NA) \$55,356	(NA) \$59,009	(NA) \$61,841	(25-26) \$63,820	(NA) \$66,628	(NA) \$67,581
MAX-7	(19-20) \$51,446	(NA) \$56,075	(NA) \$59,775	(25-26) \$62,646	(NA) \$64,650	(27-28) \$67,496	(27-28) \$68,446
MAX-6	(21-22) \$52,113	(23-24) \$56,804	(NA) \$60,554	(NA) \$63,460	(NA) \$65,490	(NA) \$68,373	(NA) \$69,324
MAX-5	(NA) \$53,051	(NA) \$57,827	(25-26) \$61,644	(NA) \$64,602	(27-28) \$66,670	(NA) \$69,604	(NA) \$70,555
MAX-4	(NA) \$53,742	(NA) \$58,578	(NA) \$62,445	(NA) \$65,442	(27-28) \$67,536	(29-30) \$70,508	(29-30) \$71,459
MAX-3	(NA) \$54,440	(NA) \$59,341	(NA) \$63,256	(NA) \$66,292	(NA) \$68,414	(NA) \$71,424	(NA) \$72,377
MAX-2	(23-24) \$55,149	(25-26) \$60,111	(27-28) \$64,079	(NA) \$67,155	(29-30) \$69,304	(31-32) \$72,353	(31-32) \$73,305
MAX-1	(NA) \$55,974	(NA) \$61,013	(NA) \$65,040	(29-30) \$68,162	(NA) \$70,344	(NA) \$73,439	(NA) \$74,389
MAX	(25+) \$56,983	(27+) \$62,112	(29+) \$66,211	(31+) \$69,389	(31+) \$71,609	(33+) \$76,679	(33+) \$77,631

NOTE: Educators off table will continue placement at no less than their previous salary and may return to max step within applicable column in the event that such placement is higher in salary than previous placement.

Contracts longer than 181 days are calculated based on this schedule's daily rate.

~~*NOTE: Educators off table will continue placement at no less than their previous salary and may return to max step within applicable column in the event that such placement is higher in salary than previous placement. (See Article 3G)~~**

*****NOTE: 2019-2020 Salary Schedule Pending**

Appendix A: 2017-2018 Payroll Schedule

START DATES	END DATES	PAY DATE	
08/13/17	08/26/17	09/08/17	1
08/27/17	09/09/17	09/22/17	2
09/10/17	09/23/17	10/06/17	3
09/24/17	10/07/17	10/20/17	4
10/08/17	10/21/17	11/03/17	5
10/22/17	11/04/17	11/17/17	6
11/05/17	11/18/17	12/01/17	7
11/19/17	12/02/17	12/15/17	8
12/03/17	12/16/17	12/29/17	9
12/17/17	12/30/17	01/12/18	10
12/31/17	01/13/18	01/26/18	11
01/14/18	01/27/18	02/09/18	12
01/28/18	02/10/18	02/23/18	13
02/11/18	02/24/18	03/09/18	14
02/25/18	03/10/18	03/23/18	15
03/11/18	03/24/18	04/06/18	16
03/25/18	04/07/18	04/20/18	17
04/08/18	04/21/18	05/04/18	18
04/22/18	05/05/18	05/18/18	19
05/06/18	05/19/18	06/01/18	20
05/20/18	06/02/18	06/15/18	21
06/03/18	06/16/18	06/29/18	22
06/17/18	06/30/18	07/13/18	23
07/01/18	07/14/18	07/27/18	24
07/15/18	07/28/18	08/10/18	25
07/29/18	08/11/18	08/24/18	26

Delete for 2018-2020 entirely

Appendix B: Supplemental Contracts

Supplemental contracts are issued for coaching, supervision, directing and assisting with extracurricular activities including but not limited to: chaperoning, ticket taking, cafeteria supervision and other similar and related activities.

An educator cannot be required to accept supplemental duties in order to maintain a primary teaching contract.

An educator may resign a supplemental contract without affecting their primary contracts.

Supervision of the cafeteria is voluntary; however, other supervisory duties during the lunch period but outside the cafeteria may be assigned.

General: All Departments

Position (per person)	Salary
New Teacher	Per Day \$130
Cafeteria Supervision	Annual \$500

High School

Position (per person)	Annual Salary	Position (per person)	Annual Salary
Head Football Coach	\$4230	Sponsor: Senior Class	\$ 300
Head Volleyball Coach	\$4230	Sponsor: Junior Class	\$ 230
Head Basketball Coach	\$4924	Sponsor: Sophomore Class	\$ 100
Head Track Coach	\$3564	Sponsor: Close Up	\$ 250
Head Cheerleader Coach (Including Pep Club)	\$3680	Head: Scholars (Academic Bowl)	\$3000
Assistant Football Coach	\$2875	Assistant Scholars (Academic Bowl)	\$ 500
Assistant Volleyball Coach	\$2875	Head: Drama	\$ 350
Assistant Basketball Coach	\$3262	Head: Yearbook	\$ 561
Assistant Track Coach	\$2415	Coordinator: Graduation Project	\$ 400
Assistant Cheerleader Coach (Including Pep Club)	\$ 500	Head: Secondary Oratorical	\$ 255

Football Assistant (Over 25 Athletes)	\$2875	Head: Paw Print	\$ 350
Volleyball Assistant (Over 25 Athletes)	\$2875	Head: ASL Bowl	\$ 255
Basketball Assistant (Over 25 Athletes)	\$3262	Mentor: First Year Collegial	\$1000
Track Assistant (Over 25 Athletes)	\$2415	Mentor: Second Year Collegial	\$ 500
Sponsor: SBC	\$ 875	Summer Curricular Work/ES Contract Per Day	\$ 130
Sponsor: JrKAD	\$ 300	TOTAL AMOUNT	\$53,208

Middle School

Position (per person)	Annual Salary	Position (per person)	Annual Salary
Head Football Coach	\$2861	Assistant Football Coach	\$1639
Head Volleyball Coach	\$2861	Assistant Volleyball Coach	\$1639
Head Basketball Coach	\$3245	Assistant Basketball Coach	\$2345
Head Track Coach	\$2403	Assistant Track Coach	\$1560
Head: Cheerleader	\$ 500	Assistant Cheerleader	\$ 250
Sponsor: MSSBC	\$ 350	Head: Science Fair	\$ 200
		TOTAL AMOUNT	\$19,853

Elementary School

Position (per person)	Annual Salary	Position (per person)	Annual Salary
Head: Drama	\$ 100	Head: Science Fair	\$ 100
Youth Activity Coordinator	\$ 300	TOTAL AMOUNT	\$ 500

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:

Dale Dennis

Deputy Commissioner:

Dale Dennis

Commissioner:

Randy Watson

Meeting Date: 7/10/2018

Item Title:

Act on program standards recommendations for Safe and Secure Schools State Aid grants and applications

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommended program standards for the Safe and Secure Schools State Aid Grants and the recommendations for grant allocations to school districts not to exceed \$5,000,000.

Explanation of Situation Requiring Action:

The 2018 Kansas Legislature placed House Bill 2773, Kansas Safe and Secure Schools Act, into House Substitute for Senate Bill 109 (Omnibus bill). Under this initiative, the State Board is required to develop and approve statewide standards for making all public school buildings in the state safe and secure. Once standards are adopted, school districts will be required to adopt a comprehensive school safety and security plan, with \$5,000,000 available for grants to assist school districts to pay for building upgrades such as installing secure doors and windows, detection devices, security cameras, intercoms and other safety features.

Attached are recommended standards developed for use by school districts in making application for a Safe and Secure Schools State Aid Grant. Final standards will be presented to the State Board following the employment of staff members to administer this program.

Representatives from the following agencies met on June 26, 2018 to determine the criteria for approving applications followed by a review of the applications received: Office of Attorney General, Office of Adjutant General, Kansas Highway Patrol, Kansas Fire Marshal, Department of Health and Environment and KSDE. Applications were received from 153 school districts requesting state aid of approximately \$13,000,000. Legislation requires that grants received by school districts must be matched with local funds on a dollar for dollar basis at a minimum.

Attached is a table which provides the districts applying for such grants, the amount requested, and the amount recommended for approval by the State Board of Education. Approval of these grants at this time will allow school districts to begin work on making sure their students and staff are safe and secure.

TENTATIVE STANDARDS FOR SAFE AND SECURE SCHOOLS AS APPROVED BY THE STATE BOARD OF EDUCATION

The 2018 Kansas Legislature enacted House Substitute for Senate Bill 109 creating the Kansas Safe and Secure Schools Act (Act). Below is a summary of *tentative* standards, developed by the Kansas State Board of Education, to guide the distribution of grant funds included in the Act. Grant funds may be used to implement any of the areas described in these *tentative* standards for use in properties operated by school districts. However, school districts are not limited to applying for funding for only those items listed below. These *tentative* standards are to be used as guidelines for school safety improvements.

- School districts shall ensure that the infrastructure of school buildings and/or attendance centers operated by the district are safe and secure which includes creating secure entrances, enhancing the safety of windows, or improving any facet of structural building integrity.
- School districts shall secure all doors (interior and exterior) in facilities in which students are in attendance.
- School districts shall create or improve intrusion detection systems and security camera systems.
- School districts shall provide for a communication system that allows for the sharing of information between the school district, law enforcement agencies as well as other emergency response teams. The system should be tested annually.
- School districts shall have in place an up-to-date school safety and security plan (crisis management plan) as approved by the local board of education that will be implemented in cases of emergency or a breakdown of security. The plan should be reviewed annually.
- School districts shall provide training for staff and students on how they should react in cases of emergency and specifically review their school safety and security plan (crisis management plan) that applies to school employees and students.
- School districts shall develop procedures for outside individuals entering district facilities when they have business to discuss with school officials.
- School districts must include in the school safety and security plan an evacuation plan in case of emergency.
- School districts shall determine a process for district employees to contact law enforcement.

