

TUESDAY, APRIL 16, 2019 MEETING AGENDA

- | | | |
|------------------------|--------------------------------------------------------------------------------|---------------|
| 10:00 a.m. | 1. Call to Order — Chairman Kathy Busch | |
| | 2. Roll Call | |
| | 3. Mission Statement, Moment of Silence and Pledge of Allegiance | |
| | 4. Approval of Agenda | |
| | 5. Approval of March Minutes | pg 5 |
| 10:05 a.m. | 6. Commissioner’s Report — Dr. Randy Watson | |
| 10:30 a.m. | 7. Citizens’ Open Forum | pg 19 |
| 10:45 a.m. (IO) | 8. Overview of a successful Kansas high school graduate: academic achievement | pg 21 |
| 11:35 a.m. | Break | |
| 11:45 a.m. (AI) | 9. Act on Kansas model standards for Computer Science | pg 23 |
| Noon | Lunch | |
| 1:30 p.m. (IO) | 10. Announcement of Apollo participants in Kansans Can School Redesign Project | pg 115 |
| 1:45 p.m. (IO) | 11. Update on Kansas Educational Leadership Institute program | pg 117 |
| 2:05 p.m. (IO) | 12. Recognition of the 2018 National Blue Ribbon Schools | pg 119 |
| 2:45 p.m. | Break | |
| 3:00 p.m. (AI) | 13. Act on recommendations of the Professional Practices Commission | pg 121 |
| 3:15 p.m. (AI) | 14. Act on Petition for Reconsideration regarding the license of Eric Brinkman | pg 159 |

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: May 14 and 15, 2019 in Topeka

3:30 p.m. (IO)	15. Announcement of Kansas Career and Technical Education Scholars for 2019	pg 195
3:50 p.m. (AI)	16. Consent Agenda	
	a. Receive monthly personnel report	pg 197
	b. Act on recommendations for licensure waivers	pg 199
	c. Act on local in-service education plans	pg 201
	d. Act on recommendations for funding the 2019 supplemental Volunteer Generation Fund Awards	pg 203
	e. Act on request from USD 274, Oakley to hold a bond election	pg 205
	f. Act on request from USD 274, Oakley for capital improvement (bond and interest) state aid	pg 207
	g. Act on agreement for Transfer of Territory between Unified School Districts	pg 209
	h. Act on 2019-20 assessment contract recommendation	pg 243
	i. Act on contract for grant management and technical assistance for 21st Century Community Learning Centers	pg 245
	j. Act on request to amend contract with Michelle Pyle, Computer Application Developer, for continued programming support for Child Nutrition and Wellness grants	pg 247
	k. Act on request to contract with a vendor to provide trainings and telephone hotline support for E-rate program	pg 249
	l. Act on license for new commercial driver training school	pg 251
4:00 p.m. (IO)	17. Legislative Matters	pg 253
4:30 p.m.	18. Chairman’s Report	pg 255
	a. Act on State Board appointment to the KSHSAA Board of Directors	pg 257
	b. Act on Board Attorney contract renewal	pg 259
	c. Committee Reports	
	d. Board Attorney’s Report	
	e. Requests for Future Agenda Items	
5:10 p.m. (AI)	19. Act on Board Travel	pg 263
5:20 p.m.	RECESS	

WEDNESDAY, APRIL 17, 2019
SCHOOL VISITS

8:30 a.m.	Kansas State School for the Blind, 1100 State Ave., Kansas City	pg 266
10:45 a.m.	Santa Fe Trail Middle School, 1100 North Ridgeview Road, Olathe (Mercury 7 School)	
1:00 p.m.	Westview Elementary, 500 South Troost Street, Olathe (Mercury 7 School)	
3:15 p.m.	Kansas School for the Deaf, 450 East Park Street, Olathe	pg 267
5:00 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

March 12, 2019

CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, March 12, 2019, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She welcomed all in attendance and asked guests with the USD 501 Topeka Public Schools Leadership Academy to introduce themselves.