- School districts will establish procedures to ensure accountability for adopting and implementing school safety plans, including identifying roles and responsibilities at the school district, local law enforcement and emergency management agency levels.
- Crisis response drills should be conducted on a regular basis to ensure procedures are working effectively.
- School districts shall indicate how school safety plans will be distributed and coordinated with local law enforcement agencies and emergency management agencies (hospitals, emergency medical services, et.), as well as how safety plans will be incorporated into school district emergency response plans.

Item 16 Attachment (2)

County	District #	District Name	Amount Requested	Amount Recommended
State Totals			12,979,536	4,994,705
Allen	256	Marmaton Valley	17,440	4,978
Allen	258	Humboldt	12,850	12,850
Anderson	365	Garnett	69,390	18,721
Atchison	377	Atchison County Comm	25,100	9,004
Atchison	409	Atchison	21,243	21,243
Barber	254	Barber County North	10,173	8,839
Barton	431	Hoisington	6,720	6,720
Bourbon	234	Fort Scott	99,852	34,807
Brown	415	Hiawatha	26,972	16,928
Brown	430	South Brown County	27,441	10,431
Butler	205	Bluestem	11,500	8,821
Butler	206	Remington-Whitewater	5,970	5,970
Butler	385	Andover	139,538	139,538
Butler	394	Rose Hill	365,000	29,280
Butler	402	Augusta	59,377	41,633
Butler	490	El Dorado	26,000	26,000
Chautauqua	285	Cedar Vale	3,225	2,782
Chautauqua	286	Chautauqua County Comm	7,250	6,771
Cherokee	493	Columbus	4,185	4,185
Cherokee	508	Baxter Springs	35,847	17,971
Cheyenne	103	Cheylin	46,000	2,361
Cheyenne	297	St Francis	41,000	5,106
Clark	220	Ashland	83,750	3,916
Cloud	333	Concordia	54,850	20,331
Coffey	244	Burlington	107,770	15,903
Coffey	245	LeRoy-Gridley	2,800	2,800
Comanche	300	Comanche County	31,340	5,948
Cowley	465	Winfield	100,000	41,102
Cowley	470	Arkansas City	64,500	52,759
Crawford	246	Northeast	32,700	8,638
Crawford	247	Cherokee	14,404	9,187
Crawford	248	Girard	19,028	18,831
Crawford	249	Frontenac	11,427	11,427
Crawford	250	Pittsburg	24,417	24,417
Dickinson	393	Solomon	25,487	5,691
Dickinson	481	Rural Vista	18,590	4,758
Dickinson	487	Herington	45,984	8,930
Doniphan	114	Riverside	19,899	11,749
Doniphan	429	Troy	20,988	6,167
Douglas	348	Baldwin City	26,768	25,510
Douglas	491	Eudora	42,135	32,281
Douglas	497	Lawrence	168,549	168,549
Edwards	347	Kinsley-Offlerle	10,942	5,874
Ellis	388	Ellis	28,000	8,711

County	District #	District Name	Amount Requested	Amount Recommended
State Totals			12,979,536	4,994,705
Ellis	489	Hays	125,000	57,773
Ellsworth	112	Central Plains	369,617	9,406
Ellsworth	327	Ellsworth	4,108	4,108
Finney	457	Garden City	129,250	129,250
Ford	381	Spearville	9,609	6,057
Ford	443	Dodge City	300,000	127,441
Ford	459	Bucklin	23,597	4,355
Geary	475	Geary County	180,912	135,054
Gove	293	Quinter	64,575	5,399
Gray	477	Ingalls	82,000	4,447
Greeley	200	Greeley County	19,500	4,831
Greenwood	389	Eureka	8,661	8,661
Harper	361	Chaparral	151,000	15,628
Harvey	369	Burrton	11,863	4,374
Harvey	373	Newton	19,550	19,550
Harvey	440	Halstead	161,395	14,219
Harvey	460	Hesston	78,100	14,860
Haskell	374	Sublette	12,856	8,400
Jackson	335	North Jackson	8,763	7,192
Jefferson	339	Jefferson County North	18,338	8,619
Jefferson	340	Jefferson West	37,044	15,665
Jefferson	341	Oskaloosa	11,413	10,852
Jefferson	343	Perry	9,488	9,488
Johnson	229	Blue Valley	582,370	415,831
Johnson	230	Spring Hill	123,343	72,980
Johnson	232	De Soto	1,020,000	133,663
Johnson	233	Olathe	155,342	155,342
Kearny	215	Lakin	36,300	12,536
Kiowa	474	Haviland	6,850	1,958
Labette	503	Parsons	13,062	13,062
Labette	504	Oswego	19,838	8,985
Lane	468	Healy	3,550	1,043
Leavenworth	449	Easton	35,500	11,492
Leavenworth	453	Leavenworth	275,605	70,144
Leavenworth	469	Lansing	69,375	48,806
Lincoln	298	Lincoln	37,949	6,442
Lincoln	299	Sylvan Grove	36,985	4,575
Linn	344	Pleasanton	12,124	6,753
Linn	346	Jayhawk	20,837	10,889
Linn	362	Prairie View	100,000	16,305
Logan	274	Oakley	21,000	8,070
Logan	275	Triplains	9,000	1,171
Lyon	252	Southern Lyon County	372,811	8,711
Lyon	253	Emporia	803,484	84,564

County	District #	District Name	Amount Requested	Amount Recommended
State Totals			12,979,536	4,994,705
Marshall	364	Marysville	36,595	14,219
McPherson	418	McPherson	29,317	29,317
Meade	225	Fowler	9,600	2,489
Meade	226	Meade	8,985	7,942
Miami	416	Louisburg	52,777	31,659
Mitchell	273	Beloit	7,128	7,128
Montgomery	436	Caney Valley	336,127	14,292
Montgomery	447	Cherryvale	52,545	14,933
Nemaha	113	Prairie Hills	17,500	17,500
Neosho	101	Erie-Galesburg	13,000	9,809
Ness	106	Western Plains	1,609	1,609
Ness	303	Ness City	11,019	5,234
Osage	420	Osage City	7,302	7,302
Osage	421	Lyndon	24,636	8,144
Osage	434	Santa Fe Trail	116,475	19,050
Osage	454	Burlingame	12,211	5,417
Osage	456	Marais Des Cygnes Valley	14,500	3,935
Osborne	392	Osborne County	25,000	4,996
Pottawatomie	322	Onaga-Havensville-Wheaton	77,000	5,472
Pottawatomie	323	Rock Creek	5,618	5,618
Pratt	382	Pratt	15,737	15,737
Rawlins	105	Rawlins County	31,825	5,966
Reno	308	Hutchinson	192,405	83,485
Reno	309	Nickerson	78,719	20,734
Reno	310	Fairfield	5,887	5,161
Reno	311	Pretty Prairie	30,000	4,795
Republic	109	Republic County	36,750	9,498
Republic	426	Pike Valley	36,500	3,770
Rice	376	Sterling	2,800	2,800
Rice	401	Chase-Raymond	6,678	3,093
Rice	405	Lyons	64,000	14,640
Rice	444	Little River	8,317	5,490
Rooks	270	Plainville	35,116	6,716
Rooks	271	Stockton	4,250	4,250
Rush	403	Otis-Bison	28,370	4,831
Saline	305	Salina	108,000	108,000
Saline	306	Southeast Of Saline	108,000	12,115
Sedgwick	259	Wichita	1,220,500	922,613
Sedgwick	260	Derby	480,000	131,961
Sedgwick	262	Valley Center	23,443	23,443
Sedgwick	263	Mulvane	43,795	32,592
Sedgwick	267	Renwick	275,463	33,654
Seward	480	Liberal	450,000	90,896
Shawnee	345	Seaman	19,000	19,000

County	District #	District Name	Amount Requested	Amount Recommended
State Totals			12,979,536	4,994,705
Shawnee	372	Silver Lake	33,927	13,268
Shawnee	450	Shawnee Heights	22,925	22,925
Sherman	352	Goodland	32,500	17,513
Smith	237	Smith Center	14,251	7,302
Stafford	349	Stafford	30,063	4,502
Stafford	350	St John-Hudson	37,000	5,856
Stafford	351	Macksville	30,080	4,337
Stanton	452	Stanton County	5,000	5,000
Stevens	209	Moscow	13,136	3,312
Sumner	353	Wellington	37,150	28,566
Sumner	358	Oxford	107,000	8,107
Sumner	359	Argonia	11,775	3,239
Thomas	315	Colby	103,500	16,562
Thomas	316	Golden Plains	36,718	3,349
Wabaunsee	330	Mission Valley	13,725	8,381
Wilson	484	Fredonia	28,918	12,700
Woodson	366	Woodson	60,844	8,821
Wyandotte	202	Turner-Kansas City	167,531	76,805
Wyandotte	203	Piper-Kansas City	66,588	41,852
Wyandotte	204	Bonner Springs	130,541	50,142
Wyandotte	500	Kansas City	223,500	223,500



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

DISCUSS FY 2020 AND FY 2021 BUDGET OPTIONS

Attached are budget options for FY 2020 and FY 2021 to be discussed at the July meeting. Due to the large size of the KSDE budget, we would like the State Board to make decisions in July for these fiscal years. This will allow KSDE staff to proceed with the preparation of the budget and comply with the Sept. 15, 2018 due date.

SUPREME COURT DECISION ON SCHOOL FINANCE

The Kansas Supreme Court issued its opinion on school finance, Gannon VI, on June 25, 2018. Attached is a summary of the opinion which will be discussed at the July meeting.

DISCUSS FY 2020 AND FY 2021 KSDE BUDGETS

Listed below are options to begin the discussion on recommendations for the FY 2020 and FY 2021 KSDE budgets.