3/12/2019
A.M. Session
(00:00:03)

ROLL CALL

The following Board members were present:

Kathy Busch	Jim McNiece
Jean Clifford	Jim Porter
Michelle Dombrosky	Steve Roberts
Deena Horst	Janet Waugh
Ben Jones	

Member Ann Mah participated by phone.

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

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

APPROVAL OF AGENDA

Mr. McNiece moved to approve the day’s agenda. Mr. Jones seconded. Motion carried 9-0-1 with Mr. Roberts abstaining.

MOTION
(00:03:42)

APPROVAL OF THE FEBRUARY MEETING MINUTES

Mr. Jones moved to approve the minutes of the February Board meeting. Dr. Horst seconded. Motion carried 10-0.

MOTION
(00:04:19)

COMMISSIONER’S REPORT

Dr. Watson began his report to the Board with an overview of school redesign, citing work by schools preparing to launch their redesign plans. He highlighted two examples from Gemini II redesign schools — Andover USD 385 where geometry instruction is blended with building construction and Clay County USD 379 where seniors developed a video about student perspectives on redesign. Dr. Watson restated the timeline for schools applying for the Apollo phase. Next, he spoke about the establishment of a volunteer Blue Ribbon Task Force on Bullying to be co-chaired by Dr. Rick Ginsberg from the University of Kansas and Superintendent James Regier from Whitewater-Remington USD 206. Mrs. Jean Clifford will represent the State Board on the Task Force. He asked each member to recommend an individual from his or her district to serve. The group will start their work in April. They will travel to hear Kansans’ testimony and report back to the State Board by the end of the year.

(00:04:41)

CITIZENS’ OPEN FORUM

Chairman Busch declared the Citizens’ Forum open at 10:34 a.m. There was one speaker: Dave Trabert, Kansas Policy Institute, who presented information on a A-F grading scale for Kansas schools based on test scores. Chairman Busch declared the Citizens’ Forum closed at 10:39 a.m.

(00:33:49)

- (00:41:01) **RECEIVE KANSAS MODEL STANDARDS FOR COMPUTER SCIENCE**
Dr. Stephen King, Education Program Consultant at KSDE, joined committee members in describing creation of draft Model PreK-12 Computer Science Standards for Kansas. The document was included in the pre-meeting materials for Board members to review. During the presentation, references were made to the national standards, computational thinking, grade level application, implementation, digital citizenship and cross-cutting skills that extend beyond technology and general use of computers. A time for comments and questions followed. Topics included decision to begin at PreK, potential pathway to filling business technology needs, keyboarding, screen time and postsecondary preparation. The State Board is expected to act on the Computer Science Standards in April.
- (01:34:41) **DISCUSSION ON KANSANS CAN STATE-LEVEL OUTCOME: SOCIAL-EMOTIONAL GROWTH**
Social-emotional growth measured locally is one of the five outcomes for measuring progress of the Kansans Can vision to lead the world in the success of each student. The following presenters shared information on the role each profession contributes to students' social-emotional growth: Dr. Ken Hughey and Dr. Judy Hughey, Kansas School Counselor Association and Kansas Association of Counselor Education and Supervision; Craig Hidy, Kansas School Social Workers Association; and Jessica Mefford, Kansas Association of School Psychologists. They provided an overview of responsibilities, services, statistics, examples of collaboration and recommendations.
- LUNCH**
Chairman Busch recessed the meeting for lunch at 12:30 p.m.
- P.M. SESSION**
ACTION TO SUBMIT PROPOSED AMENDED EMERGENCY SAFETY INTERVENTION REGULATIONS TO DEPT. OF ADMINISTRATION AND OFFICE OF ATTORNEY GENERAL
Chairman Busch reconvened the meeting at 1:30 p.m. Last month, KSDE staff brought forth proposed changes to the Emergency Safety Intervention regulations. Assistant Director Laura Jurgensen identified requested language changes and an addition in the definition section made since the February meeting. Mr. McNiece moved to submit the proposed amendments to the Emergency Safety Intervention regulations to the Department of Administration and Office of the Attorney General for review. Mr. Porter seconded. Motion carried 10-0. This is the next step in the process for amending regulations.
- MOTION**
(02:27:55) **ACTION ON RECOMMENDATIONS TO CHANGE REQUIREMENTS FOR A KANSAS PARAPROFESSIONAL TO BECOME HIGHLY QUALIFIED**
The Elementary and Secondary Education Act (ESEA) requires Kansas to have in place requirements for paraprofessionals to be highly qualified in order to be paid with federal Title I funds. Director Colleen Riley reviewed the requirements in place and the proposed update to the WorkKeys test based on changes made by ACT. Mr. Porter moved to approve the recommended changes to the requirements for paraprofessionals to become highly qualified paraprofessionals. Mr. Jones seconded. Motion carried 10-0.
- MOTION**
(02:32:09) **ACTION ON NEW APPOINTMENT TO THE PROFESSIONAL PRACTICES COMMISSION**
Mr. Porter moved to appoint Stan Ruff to complete a partial term on the Professional Practices Commission representing public elementary school principals, effective March 12, 2019 to June 30, 2020. Dr. Horst seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition. Mr. Ruff is a principal at Skelly Elementary in El Dorado USD 490.
- MOTION**
(02:34:17) **ACTION ON CONSENT AGENDA**
Mrs. Waugh moved to approve the Consent Agenda as presented. Dr. Horst seconded. Motion carried 9-1 with Mr. Roberts in opposition. In the Consent Agenda, the Board:
- received the monthly Personnel Report for February.
- MOTION**
(02:35:06)

- confirmed the unclassified personnel appointment of Makayla Auldrige as Administrative Specialist on the Fiscal Auditing team, effective Feb. 4, 2019, at an annual salary of \$31,824.
- accepted the following recommendations for licensure waivers valid for one school year: *Early Childhood Special Education* — Elizabeth Moore, USD 253; Kelly Casey, USD 259; Erica Bunton, USD 261; Samantha Whitcomb, USD 475; Elizabeth Czamanske, Lisa O'Neill, USD 500; Jessica Rinkes, USD 512; Mindy Christensen, D0602; Deann Jones, D0613. *Early Childhood Special Education – extension on the number of days under an emergency substitute license* -- Larisa Lawrence, D0618. *Early Childhood/Pre-School* -- Krystal Elias, D0620. *Gifted* – Jillian Kay, USD 475; Rosanne Lawler, USD 500. *High Incidence Special Education* -- Julie Lueger, USD 115; Michelle Stack, USD 229; Bret Eckert, Cindi Cox, USD 259; Justin Carruthers, USD 260; Jennifer Stogsdill, USD 290; Melissa Wheeler, USD 368; Kari Karst, USD 407; John Darrow, Kaitlin Smith, USD 453; Rebecka McMillan, USD 457; Bailee Flaming, USD 475; Jennifer Mick, USD 495; Lauren Coleman, Erin Weinmaster, USD 497; Dawnyel McCollum, Kristine Klaas, Lacy Davison-Symmonds; Easton Roye, USD 500; James Dreasher, Neil Trotter, Lynne Christ, USD 501; April Farr, Emily Molstad, Erica Smith, Erica Carter, D0602; Lauren Walker, Randall Pugh, D0605; Hannah Elliott, Daniel Kliger, Joann Cline, D0613; Travis Olson, Amanda Shockley, D0614; Josh Griffis, D0638; Susan Durham, Samantha Toombs, D0700; Tammy Cline, D0707. *High Incidence Special Education—extension on the number of days under an emergency substitute license* — Janette Dillon, Shawn Stoehr, D0618; Diane Bernheimer, Nancy Johnson, USD 501; Breanna Olds, USD 385. *Library Media Specialist* -- Kristen Martin, USD 402. *Low Incidence Special Education* -- Gary Rochester, USD 259; Mary Pace, Mika Maples, USD 383; Madison Workman, USD 469; Courtney Miles, USD 497; Kathleen Lynch, Michelle Langton, USD 512; Helen White, D0618; Rebecca Haines, D0718. *Low Incidence Special Education – extension on the number of days under an emergency substitute license* -- Kirstyn Linares, D0618; Tammy Foster, USD 343; Nicolas Butler, USD 464. *Spanish – extension on the number of days under an emergency substitute license* -- Isabella Pullos, USD 497. *Speech/Speech Communications – extension on the number of days under an emergency substitute license* -- Ian Weaver, USD 497.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3250 Lyza Bowers, 3254 Michael Dickerson, 3255 LaDawn Pieczonka, 3257 Lee Fryer, 3259 Rachel Seuell.
- accepted the following recommendations of the Evaluation Review Committee for program approval: **Emporia State University** — Speech/Theatre 6-12 continuing program through Dec. 31, 2024; **Kansas Independent College Association** — High Incidence K-6, 6-12, PreK-12, new undergraduate program and High Incidence K-6, 6-12, PreK-12, new graduate program, both through June 30, 2021; **Sterling College** — Elementary K-6, Mathematics 6-12, both continuing programs through Dec. 31, 2025; **University of Saint Mary** — History Government Social Studies 6-12, continuing program through Dec. 31, 2024.
- authorized USD 286 Chautauqua County to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.
- authorized USD 286 Chautauqua County to receive capital improvement (bond and interest) state aid as authorized by law.