BASE STATE AID PER PUPIL (BSAPP)

History:	2005-06	\$ 4,257	
	2006-07	\$ 4,316	
	2007-08	\$ 4,374	
	2008-09	\$ 4,400	Reduced from \$4,433
	2009-10	\$ 4,012	
	2010-11	\$ 3,937	
	2011-12	\$ 3,780	
	2012-13	\$ 3,838	
	2013-14	\$ 3,838	
	2014-15	\$ 3,852	
	2015-16	\$ 3,852	
	2016-17	\$ 3,852	
	2017-18	\$ 4,006	<u>Cost</u>
	2018-19	\$ 4,165*	\$ 95,695,000
	2019-20	\$ 4,302*	\$ 95,695,000
	2020-21	\$ 4,439*	\$ 95,695,000
	2021-22	\$ 4,576*	\$ 95,695,000
	2022-23	\$ 4,713*	\$ 95,695,000
			<u>Cost</u>
Options to Comply With	2019-20	\$ 4,436	\$ 92,659,017
Kansas Supreme Court Decision:	2020-21	\$ 4,569	\$ 89,659,017
(add funding for inflation)	2021-22	\$ 4,706	\$ 89,659,017
	2022-23	\$ 4,846	\$ 91,659,017
			<u>Cost</u>
Options to Increase BSAPP:	2019-20	\$100	\$ 69,800,000
	2019-20	\$200	\$139,600,000
	2019-20	\$300	\$209,400,000
	2019-20	\$400	\$279,200,000
	2019-20	\$500	\$349,000,000
	2020-21	\$100	\$ 69,800,000
	2020-21	\$200	\$139,600,000
	2020-21	\$300	\$209,400,000
	2020-21	\$400	\$279,200,000
	2020-21	\$500	\$349,000,000

* BSAPP amounts established in 2018 Senate Bill 61.

BASE STATE AID PER PUPIL (BSAPP) - Continued

INFLATION ADJUSTMENT

Year	Prior Year Amount	Inflation Percent	Inflation Adjustment Amount	Net Amount
2010-11	\$3,108,690,821	3.22	\$100,099,844	\$3,208,790,665
2011-12	\$3,208,790,665	2.03	\$ 65,138,451	\$3,273,929,116
2012-13	\$3,273,929,116	1.40	\$ 45,835,008	\$3,319,764,124
2013-14	\$3,319,764,124	1.47	\$ 48,800,533	\$3,368,564,656
2014-15	\$3,368,564,656	(0.54)	(\$18,190,249)	\$3,350,374,407
2015-16	\$3,350,374,407	0.85	\$ 28,478,182	\$3,378,852,590
2016-17	\$3,378,852,590	1.66	\$ 56,088,953	\$3,434,941,542
2017-18	\$3,434,941,542	1.44	\$ 49,463,158	\$3,484,404,700
2018-19	\$3,484,404,700	1.44	\$ 50,175,428	\$3,534,580,128
2019-20	\$3,534,580,128	1.44	\$ 50,897,954	\$3,585,478,076
2020-21	\$3,585,478,076	1.44	\$ 51,630,884	\$3,637,108,960
2021-22	\$3,637,108,960	1.44	\$ 52,374,369	\$3,689,483,329
2022-23	\$3,689,483,329	1.44	\$ 53,128,559	\$3,742,611,889

SUMMARY

Target Aid To Schools -- FY 2023	\$ 3,742,611,889
Less: Current Aid	(\$2,817,090,821)
Less: Scheduled Increase in Aid -- FY 2019	<u>(\$ 146,105,000)</u>
Total Target Additional Aid	\$ 779,416,068

ANNUAL SUMMARY

	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>TOTAL</u>
Four-Year Average	\$194,854,017	\$194,854,017	\$194,854,017	\$194,854,017	\$779,416,068
Five-Year Plan Amt.	<u>(\$102,195,000)</u>	<u>(\$105,195,000)</u>	<u>(\$105,195,000)</u>	<u>(\$103,195,000)</u>	<u>(\$415,780,000)</u>
Additional Required	\$92,659,017	\$89,659,017	\$89,659,017	\$91,659,017	\$363,636,068

SUPPLEMENTAL GENERAL STATE AID (LOCAL OPTION BUDGET)

History:	2008-09	\$ 324,145,881
	2009-10	\$ 339,212,000 (90.0%)
	2010-11	\$ 339,212,000 (91.7%)
	2011-12	\$ 339,212,000 (86.1%)
	2012-13	\$ 339,224,000 (79.0%)
	2013-14	\$ 339,212,000 (79.3%)
	2014-15	\$ 448,973,840 (92.0%)
	2015-16	\$ 450,500,000 (99.0%)
	2016-17	\$ 470,625,852 (100.0%)
	2017-18	\$ 454,500,000 (100.0%)
	2018-19	\$ 483,917,000 (100.0%)

		<u>Current Law</u>
Options:	2019-20	\$ 15,000,000
	2020-21	\$ 15,000,000

(May need to adjust amounts based on the BSAPP amount recommended by the State Board.)

CAPITAL OUTLAY STATE AID

History:	2008-09	\$ 22,600,000
	2009-10	\$ 0
	2010-11	\$ 0
	2011-12	\$ 0
	2012-13	\$ 0
	2013-14	\$ 0
	2014-15	\$ 28,927,119
	2015-16	\$ 27,047,902
	2016-17	\$ 58,039,060
	2017-18	\$ 60,530,000
	2018-19	\$ 63,000,000

			<u>Additional Cost</u>	
Options:	2019-20	KSA 72-53,126	Fund Law	\$ 3,000,000
	2020-21		Fund Law	\$ 3,000,000

JUVENILE DETENTION FACILITIES

History:	2013-14	\$ 4,692,480
	2014-15	\$ 4,632,405
	2015-16	\$ 4,542,828
	2016-17	\$ 4,060,366
	2017-18	\$ 4,771,500
	2018-19	\$ 4,771,500

Will adjust amounts based on the BSAPP amount recommended by the State Board. This program provides funding for each student served in the amount of two times the BSAPP amount or actual expenditures, whichever is less.

SPECIAL EDUCATION

History:	2008-09	\$ 427,753,137 (92.0%)	
	2009-10	\$ 367,540,630 (88.7%)	(Rec. \$56,517,000-ARRA)
	2010-11	\$ 389,404,843 (92.0%)	(Rec. \$54,454,000-ARRA)
	2011-12	\$ 428,140,397 (88.4%)	
	2012-13	\$ 427,724,000 (82.8%)	
	2013-14	\$ 427,717,000 (80.1%)	
	2014-15	\$ 428,360,566 (80.8%)	
	2015-16	\$ 434,902,949 (80.0%)	
	2016-17	\$ 435,469,632 (79.6%)	
	2017-18	\$ 445,981,646 (78.5%)	
	2018-19	\$ 490,380,818 (83.2%)	

Approved in Five-Year School Finance Plan

		<u>Cost</u>
	2019-20	\$ 7,500,000
	2020-21	\$ 7,500,000

Additional Cost

Options:	2019-20 KSA 72-3422	\$ 562,380,000 (92.0%)*	\$ 64,499,182
	2019-20	\$ 550,380,000 (90.0%)	\$ 52,499,182
	2019-20	\$ 538,380,000 (88.0%)	\$ 40,499,182
	2019-20	\$ 526,380,000 (86.0%)	\$ 28,499,182
	2020-21	\$ 582,380,000 (92.0%)*	\$ 84,499,182
	2020-21	\$ 569,980,000 (90.0%)	\$ 72,099,182
	2020-21	\$ 557,580,000 (88.0%)	\$ 59,699,182
	2020-21	\$ 545,180,000 (86.0%)	\$ 47,299,182

* Current law specifies that state aid be computed at 92 percent of each district's excess costs for providing special education services.

PARENTS AS TEACHERS

Helps parent become child's first teacher. Improves school readiness and provides screening for undetected health problems, disabilities, and developmental delays. Serve an estimated 18,000 children and parents.

History:	2008-09	\$ 7,521,357	
	2009-10	\$ 7,527,019	
	2010-11	\$ 7,359,130	
	2011-12	\$ 7,237,635	
	2012-13	\$ 7,237,635	
	2013-14	\$ 7,237,635	
	2014-15	\$ 7,237,635	
	2015-16	\$ 7,237,635	
	2016-17	\$ 6,028,487 (TANF)	
	2017-18	\$ 7,237,635	
	2018-19	\$ 8,237,635 (Reduced local match from 65% to 50%)	
			<u>Additional Cost</u>
Options:	2019-20	Increase number of children by 2,000	\$ 1,420,000
	2019-20	Increase number of children by 1,000	\$ 710,000
	2019-20	Fund at 2018-19 level	\$ 0
	2020-21	Increase number of children by 2,000	\$ 1,440,000
	2020-21	Increase number of children by 1,000	\$ 720,000
	2020-21	Fund at 2018-19 level	\$ 0

MENTOR TEACHER PROGRAM

Voluntary program that provides probationary teachers with three years of professional support and assistance by an on-site mentor.

History:	2008-09		\$ 1,650,000	
	2009-10		\$ 1,450,000	
	2010-11		\$ 1,450,000	
	2011-12		\$ 0	
	2012-13		\$ 0	
	2013-14		\$ 0	
	2014-15		\$ 0	
	2015-16		\$ 0	
	2016-17		\$ 0	
	2017-18		\$ 800,000	
	2018-19		\$ 1,300,000	
				<u>Additional Cost</u>
Options:	2019-20	KSA 72-2561	Fund law	\$ 1,700,000
	2019-20		Fund first two years of program	\$ 1,000,000
	2019-20		Fund at 2018-19 level	\$ 0
	2020-21		Fund law	\$ 1,700,000
	2020-21		Fund first two years of program	\$ 1,000,000
	2020-21		Fund at 2018-19 level	\$ 0

PROFESSIONAL DEVELOPMENT

State law allows a district to receive state aid up to one-half percent of its general fund budget or 50 percent of its actual expenditures, whichever is less.

History:	2008-09		\$ 1,750,000	
	2009-10		\$ 0	
	2010-11		\$ 0	
	2011-12		\$ 0	
	2012-13		\$ 0	
	2013-14		\$ 0	
	2014-15		\$ 0	
	2015-16		\$ 0	
	2016-17		\$ 0	
	2017-18		\$ 1,700,000	
	2018-19		\$ 1,700,000	
				<u>Additional Cost</u>
Options:	2019-20	KSA 72-2544	Fund law	\$ 8,000,000
	2019-20		Fund 75% of law	\$ 5,575,000
	2019-20		Fund 50% of law	\$ 3,150,000
	2020-21		Fund law	\$ 8,000,000
	2020-21		Fund 75% of law	\$ 5,575,000
	2020-21		Fund 50% of law	\$ 3,150,000

TRANSPORTATION

Legislative study recommended the threshold for computing state aid should be reduced from 2.5 to 1.25 miles.