authorized the Commissioner of Education to negotiate and

- amend KSDE contract 652-15-1869 with Southwest Plains Regional Service Center to provide an additional amount of services not to exceed \$8,500,000 for Kansas Learning Network services;
- amend a contract with the University of Kansas Center for Research to extend the length of the contract from Sept. 30, 2019 to March 30, 2020 at no additional cost for use of Enhanced Learning Maps as an organizing structure for formative assessment;

- allocate Federal Title II funds, in an amount not to exceed \$180,000 for the purpose of providing project-based learning professional development to Kansans Can Redesign schools;
- enter into a contract with eScholar LLC for renewal of maintenance and support for generation and tracking Teacher IDs in an amount not to exceed \$99,000 over a three-year period (June 15, 2019—June 14, 2022)
- enter into a contract with eScholar LLC for renewal of software license, maintenance and support in an amount not to exceed \$222,000 over a three-year period (May 1, 2019—April 30, 2022)

BREAK

Board members took a break from 1:45 to 1:55 p.m.

PRESENTATION ON HUMAN TRAFFICKING EDUCATION AND OUTREACH IN KANSAS

(02:36:25)

Jennifer Montgomery, Director of Human Trafficking Education and Outreach with the Office of the Kansas Attorney General, shared information on this topic upon request of State Board members. She provided Kansas-specific statistics as well as gave a general overview describing vulnerability factors in the youth population, red flag indicators, and awareness campaigns by the A.G.'s office and other organizations. She also talked about resources and services for victims, changes in Kansas law and the Human Trafficking Advisory Board.

BREAK

There was a break from 2:50 to 3 p.m.

RECOGNITION OF 2018 MILKEN EDUCATOR

(03:27:50)

Linda Dishman, an educator at Berryton Elementary School, Shawnee Heights USD 450, is the 2018 Milken Educator Award recipient. The State Board recognized Ms. Dishman for this honor. She commented on classroom strategies she implements for fostering student achievement, such as using candy to demonstrate multiplying fractions. The Milken Family Foundation, in cooperation with the Kansas State Department of Education, sponsors the Milken Educator Award program in Kansas.

UPDATE ON FEDERAL STRENGTHENING CAREER AND TECHNICAL EDUCATION ACT (PERKINS V) TRANSITION PLAN WITH KANSAS BOARD OF REGENTS

(03:42:28)

The Federal Strengthening Career and Technical Education Act, referred to as Perkins V, supports state efforts for approved pathways in career and technical education. Assistant Director Stacy Smith led the presentation to explain highlights of Perkins gained through reauthorization. Together KSDE and the Kansas Board of Regents developed a transition plan to be implemented in the 2019-20 school year creating seamless pathways for workplace learning. KBOR's Connie Beene, Senior Director of Adult CTE, co-presented and helped answer questions. The transition plan precedes the new state plan which goes into effect in fiscal year 2020. Regional meetings will be conducted to help explain elements of the transition plan.