Options:	2019-20			<u>Additional Cost</u>
	& 2020-21	Decrease mileage limit from 2.5 to 2.0		\$ 9,000,000
		Decrease mileage limit from 2.5 to 1.5		\$ 18,000,000
		Decrease mileage limit from 2.5 to 1.25		\$ 22,000,000

SCHOOL LUNCH

Reimburse local education agencies six cents per school lunch as provided by Kansas law.

History:	2008-09	\$ 2,510,486 (4.4 cents per lunch)
	2009-10	\$ 2,435,171 (4.3 cents per lunch)
	2010-11	\$ 2,435,171 (4.3 cents per lunch)
	2011-12	\$ 2,487,458 (4.3 cents per lunch)
	2012-13	\$ 2,510,486 (4.6 cents per lunch)
	2013-14	\$ 2,510,486 (4.7 cents per lunch)
	2014-15	\$ 2,510,429 (4.7 cents per lunch)
	2015-16	\$ 2,510,483 (4.8 cents per lunch)
	2016-17	\$ 2,510,486 (4.7 cents per lunch)
	2017-18	\$ 2,510,486 (4.7 cents per lunch)
	2018-19	\$ 2,510,486 (4.7 cents per lunch)

Options:	2019-20 KSA 72-17,132	\$ 3,210,486 (6.0 cents per lunch)	<u>Additional Cost</u>
	& 2020-21		\$ 700,000
	2019-20 & 2020-21	Maintenance of Effort	\$ 0

AGRICULTURE IN THE CLASSROOM

History:	2008-09	\$ 35,000
	2009-10	\$ 35,000
	2010-11	\$ 35,000
	2011-12	\$ 0
	2012-13	\$ 0
	2013-14	\$ 0
	2014-15	\$ 0
	2015-16	\$ 0
	2016-17	\$ 0
	2017-18	\$ 0
	2018-19	\$ 0

Options:	2019-20	Fund at 2010-11 level, plus inflation	<u>Additional Cost</u>
	& 2020-21		\$ 40,000

COMMUNITIES IN SCHOOLS

History:	2008-09	\$ 35,000	
	2009-10	\$ 35,000	
	2010-11	\$ 35,000	
	2011-12	\$ 0	
	2012-13	\$ 0	
	2013-14	\$ 250,000	
	2014-15	\$ 250,000	
	2015-16	\$ 0	
	2016-17	\$ 0	
	2017-18	\$ 0	
	2018-19	\$ 0	
Options:	2019-20	Fund at 2014-15 level	<u>Additional Cost</u> \$ 250,000
	& 2020-21	Fund at 2010-11 level, plus inflation	\$ 40,000

KANSAS ASSOCIATION OF CONSERVATION AND ENVIRONMENTAL EDUCATION

History:	2008-09	\$ 35,000	
	2009-10	\$ 0	
	2010-11	\$ 0	
	2011-12	\$ 0	
	2012-13	\$ 0	
	2013-14	\$ 0	
	2014-15	\$ 0	
	2015-16	\$ 0	
	2016-17	\$ 0	
	2017-18	\$ 0	
	2018-19	\$ 0	
Options:	2019-20	Fund at 2008-09 level, plus inflation	<u>Additional Cost</u> \$ 40,000
	& 2020-21		

NATIONAL BOARD CERTIFICATION

History:	2008-09		\$ 285,000	
	2009-10		\$ 55,000 (scholarships only)	
	2010-11		\$ 55,000 (scholarships only)	
	2011-12		\$ 50,000 (scholarships only)	
	2012-13		\$ 16,694	
	2013-14		\$ 0	
	2014-15		\$ 217,444	
	2015-16		\$ 228,886	
	2016-17		\$ 261,115	
	2017-18		\$ 217,366 (to date)	
	2018-19		\$ 327,500	
				<u>Additional Cost</u>
Options:	2019-20	KSA 72-2166	Fund at current level	\$ 0
	2020-21		Fund at current level	\$ 0

PRE-K PILOT

History:	2009-10		\$ 5,000,000	(1,500 children)
	2010-11		\$ 4,880,370	(1,500 children)
	2011-12		\$ 4,799,812	(1,500 children)
	2012-13		\$ 4,799,812	(1,500 children)
	2013-14		\$ 4,799,812	(1,500 children)
	2014-15		\$ 4,799,812	(1,500 children)
	2015-16		\$ 4,799,812	(1,500 children)
	2016-17		\$ 3,858,696 (TANF)	(1,500 children)
	2017-18		\$ 4,132,317 (TANF)	(1,500 children)
	2018-19		\$ 8,332,317 (CIF and TANF)	(3,000 children)
				<u>Additional Cost</u>
Options:	2019-20		Fund at 2018-19 level	\$ 0
	2019-20		Fund additional 250 students	\$ 700,000
	2019-20		Fund additional 500 students	\$ 1,400,000
	2020-21		Fund at 2018-19 level	\$ 0
	2020-21		Fund additional 250 students	\$ 700,000
	2020-21		Fund additional 500 students	\$ 1,400,000

TECHNICAL EDUCATION - TRANSPORTATION

History:	2012-13	\$ 554,442	
	2013-14	\$ 695,558 (62.3% proration)	
	2014-15	\$ 650,849 (49.2% proration)	
	2015-16	\$ 650,000 (46.5% proration)	
	2016-17	\$ 650,000 (42.0% proration)	
	2017-18	\$ 650,000 (41.0% proration)	
	2018-19	\$ 650,000 (39.0% proration)	
			<u>Additional Cost</u>
Options:	2019-20	Fully fund (100% proration)	\$ 1,066,667
	2020-21	Fully fund (100% proration)	\$ 1,116,667

DISCRETIONARY GRANTS

Discretionary Grants actual expenditures/appropriations is as follows:

	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
After School Programs	\$ 372,678	\$ 187,500	\$ 187,500	\$ 187,500	\$ 187,500	\$ 187,500	\$ 187,500
Middle School							
After School Programs	\$ 235,829	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000
TOTAL	\$ 608,507	\$ 312,500	\$ 312,500	\$ 312,500	\$ 312,500	\$ 312,500	\$ 312,500

	<u>2017-18</u>	<u>2018-19</u>
After School Programs	\$ 187,500	\$ 187,500
Middle School		
After School Programs	\$ 112,500	\$ 112,500
TOTAL	\$ 312,500	\$ 312,500

			<u>Additional Cost</u>
Options:	2019-20	Fund at 2010-11 appropriation level	\$ 312,500
	2019-20	Fund at 2018-19 appropriation level	\$ 0
	2020-21	Fund at 2010-11 appropriation level	\$ 312,500
	2020-21	Fund at 2018-19 appropriation level	\$ 0

**INCENTIVE FOR TECHNICAL EDUCATION – INDUSTRY RECOGNIZED CERTIFICATE
IN HIGH-NEED OCCUPATIONS**

History:	2016-17 (KBOR)	\$ 58,660 (4.2% proration)	
	2017-18	\$ 105,000 (7.5% proration)	
	2018-19	\$ 800,000 (55.2% proration)	
			<u>Additional Cost</u>
Options:	2019-20	Fully fund program	\$ 700,000
	2019-20	Fund at 2018-19 level	\$ 0
	2020-21	Fully fund program	\$ 750,000
	2020-21	Fund at 2018-19 level	\$ 0

OTHER PROGRAMS/LEGISLATIVE INITIATIVES

Name of Program	FY 2019 Appropriation
<p>Reading Success (Istation Contract) This contract is bid at the request of the Legislature and approved by the State Board. As reported to the State Board on multiple occasions during the past three years, Istation provides students in grades Pre-K through 8 with access to their on-line reading assessments and curriculum. During the 2017-18 school year, 154,094 students across 204 school districts participated in this program.</p>	\$2,100,000
<p>Information Technology Education Opportunities (JourneyEd Contract) This is another contract bid at the request of the Legislature and approved by the State Board. This contract funds testing fees for Kansas high school students seeking to obtain Microsoft Office certification. During the 2016-17 school year, 1,693 students received certification.</p>	\$500,000
<p>Juvenile Transitional Crisis Pilot (Beloit) Funding was approved by the 2018 Legislature to develop a regional crisis center pilot project at the Beloit special education cooperative founded on research and evidence-based practices designed to meet the unique social and emotional needs of students identified as at-risk or with disabilities. The project will provide individualized programming to students to obtain their high school diploma and job skills while working through the social skills program.</p>	\$300,000
<p>Teach for America Funding will be used to assist the state in recruiting and retaining new teachers to teach in low-income communities to help all students reach their full potential. Teachers participate in an intensive summer training program, including teaching summer school.</p>	\$520,000
<p>School Technology Infrastructure (E-Rate Matching Funds) Funding will provide the match for E-Rate funds to allow ten Kansas school districts to install high-speed fiber to connect school buildings and improve digital learning.</p>	\$300,000

OTHER PROGRAMS/LEGISLATIVE INITIATIVES (continued)

<p>Kansas Safe and Secure Schools Under this initiative, the State Board shall develop and approve statewide standards for making all public school buildings in the state safe and secure. Once standards are adopted, school districts will be required to adopt a comprehensive school safety and security plan, with \$5 million available for grants to assist school districts to pay for building upgrades such as installing secure doors and windows, detection devices, security cameras, intercoms and other safety features. The State Board will also be required to establish curriculum guidelines for a standardized firearm safety education program.</p>	<p>\$5,000,000</p>
<p>Mental Health Intervention Pilot Program <u>School Liaison</u> – These funds will be used by selected school districts for the purpose of hiring a behavior health interventionist. This person will be required to hold a Master’s Degree. <u>Kansas Department of Health and Environment</u> – These funds will be used as the state match for Medicaid funds for the treatment of students with mental health issues. <u>Community Mental Health Centers</u> – These funds will be used to treat uninsured and underinsured students with mental health issues. <u>Online Data System</u> – The Department of Education, in cooperation with the Department of Health and Environment, the Department of Children and Families, and community mental health centers will develop specifications for securing an online data system. Funds were appropriated to the Department of Education for the payment of this system, but it will be administered and operated by the Department of Health and Environment.</p>	<p>\$3,263,110 \$2,649,726 \$1,541,050 \$2,500,000</p>
<p>ACT and Workkeys Assessment This is an ongoing program approved by the Legislature which will permit each junior and senior in high school the opportunity to take the ACT and/or Workkeys assessment one time at the state’s expense.</p>	<p>\$2,800,000</p>

1. Does the State Board wish to recommend increases for any of the programs listed above?

2. Does the State Board wish to recommend funding for any new programs or initiatives?

FOR IMMEDIATE RELEASE

June 25, 2018

Contact:

Lisa Taylor
Public Information Director
785-296-4872
taylorl@kscourts.org

DECISION: No. 113,267: Luke Gannon, et al v. State of Kansas, et al

In its [decision released today](#), the Kansas Supreme Court held the State has not shown that the school finance laws enacted during the 2017 and 2018 legislative sessions meet the adequacy requirement in Article 6 of the Kansas Constitution. But if the State chooses to make timely financial adjustments in response to problems identified with its selected plan and the accompanying calculations and then by completing that plan, the State can bring the K-12 public school finance system into constitutional compliance with the adequacy requirement. The court also held the new laws resolve the equity violations identified in *Gannon V*, the court's October 2017 decision. The court additionally held that the newly-created equity violations alleged by the plaintiffs do not exist. At the State's request, the court withheld any remedial action until June 30, 2019, to give the legislature an opportunity to make the required adjustments. This is the court's sixth decision in this lawsuit.

The new school finance laws were enacted by the legislature in response to the court's *Gannon IV* and *Gannon V* decisions. In *Gannon IV*, decided in March 2017, the court affirmed the lower court's holding that substantial funding cuts to the state's K-12 finance system beginning in 2009 led to a marked decline in student achievement, as measured by various standardized tests. The court concluded the 2015 legislature's Classroom Learning Assuring Student Success Act (CLASS) did not fix the problems, i.e., CLASS was not reasonably calculated to have all Kansas K-12 public school students meet or exceed the constitutional standards.

In *Gannon V*, the court held the State failed to meet its burden of showing that the remedial legislation enacted during the 2017 legislative session fixed the problems after *Gannon IV*. The court also held that four provisions of the new law created or exacerbated unconstitutional wealth-based inequities. But the court generally approved of the 2017 legislature's adoption of the Kansas School Equity and Enhancement Act (KSEEA).

The KSEEA provides a fixed amount of funding per student called the base aid amount. It then utilizes certain weightings, such as the at-risk student weighting, to increase that base aid funding because some students require more resources and some districts have factors that increase costs. The KSEEA was modeled after the School District Finance and Quality Performance Act (SDFQPA)—an act that had existed for 23 years before the 2015 legislature repealed and replaced it with CLASS.

In its May 22, 2018, argument before the court, the State contended it had complied with Article 6 by returning to the basic formula and resultant funding approved by the supreme court in July 2006 when it dismissed an earlier school finance lawsuit, *Montoy v. State*. The court

summarized that "the State claims it has raised education funding to at least such levels as to be firmly anchored in this self-described '*Montoy* safe harbor.'"

The State's plan to do so was presented to the court in part through an April 23, 2018, memo from the Kansas Legislative Research Department. The memo concluded that after some other modifications, the 2018 Legislature still needed to add around \$522 million of principal to reach the *Montoy* safe harbor. But the court identified two problems with the calculations presented in that memo: (1) the failure to consistently follow the memo's approach and adjust two years of funding for inflation through the approaching 2018-19 school year, which would yield a new principal amount owed to the school districts; and (2) the failure to adjust for inflation until the principal sum owed to the districts was paid in full—approximately 5 years, according to the State's plan.

The court also held that the Kansas Constitution's Article 6 equity requirement was not violated by: (1) requiring a protest petition procedure if a local school district wants to adopt a local option budget (LOB) greater than the statewide average for the preceding school year as determined by the state board of education; (2) requiring all districts to adopt a 15% LOB; or (3) requiring districts to transfer funds from their LOB to their district's at-risk and bilingual funds, based on a proportional formula.

Although the court ultimately held the funding fell short of the legislature's goal of reaching the *Montoy* safe harbor, it acknowledged the "considerable amount of total funding" added in school year 2017-18 and scheduled to be added through school year 2022-23. The court stayed issuance of its order until June 30, 2019, to allow the legislature ample time to bring the school finance system into compliance with Article 6 of the Kansas Constitution. Briefs are due April 15, 2019, and oral arguments are scheduled for May 9 to review whatever remedial legislation may be enacted.

All previously filed documents are available on the [Gannon v. State case page](#).

State of Kansas
Office of Judicial Administration
Kansas Judicial Center
301 SW 10th
Topeka, Kansas 66612-1507
785-296-2256
<http://www.kscourts.org/>



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: Candi Brown, 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	2	0	0	2	5
Classified	0	0	0	0	0	0	0	0	0	0	0	0
Unclassified	1	4	4	5	0	1	5	2	0	0	2	5
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0	0	0
Total Separations	4	3	1	1	0	0	0	1	2	2	2	1
Classified	0	1	0	0	0	0	0	0	0	0	0	0
Unclassified	3	1	1	1	0	0	0	1	2	2	2	1
Unclassified Regular (leadership)	1	1	0	0	0	0	0	0	0	0	0	0
Recruiting (data on 1st day of month)	13	11	13	8	9	6	5	5	5	8	5	11
Classified	0	0	0	0	0	0	0	0	0	0	0	0
Unclassified	9	11	13	8	9	6	5	5	5	6	5	11
Unclassified Regular (leadership)	4	0	0	0	0	0	0	0	0	0	0	0

Total employees 241 as of pay period ending 6/16/2018. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 b.

Staff Initiating:

Candi Brown

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 7/10/2018

Item Title:

Act on personnel appointments to unclassified positions

Recommended Motion:

It is moved that the Kansas State Board of Education confirm the personnel appointments of individuals to unclassified positions at the Kansas State Department of Education as presented.

Explanation of Situation Requiring Action:

Personnel appointments presented this month are:

- Kimberly Muff to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective June 1, 2018, at an annual salary of \$56,118.40. This position is funded by the Kansas Striving Readers Grant.
- Drew Mechnig to the position of Applications Developer on the Information Technology team, effective June 4, 2018, at an annual salary of \$46,113.60. This position is funded by Title IV-B, Consolidated Pool and Migrant Funds.
- Sarah Perryman to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective June 4, 2018, at an annual salary of \$56,118.40. This position is funded by State Assessments and the State General Fund.
- Cary Rogers to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective June 4, 2018, at an annual salary of \$56,118.40. This position is funded by Title VI – Part B IDEA – Administration.
- Cynthia Hadicke to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective June 18, 2018, at an annual salary of \$56,118.40. This position is funded by State Assessments and the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 c.

Staff Initiating:

Catherine Chmidling

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/10/2018

Item Title:

Act on Evaluation Review Committee recommendations for higher education program approvals

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for program approvals for Bethel College, Emporia State University, Haskell Indian Nations University, MidAmerica Nazarene University and Pittsburg State University.

Explanation of Situation Requiring Action:

Following the institutional application and receipt of complete program reports, a review team of trained evaluators was appointed to review the education preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board. 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 unit or preparation program.

The initial recommendation was submitted to the 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 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 status of "new program approved with stipulation." New programs must be operationalized within two years of KSBE approval and submit a New Program Progress Report 60 days after the second semester of operation.

June 07, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for **Bethel College**

Introductory Statement:

On June 04, 2018, the Evaluation Review Committee reviewed the application for program approval for Bethel College.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend "Approved" for the following program through December 31, 2024.

**Elementary K-6 continuing program
continuing program**

Areas for Improvement:

Standards 1-7

None

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 and submit a New Program Progress Report 60 days after the second semester of operation.

June 07, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for **Emporia State University**

Introductory Statement:

On June 04, 2018, the Evaluation Review Committee reviewed the application for program approvals for Emporia State University.

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

PROGRAM APPROVAL RECOMMENDATION

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

Building Leadership PreK-12 continuing program

Areas for Improvement:

Standards 1-6

None

Earth and Space Science 6-12 continuing program

Areas for Improvement:

Standards 1-14

None

School Psychologist PreK-12 continuing program

Areas for Improvement:

Standards 1-12

None

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 and submit a New Program Progress Report 60 days after the second semester of operation.

June 07, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for **Haskell Indian Nations University**

Introductory Statement:

On June 04, 2018, the Evaluation Review Committee reviewed the application for program approval for Haskell Indian Nations University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” for the following program through December 31, 2025.

Elementary K-6 continuing program

Areas for Improvement:

Standards 1-7

None

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 and submit a New Program Progress Report 60 days after the second semester of operation.

June 07, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

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

Introductory Statement:

On June 04, 2018, the Evaluation Review Committee reviewed the application for new program approval for MidAmerica Nazarene University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend “New Program Approved with Stipulation” for the following program through December 31, 2020.

Elementary Education Unified K-6 NEW program

Areas for Improvement:

Standards 1-11

None

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, and must then submit a New Program Progress Report 60 days after the second semester of program operation.

June 19, 2018

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approval for **Pittsburg State University**

Introductory Statement:

On April 26, 2018, the Evaluation Review Committee reviewed the application for new program approval for Pittsburg State University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend “New Program Approved with Stipulation” for the following program through December 31, 2020.

Innovative Special Education ToR NEW program

Innovative criteria:

Purpose - System for Change

None

High Incidence Standards:

Standards 2-8

None

Standard 1 (Met):

AFI 1.1: The standard is not fully addressed.

Rationale 1.1: Historical and philosophical foundations are not addressed.