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

(04:09:44)

Legislative Liaisons — Mr. Porter announced details for the March 19 Vision presentation and luncheon with Freshman Legislators; Dr. Horst provided a written update on legislative matters.

DELAY IN MEETING

The meeting was interrupted from 3:55 to 4:10 p.m. while the Landon building was evacuated for a fire alarm. Upon return to the Board Room, Committee Reports continued.

Communications — Mr. McNiece talked about work to schedule a Board member visit to several schools and cities in western Kansas, and about the State Board of Education's 50-year anniversary under current constitutional design.

Policy — Dr. Horst noted that the State Board's Policy Committee would plan to meet in April.

Committee Reports included announcements of the Governor’s Scholars Award luncheon and ceremony on May 5, identification of schools to receive Challenge Awards, Kansas Foundation for Agriculture in the Classroom meeting, plans for a Kansas Volunteer Commission tour through the state; and latest efforts of the Transition Work Group.

Those wishing to provide individual Board reports did so in writing.

Board Attorney Mark Ferguson briefed members on options available under law upon receipt of a Petition for Reconsideration. In February, the State Board acted on the Professional Practices Commission’s recommendations in the licensure case of Eric Brinkman. Mr. Jones moved to accept the Petition for Reconsideration from Eric Brinkman to be reviewed in April. Mrs. Dombrosky seconded. Motion carried 8-2 with Mr. McNiece and Mr. Roberts in opposition.

MOTION
(04:37:35)

Requests for Future Agenda Items —

- Kansas music merchants industry partnership with schools and students (Mr. Jones)
- Concerns for vaping in schools (Mrs. Dombrosky)
- Addressing student transfers within a school district (Mr. Roberts)
- Coronado Middle School (USD 500) students’ spaceflight experiment selected for Mission 13 to the International Space Station (Mrs. Waugh from written Board report)
- Revisit State Board of Education mission statement and relook at balance of Board goals with vision outcomes (Mrs. Busch)

During the Chairman’s Report, Mrs. Busch provided information on topics considered by the Teacher Vacancy and Supply Committee, including a survey on science licensure needs. She also reported on the School Mental Health Advisory Council recommendations and action steps. Finally, she reminded members of the next day’s retreat at KSHSAA offices and the April 17 tour of schools in Kansas City and Olathe.

Committee Assignment — Dr. Horst was appointed to represent the State Board on the Public Education Positions committee for the National Association of State Boards of Education.

LEGISLATIVE MATTERS

Deputy Commissioner Dale Dennis provided an update on education bills still alive following turn-around day. He reviewed the legislative calendar, including recess dates. Mr. Dennis highlighted specifics of several House and Senate bills and their current status. A time for questions and answers was provided.

(04:52:15)

BOARD MEMBER TRAVEL

Board members had the opportunity to make additions to the travel requests for approval. Mrs. Dombrosky moved to approve the travel requests and changes. Mr. Porter seconded. Motion carried 10-0.

MOTION
(05:26:02)

RECESS

Chairman Busch recessed the meeting at 5:22 p.m. The meeting would resume at 9 a.m. on Wednesday at KSHSAA offices for a Board retreat.

Kathy Busch, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

**Meeting Minutes
March 13, 2019**

BOARD RETREAT

A retreat for State Board of Education members was conducted on Wednesday, March 13, 2019, at offices of the Kansas State High School Activities Association, 601 SW Commerce Place, Topeka.

**3/13/2019
A.M. Session
(Not recorded)**

ROLL CALL

The following Board members were present:

Kathy Busch	Jim McNiece
Jean Clifford	Jim Porter
Michelle Dombrosky	Steve Roberts
Deena Horst	Janet Waugh
Ben Jones	

Member Ann Mah was absent.