*New programs may be given the status of ‘New program approved with stipulation,’ or ‘Not approved.’ New programs may be approved-with-stipulation for 2 years during which they are operationalized and submit a Progress report to address the new program stipulation.

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 successfully:

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

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

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

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

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

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

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing

before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

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

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

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

(g) Annual report.

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

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

(h) Change of approval status.

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

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

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

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

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

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

(B) at least 12 weeks of student teaching.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

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

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

(f) Approval status.

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

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

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

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

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

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 d.

Staff Initiating:**Director:****Commissioner:****Meeting Date: 7/10/2018**

Robyn Meinholdt

Mischel Miller

Randy Watson

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee need approval of the State Board of Education. Certificates/licenses will be issued to those applicants whose appeals are granted.

KANSAS STATE BOARD OF EDUCATION
LICENSURE REVIEW COMMITTEE
Board Recommendations
July 2018

Case 3199

Jill Stetter requested an initial Kansas license for middle level and secondary mathematics. Jan Wilson made a motion to recommend denial of this license based on lack of knowledge and performance to meet professional education standards 1-10. Heidi Bolt seconded the motion and the Licensure Review Committee approved the motion unanimously. The applicant did not schedule a personal appearance.

Case 3202

Jessica Nevarez requested an initial Kansas license for K-6 elementary education and PreK-12 high-incidence special education. Heidi Bolt made a motion to recommend approval of an initial Kansas license for PreK-12 high-incidence special education based on achievement of certification in Texas through an alternative route, educational background, and teaching experience. The Committee also recommended denial of the addition of an endorsement for K-6 elementary education to this license based on lack of knowledge and performance to meet elementary education standards 1-7. Dale Jean Probst seconded the motion and the Licensure Review Committee approved the motion unanimously. The applicant did not schedule a personal appearance for the endorsement area that was denied.

Case 3205

Kristen Becker requested an initial Kansas license for K-6 elementary education and an initial Kansas school specialist license for PreK-12 library media specialist. Dale Jean Probst made a motion to recommend approval of an initial Kansas license for K-6 elementary education based on achievement of certification in Florida through an alternative route and educational background. The Committee also recommended denial of an initial Kansas school specialist license for PreK-12 library media specialist based on lack of knowledge and performance to meet library media specialist standards 1-4. Jan Wilson seconded the motion and the Licensure Review Committee approved the motion unanimously. The applicant did not schedule a personal appearance for the license that was denied.

Case 3212

Janell Pottorff requested an initial Kansas license for K-6 and 6-12 high-incidence special education. Heidi Bolt made a motion to recommend approval of this license based on achievement of certification in Missouri through an alternative route, educational background, and teaching experience. Jan Wilson seconded the motion and the License Review Committee approved the motion unanimously.

Case 3214

Jennifer Wangsgaard requested an initial Kansas license for middle level 5-8 mathematics. Gwen McDonald made a motion to recommend approval of this license based on achievement of certification in Texas through an alternative route, educational background, and teaching experience. Amy DeLaRosa seconded the motion and the Licensure Review Committee approved the motion unanimously.

Case 3215

Karen Heiserman requested the LRC to grant a professional level teaching license and an initial school leadership license for PreK-12 building leadership. Heidi Bolt made a motion to recommend approval of this request based on 5 years of unaccredited teaching experience to count for the year-long mentoring program with an accredited school district required by regulation to upgrade an initial teaching license; and to count for the holding of a professional level teaching license and 5 years of accredited teaching experience required by regulation for an initial school leadership license. Amy DeLaRosa seconded the motion and the License Review Committee approved the motion unanimously.

Case 3216

Mariah Farber requested an initial Kansas school specialist license for PreK-12 school psychology. Gwen McDonald made a motion to recommend approval of this license based on completion of all coursework except the internship and awarding of the terminal degree. Heidi Bolt seconded the motion and the Licensure Review Committee approved the motion unanimously.

Case 3217

Stephanie Taylor requested an initial Kansas school leadership license for PreK-12 building leadership. Heidi Bolt made a motion to recommend approval of this license based on achievement of certification in Missouri through an approved program, educational background, and unaccredited experience to substitute for the one year of accredited experience to be issued an initial school leadership license. Gwen McDonald seconded the motion and the Licensure Review Committee approved the motion unanimously.

Case 3218

Angela Holloway requested an initial Kansas school leadership license for PreK-12 district leadership. Amy DeLaRosa made a motion to recommend approval of this license based on achievement of certification in Tennessee through meeting minimum state requirements and educational background. Heidi Bolt seconded the motion and the License Review Committee approved the motion unanimously.

Case 3219

Andrew Loew requested an initial Kansas license for secondary 6-12 biology. Jan Wilson made a motion to recommend approval of this license based on achievement of certification in Missouri through an alternative route and educational background. Jan Wilson seconded the motion and the Licensure Review Committee approved the motion unanimously.

Case 3220

Kyle Unruh requested an initial Kansas license. Heidi Bolt made a motion to recommend approval of an initial Kansas license for middle level 5-8 and secondary 6-12 social studies based on completion of an approved education program through Fort Hays State University, a passing score on the Praxis content tests for middle level and secondary social studies, and the presented extenuating circumstances that prevented a passing score on the Kansas required Praxis content test for German to be eligible for an initial teaching license for German Education. Amy DeLaRosa seconded the motion and the License Review Committee approved the motion unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 e.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/10/2018

Item Title:

Act or recommendations for Visiting Scholar licenses

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Randy Watson, Commissioner of Education, regarding Visiting Scholar licenses.

Explanation of Situation Requiring Action:

Applications have been received requesting renewal of Visiting Scholar licenses valid for the 2018-19 school year. The attached document contains details on each request.

**Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Janet Graham**

Blue Valley USD 229 is requesting that Janet Graham be granted a renewal of a Visiting Scholar license valid for the 2018-19 school year. Ms. Graham will continue as a CAPS instructor, responsible for Global Business courses within the CAPS Business/Tech/Media Strand. She will continue to teach Global Marketing and Business Development, Global Economics and Operations Management, and World Language and Business Leadership. 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 participate in virtual internships with CAPS global business partners.

The CAPS Global Business courses receive college credit through Johnson County Community College, College Now Program. The CAPS schedule offers morning and afternoon sessions each 2.5 hours (six periods) every day for a full semester, replicated second semester.

Ms. Graham has participated in appropriate professional learning while employed in this position during the past five school years.

Janet Graham continues to provide a unique learning opportunity for students in the CAPS program. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2018-19 school year, for Janet Graham be approved based on continuing to meet two of the three established criteria and completion of appropriate professional learning during her years of teaching as a Visiting Scholar.

**Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Robin Bacon**

Blue Valley USD 229 is requesting that Robin Bacon be granted the renewal of a Visiting Scholar license valid for the 2018-19 school year. Ms. Bacon will be responsible for the course Foundations of Medicine I and II that is part of the CAPS Human Services Strand. The CAPS program provides students with the opportunity to explore career opportunities in many core areas. Students experience case-based instruction and will perform in an interprofessional team, responding to computerized human mannequin simulators.

The course is pending to receive college credit through Johnson County Community College, College Now Program. The CAPS schedule offers morning and afternoon sessions (six periods) of 2.5 hours every day for a full semester, replicated second semester. Ms. Bacon participated in appropriate professional learning while employed in this position during the past six school years.

Robin Bacon continues to provide a unique educational opportunity for students in the CAPS program. I recommend that the request for renewal of a Visiting Scholar license, valid for the

(continued)

2018-19 school year, for Robin Bacon be approved based on continuing to meet two of the three established criteria, and appropriate professional learning during her years of teaching as a Visiting Scholar.

**Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Marjorie Holloway**

Blue Valley USD 229 is requesting that Marjorie Holloway be granted renewal of a Visiting Scholar license valid for the 2018-19 school year. Ms. Holloway will be responsible for the course Clinical Experience: CAN, which is part of the CAPS Human Services Strand. She also leads the Certified Nursing Assistants Certification (CNA) program, which allows students to gain the first level of certification and access to patient care while in high school. The CAPS program provides students with the opportunity to explore career opportunities. Students experience case-based instruction and will perform in an interprofessional team, responding to computerized human mannequin simulators.

The course receives college credit through Johnson County Community College, College Now Program. The CAPS schedule offers morning and afternoon sessions (six periods) of 2.5 hours every day for a full semester, replicated second semester. Ms. Holloway participated in appropriate professional learning while employed in this position during the past five school years.

Marjorie Holloway continues to provide a unique educational opportunity for students in the CAPS program. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2018-19 school year, for Marjorie Holloway be approved based on continuing to meet all three of the established criteria, and appropriate professional learning during her four years of teaching as a Visiting Scholar.

**Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Michael Farmer**

The Blue Valley School District – CAPS requests that Michael Farmer be granted renewal of a Visiting Scholar license valid for the 2018-19 school year. Mr. Farmer will be assigned to teach the CAPS Innovate course. The course is developed to meet the needs of students looking to create products and/or businesses, equipping students with the skills of an innovator. This semester deep dive empowers students to frame opportunities, determine market viability of solutions, create prototype and present their findings. Students learn LEAN startup principles, design thinking processes, business principles and develop an entrepreneurial mindset as they turn their ideas into action.

Mr. Farmer will be teaching afternoon sessions of the CAPS schedule, three periods every day.

(continued)

He completed appropriate professional learning while employed in this position during the 2017-18 school year.

Michael Farmer's education and experiences provide a unique educational experience to the high school students in the CAPS Innovate course. His educational background along with his expertise and experiences as an entrepreneur and innovator contribute to a strong background relative to his teaching assignment. He meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2018-19 school year, for Michael Farmer be approved based on continuing to meet two of the established criteria and appropriate professional learning during his first year of teaching as a Visiting Scholar.

**Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Scott Franklin**

Blue Valley USD 229 is requesting that Scott Franklin be granted renewal of a Visiting Scholar license valid for the 2018-19 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 and Mr. Franklin will be teaching 6 periods each day. He was employed for the second semester of the 2017-18 school year in the same assignment and completed appropriate professional learning activities during the semester.

Scott Franklin continues to meet 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 the renewal of a Visiting Scholar license, valid for the 2018-19 school year, for Scott Franklin be approved based on continuing to meet two of the three established criteria, and appropriate professional learning during his first semester teaching as a Visiting Scholar.

**Geary County Schools, USD 475
Kelly Welch**

The Geary County school district requests that Kelly Welch be granted renewal of a Visiting

(continued)

Scholar license valid for the 2018-19 school year. Ms. Welch will be assigned as a full-time FACS teacher at Junction City High School. She completed appropriate professional learning during her employment this past school year.

Kelly Welch's educational background and studies along with her almost two decades of teaching experience in family studies and human ecology provide a unique learning experience to the students at Junction City High. She meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2018-19 school year, for Kelly Welch be approved based on continuing to meet two of the established criteria, and appropriate professional learning during her first year of teaching as a Visiting Scholar.

**Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Alisa Morse**

The Blue Valley School District – CAPS requests that Alisa Morse be granted renewal of a Visiting Scholar license valid for the 2018-19 school year. Ms. Morse will be assigned to teach the CAPS Filmmaking course. The course guides students through every aspect of the filmmaking process from story development to the production, editing and showing of their own short film. Students also learn photography, lighting and general career development skills in areas such as communication, finance, presentation and marketing.

Ms. Morse will be teaching the CAPS schedule of morning and afternoon sessions every day for a full semester, replicated again second semester. The sessions are each 2.5 hours and she will be teaching the morning and afternoon sessions, 6 periods a day. Credit for the course is 1 Fine Arts and .5 Technology credit, and the course is eligible for college credit. She completed appropriate professional learning during her first year of teaching.

Alisa Morse's education and experiences provide a unique educational experience to the high school students in the CAPS Filmmaking course. Her educational background, her expertise and experiences as a filmmaker, in combination with her experiences working in this field specifically with high school students through her NSLC roles, all contribute to a strong background relative to her teaching assignment. She meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2018-19 school year, for Alisa Morse be approved based on continuing to meet two of the established criteria, and completion of appropriate professional learning during her first year of teaching as a Visiting Scholar.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 f.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/10/2018

Item Title:

Act on cut scores for licensure tests

Recommended Motion:

It is moved that the Kansas State Board of Education adopt and set cut scores for licensure tests as presented.

Explanation of Situation Requiring Action:

Kansas statutes and regulations require all applicants to successfully complete pedagogy and content assessments prior to qualifying for an initial teaching license. A content assessment is also required prior to issuance of a new teaching endorsement or school specialist or school leadership license.

A list of content tests recommended by the Professional Standards Board requires adoption and setting of cut scores. The attached documents provide additional information regarding the tests, including the test name and number, endorsement area requiring the test and the recommended cut scores.

Due to the following reasons, a list of content tests require adoption and setting of cut scores:

1. Educational Testing Service (ETS) regeneration:
ETS revises and regenerates tests on a cyclical basis. ETS regenerated the test for building leadership (SLLA) to align to the Council of Chief State School Officers (CCSSO) Professional Standards for Educational Leaders (formerly ISSLC) that form the basis for leadership preparation program standards. ETS assigns regenerated tests a new test number and a new cut score is required.
2. Accommodation of new licensure endorsements:
Elementary unified, and proposed endorsements for early childhood generalist and middle level generalist will require a content assessment.
3. A need to review test options to replace or supplement existing tests:
The Professional Standards Board (PSB) requested review of the available tests for elementary education and early childhood unified. Educational Testing Services (ETS) conducted a Kansas test review process April 3-5, 2018 in Topeka. Panelists from the teacher education institutions participated in the review of nine content assessments. The nine tests reviewed were potential tests to accommodate new endorsements, plus tests under consideration as replacement tests or to supplement existing tests. Panelists reviewed two elementary tests. The existing early childhood unified test (#5024 Education of Young Children) lacks any special education component, so panelists considered newer, more appropriate interdisciplinary or special education tests.

The PSB reviewed the test recommendations from the panelists at their June meeting. The recommended list is the result of final voting by the PSB. Panelists did not recommend several other tests for adoption based on their review.

The cut scores are as recommended by the Professional Standards Board were based on: results provided by ETS from national standard-setting studies comprised of panelists from multiple states; score suggestions by the April reviewers; and data results/score ranges from states using a recommended test where multi-state standard setting studies were not available.

Item 18 f. Attachment (2)

Test name/number*	Recommended Score	Endorsement
Special Education: Preschool/Early Childhood #5691	159	Early Childhood Unified B-3 supplemental
Interdisciplinary Early Childhood Education #5023	166	Early Childhood Unified B-K replacement
Pre-Kindergarten Education #5531	161	Pre-Kindergarten Generalist new
Elementary Education: Content Knowledge for Teaching (CKT) #7801	Reading/Language Arts - 159 Mathematics – 147 Science – 150 Social Studies – 150	Elementary Education replacement
Special Education: Core Knowledge and Applications #5354	151	Elementary Education Unified supplemental
Middle School: Content Knowledge #5146	146	Middle level Generalist new
School Leadership Licensure Assessment (SLLA) #6990	151	Building Leadership regenerated

* Tests will transition in over the next two years

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 g.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/10/2018

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on requests to hold a bond election

Recommended Motion:

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

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation.

FY 2019 applications can be received no sooner than July 1, 2018. At the July 10 State Board meeting, members will consider requests to hold a bond election. These are anticipated for USD 230 Spring Hill, USD 445 Coffeyville and USD 448 Basehor-Linwood. Documentation will be provided at the Board meeting.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 h.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/10/2018

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on requests to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing the receipt of capital improvement (bond and interest) state aid as authorized by law following the review of state aid applications and presented documentation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize a district to receive capital improvement (bond and interest) state aid.

Applications for aid beginning in FY2019 can be received no sooner than July 1, 2018. At the July 10 State Board meeting, members will consider applications. These are anticipated for USD 230 Spring Hill, USD 445 Coffeyville and USD 448 Basehor-Linwood. Documentation will be provided at the Board meeting.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 i.

Staff Initiating:**Director:****Commissioner:****Meeting Date: 7/10/2018**

Colleen Riley

Colleen Riley

Randy Watson

Item Title:

Act to amend a previous action regarding investigation of special education complaints

Recommended Motion:

It is moved that the Kansas State Board of Education amend its March 8, 2016 action to enter into a contract for the purpose of investigating special education complaints with said contract to be for a period of six years, and for an amount not to exceed \$300,000 out of IDEA VI-B funds.

Explanation of Situation Requiring Action:

The Early Childhood, Special Education and Title Services team requests the amendment of a previous Board action regarding a contract with an individual to conduct special education complaint investigations, in order to comply with federal special education requirements.

This request is made to enable the State to continue to meet its obligation to implement procedures to investigate and prepare written reports in response to complaints that allege schools are violating special education laws or regulations. A special education complaint investigator must (a) have a thorough knowledge of both federal and state special education statutes and regulations; (b) be able to apply these statutes and regulations to specific controversies; and (c) have superior writing skills. In addition, by state regulation, complaint investigations must be completed within 30 days of the day received by the state department of education [K.A.R. 91-40-51(c)(3)]. Therefore, a special education complaint investigator must have the time and flexibility to be available to conduct investigations as the complaints come into the department.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 j.

Staff Initiating:**Director:****Commissioner:****Meeting Date: 7/10/2018**

Tate Toedman

Colleen Riley

Randy Watson

Item Title:

Act on request to contract with the Kansas Association of Independent and Religious Schools

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 Independent and Religious Schools for the reimbursement of funds for professional development of non-public school teachers and leaders, in an amount not to exceed \$36,000.

Explanation of Situation Requiring Action:

Under the Every Student Succeeds Act, Kansas retains 4.0 percent of Title II funds for state level activities described under Section 2101, including professional development of teachers and leaders. KSDE is required to support equitably the Kansas non-public school teachers by providing funds for professional development of non-public teachers and leaders. By approving this contract, KSDE will be allowed to reimburse the Kansas Association of Independent and Religious Schools, the largest private school organization in Kansas, for professional development activities provided to private school educators during the 2018-2019 school year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 k.

Staff Initiating:

Colleen Riley

Director:

Colleen Riley

Commissioner:

Randy Watson

Meeting Date: 7/10/2018

Item Title:

Act on Kansas Preschool Pilot Grant Awards

Recommended Motion:

It is moved that the Kansas State Board of Education approve funding of the Kansas Preschool Pilot grants for FY 2019 in an amount not to exceed \$8,332,318.

Explanation of Situation Requiring Action:

The overarching focus of the Kansas Preschool Pilot is to use evidence-based practices to improve the quality of the early learning experiences provided to children participating in the Kansas Preschool Pilot, resulting in increased readiness for success as children enter kindergarten and the elementary school years.

The model has four components, each of which is based upon research and evidence that has been shown to support quality in early learning and promote later success in school. The components are:

1. Community Collaboration
2. Family Engagement
3. High Quality Early Learning Experiences
4. Successful children

The model components together provide an innovative and evidence-based approach for systematically providing high quality early learning preschool experiences.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 I.

Staff Initiating:**Director:****Commissioner:****Meeting Date: 7/10/2018**

Colleen Riley

Colleen Riley

Randy Watson

Item Title:

Act on recommended award of Early Learning Preschool Aged At-Risk Slots

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommended award of Early Learning Preschool Aged, Four-Year-Old At-Risk slots for FY2019.

Explanation of Situation Requiring Action:

There are 8,222 Early Learning Preschool Aged, Four-Year-Old At-Risk slots available to fund eligible preschool aged children enrolled in an approved Early Learning Kansas (ELK) program. ELK programs provide evidence-based practices to improve the quality of the early learning experiences provided to all children, resulting in increased readiness for success as children enter kindergarten and the elementary school years.

Slots were awarded to districts based on the results of a quantitative review and scoring of program applications.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 m.

Staff Initiating:

Colleen Riley

Director:

Colleen Riley

Commissioner:

Randy Watson

Meeting Date: 7/10/2018

Item Title:

Act on Kansas Parent Educator Program Grant Awards

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendation for funding of the Kansas Parent Educator Program, Parents As Teachers grants, for FY 2019 in an amount not to exceed \$8,237,635.

Explanation of Situation Requiring Action:

The Kansas Parent Educator Programs (KPEP) Parents As Teachers provide multiple services to families and expectant parents of any child under the age of eligibility for school attendance. These include evidence-based practices, assistance, resource materials, guidance, parenting skills, positive approach to discipline and development of a positive self-esteem.

KPEP is a home-based program of parent education for families with young children designed to give children the best possible start in life and to prepare them for school success by supporting parents in their role as children's first and most important teachers.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 n.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/10/2018

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request to contract with Diane Gjerstad for work with Mental Health Intervention Team Pilot Program

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract in an amount not to exceed \$55,000 with Diane Gjerstad to provide assistance with the Mental Health Intervention Team Pilot Program.

Explanation of Situation Requiring Action:

The State Department of Education is scheduled to receive a gift in the amount of \$55,000 to cover a contract with Diane Gjerstad to assist school districts and community mental health centers in the implementation of the Mental Health Intervention Team Pilot Program approved by the 2018 Legislature in Substitute for Senate Bill 423. The grantee of this gift intends for this amount to cover salary and all other expenses.

The purpose of the Mental Health Intervention Team Pilot Program is to improve the social-emotional wellness and outcomes for students by increasing schools' access to counselors, social workers and psychologists statewide. The participating school districts in the pilot program will cooperate with community health centers. The intervention teams shall consist of school liaisons employed by the participating districts and clinical therapists and case managers employed by participating community mental health centers.

The contractor will provide the following to the participating schools: technical assistance, formulate forms and review/summarize quarterly and annual reports, assist in obtaining memorandums of understanding with community mental health centers, attend any meetings scheduled by the State Department of Education and Department of Children and Families, etc.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 o.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 7/10/2018

Cheryl Johnson

Cheryl Johnson

Randy Watson

Item Title:

Act on a request to contract with Michelle Pyle to provide computer program enhancements to Kansas Nutrition Claims and Information Management System

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract in an amount not to exceed \$30,000 from Sept. 16, 2018 to Sept. 15, 2019 with Michelle Pyle, Computer Application Developer, to program enhancements in the KN-CLAIM (Kansas Nutrition Claims and Information Management System).

Explanation of Situation Requiring Action:

Objective: Over the past four years, the KN-CLAIM claiming and information management system that is integral in the administration of the federal Child Nutrition Programs in Kansas has been updated to make it more secure and enhanced to reduce burden. During the process, KSDE staff and Program Sponsors have determined that there are enhancements that could be made to KN-CLAIM to decrease paperwork, reduce error and increase integrity.

Michelle Pyle worked as an Applications Developer for over 13 years for the Child Nutrition and Wellness team before retiring from KSDE. She is knowledgeable about federal Child Nutrition Program regulations and about the KN-CLAIM system. Ms. Pyle has the expertise and experience to program enhancements to KN-CLAIM. Michelle will be paid \$35 per hour from Sept. 16, 2018 through Sept. 15, 2019 to complete enhancements, with the total amount of the contract not to exceed \$30,000.

Funding: It is projected that the Child Nutrition and Wellness team will have up to \$30,000 in federal State Administrative Expense funds remaining at the end of the federal fiscal year that can be used for this contract. This money will be returned to USDA on Sept. 30, 2018 if not spent prior to that date.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 p.

Staff Initiating:

Marva Thompson

Interim Superintendent:

Luanne Barron

Commissioner:

Randy Watson

Meeting Date: 7/10/2018

Item Title:

Authorize out-of-state tuition contracts for students attending Kansas School for the Deaf

Recommended Motion:

It is moved that the Kansas State Board of Education authorize contracts for out-of-state tuition for the 2018-2019 school year for students attending the Kansas State School for the Deaf.

Explanation of Situation Requiring Action:

In order to prepare for the 2018-2019 school year, it is requested that the Kansas State Board of Education authorize the Interim Superintendent of the Kansas School for the Deaf (KSD) to enter into contracts for out-of-state tuition with the two school districts listed below. The contract with Center School District is a long-standing contract and is grandfathered in at a lower rate.

KSD WILL RECEIVE TUITION PAYMENTS FROM:

Center School District, Kansas City, Missouri for one (1) student for the 2018-2019 school year at a cost of \$20,000. Additional related services (currently none) would be provided at a cost of \$60/hour.

Park Hill School District, Kansas City, Missouri for one (1) student for the 2018-2019 school year at a cost of \$40,000.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 q.

Staff Initiating:**Interim Superintendent:****Commissioner:****Meeting Date: 7/10/2018**

Marva Thompson

Jon Harding

Randy Watson

Item Title:

Authorize out-of-state tuition contracts for students attending Kansas State School for the Blind

Recommended Motion:

It is moved that the Kansas State Board of Education authorize contracts for out-of-state tuition for the 2018-2019 school year for students attending the Kansas State School for the Blind.

Explanation of Situation Requiring Action:

In order to prepare for the 2018-2019 school year, it is requested that the Kansas State Board of Education authorize the Interim Superintendent of the Kansas State School for the Blind (KSSB) to enter into contracts for out-of-state tuition with the school districts listed below. KSSB has entered into a contract with the Liberty School District for the past several years. This district is grandfathered in at a lower rate.

KSSB WILL RECEIVE TUITION PAYMENTS FROM:

Liberty School District, Liberty, Missouri - 1 Day Student - \$20,000

Blue Springs School District, Blue Springs, Missouri - 1 Day Student - \$40,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 r.

Staff Initiating:

Interim Superintendent:

Commissioner:

Meeting Date: 7/10/2018

Marva Thompson

Jon Harding

Randy Watson

Item Title:

Authorize KSSB to renew contract with Accessible Arts, Inc. for related services and facilities use

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Interim Superintendent of the Kansas State School the Blind to renew a contract with Accessible Arts, Inc. for arts-related services for students attending KSSB in exchange for KSSB facility use and statewide outreach services in the Arts (drama, movement, dance, visual arts, music) for Kansas individuals with disabilities in an amount not to exceed \$134,000.

Explanation of Situation Requiring Action:

The Kansas State School for the Blind desires to renew the contract with Accessible Arts, Inc. for student services and for KSSB facility use. The not-to-exceed amount of \$134,000 for statewide outreach is state general fund money that flows through the KSSB budget for Accessible Arts, Inc.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 s.

Staff Initiating:

Interim Superintendent:

Commissioner:

Meeting Date: 7/10/2018

Marva Thompson

Jon Harding

Randy Watson

Item Title:

Authorize KSSB to renew contract with Providence Medical Center

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Interim Superintendent of the Kansas State School for the Blind to renew the contract with Providence Medical Center for physical and occupational therapy services in an amount not to exceed \$45,000.

Explanation of Situation Requiring Action:

In order to provide occupational therapy and physical therapy services for the 2018-2019 school year, it is requested that the Kansas State Board of Education authorize the Interim Superintendent of the Kansas State School for the Blind to renew the contract with Providence Medical Center in an amount not to exceed \$45,000.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 t.

Staff Initiating:**Interim Superintendent:****Commissioner:****Meeting Date: 7/10/2018**

Marva Thompson

Jon Harding

Randy Watson

Item Title:

Authorize KSSB to renew contract with Baer Wilson and Company, LLC, for counseling/evaluation services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Interim Superintendent of the Kansas State School for the Blind to renew a contract with Baer Wilson and Company, LLC, to provide counseling/evaluation services for students who attend KSSB.

Explanation of Situation Requiring Action:

In order to provide counseling/evaluation services for KSSB students for the 2018-2019 school year, it is requested that the Kansas State Board of Education authorize the Interim Superintendent of the Kansas State School for the Blind to renew a contract with Baer Wilson and Company, LLC, in an amount not to exceed \$50,000.



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

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
6/17/2018	6/30/2018	6/28/2018	7/13/2018
7/01/2018	7/14/2018	7/12/2018	7/27/2018
7/15/2018	7/28/2018	7/26/2018	8/10/2018

WEDNESDAY, JULY 11, 2018 MEETING AGENDA

- | | |
|------------------------|---|
| 9:00 a.m. | 1. Call to Order |
| | 2. Roll Call |
| | 3. Approval of Agenda |
| 9:05 a.m. | 4. Information on Kansans Can vision outcomes: Individual Plan of Study, Graduation and Postsecondary Completion/Attendance |
| 11:30 a.m. | Break |
| 11:45 a.m. (RI) | 5. Receive program proposal from Teach for America — working lunch |
| 12:45 p.m. (IO) | 6. Board Reports and Requests for Future Agenda Items |
| 1:30 p.m. | ADJOURN |



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: Beth Fultz
Subject: Work session on Kansans Can Vision Outcomes

KSDE staff will lead a work session to update the State Board on several of the Kansans Can vision outcomes. This will include workgroup presentations and reports related to Individual Plan of Study, Graduation and Postsecondary Success.



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: Receive program proposal from Teach for America

Teach for America (TFA) is a nonprofit organization and a member of the AmeriCorps National Service network. TFA recruits individuals with a bachelor's degree, who become known as "corps members," to teach for at least two years in a public or public charter K-12 school in one of the communities the organization serves.

The Kansas Legislature appropriated \$520,000 for FY2019 for TFA. The funding will be used to assist the state in recruiting and retraining new teachers to teach in low-income, urban communities, with Kansas City, Kansas being the focus for this upcoming school year. TFA corps members participate in an intensive summer training program, including teaching summer school, and are provided coaching and professional development.

At the July Board meeting, representatives from TFA will provide a brief overview of the program, a proposal for their scope of work and its connection to ongoing work in Kansas.



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

To: Kansas State Board of Education
Subject: Monthly Board Reports & Requests for Future Agenda Items

These updates will include:

1. Committee Reports
2. Board Attorney's Report
3. Individual Board Member Reports and Requests for Future Agenda Items
4. Chairman's Report