RETREAT TOPIC: KANSANS CAN VISION PROGRESS TO DATE AND DIRECTION FOR 2019

Commissioner Randy Watson facilitated the retreat, beginning with a review of activities leading to the October 2015 Kansans Can vision announcement. He directed exercises illustrating change and change over time. He reviewed considerations discussed during the development of the definition of a successful Kansas high school graduate and the outcomes for measuring progress of the Kansans Can vision — Kansas leads the world in the success of each student. Other areas of discussion were:

- Family engagement as a key to redesigning schools
- Take-home lessons during community and business conversations
- Pillars of school redesign
- Collaboration with business and industry
- Kansas Education Systems Accreditation

ADJOURNMENT

The retreat concluded at approximately 12:10 p.m. The next State Board meeting is April 16 in Topeka and April 17 in Kansas City and Olathe for visits to the School for the Blind, School for the Deaf and two of the Mercury 7 redesign schools.

Kathy Busch, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

**Meeting Minutes
February 12, 2019**

CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Feb. 12, 2019, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She welcomed all in attendance and asked guests with the USD 383/KSU Teacher Leadership Academy to introduce themselves. Mrs. Busch also thanked the Kansas Association of Independent and Religious Schools for hosting the morning panel discussion and breakfast for Board members.

2/12/2019
A.M. Session
(00:00:03)

ROLL CALL

All Board members were present:

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

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

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

APPROVAL OF AMENDED AGENDA

Mr. Roberts moved to amend the day’s agenda by adding additional time to Item 12 for his remarks. Mrs. Dombrosky seconded. Motion carried 10-0.

MOTION
(00:03:29)

APPROVAL OF THE JANUARY MEETING MINUTES

Mr. Jones moved to approve the minutes of the January Board meeting. Dr. Horst seconded. Motion carried 10-0.

MOTION
(00:04:12)

COMMISSIONER’S REPORT

In his monthly report, Commissioner Randy Watson commented on the following:

- Application period for Apollo. This is the next opportunity for school districts to participate in the Kansans Can School Redesign Project. The Apollo application window closes April 5 with anticipated launch in the 2020-21 school year.
- February as Black History Month. He commented on historic points of interest and cited work in Kansas around developing culturally relevant pedagogy.
- School redesign boot camp hosted at Stockton USD 271, one of the Mercury 7 redesign districts. He and Dr. Horst attended.
- A recent meeting with FBLA student officers. They talked about skill development gained through the organization that prepares them for real world work.

(00:04:30)

CITIZENS’ OPEN FORUM

Chairman Busch declared the Citizens’ Forum open at 10:25 a.m. Speakers and their topics were: Walt Chappell, Wichita — State assessment scores, definitions of performance levels; Lisa Huesers, Overland Park — recommendation from School Mental Health Advisory Council regarding Communities That Care survey and parent authority; Dr. Serena Patterson, Kansas City, Missouri — overview of

(00:24:49)

ASVAB career exploration program. Chairman Busch declared the Citizens' Forum closed at 10:45 a.m.

(00:43:07) **UPDATES FROM KANSAS STATE SCHOOL FOR THE BLIND, KANSAS SCHOOL FOR THE DEAF**
Kansas State School for the Blind Superintendent Jon Harding included these topics in his regular update to the Board: increased offerings of online classes (i.e. computer science and Braille music), participation in Low Vision Clinics; direct services to students, and a new sensory room which was a gift from the KC Blind All-Stars. Next, Kansas School for the Deaf Superintendent Luanne Barron reported on increased service requests for children birth to age 3, blended learning opportunities for students, a new family and community engagement liaison position, and promotion of *Family Signs Kansas* to learn sign language. Board members commented on positive outreach efforts in rural parts of the state and work to engage families.

BREAK Board members took a 10-minute break.

MOTION
(01:28:25) **ACTION ON RECOMMENDATIONS OF THE SCHOOL MENTAL HEALTH ADVISORY COUNCIL**
Education Program Consultant Myron Melton reviewed the School Mental Health Advisory Council's recommendations presented to the Board in January, noting slight modifications to reflect comments from Board members at that time. The areas are suicide awareness and prevention training, and mandated reporter training. Mr. Porter moved to approve recommendations from the School Mental Health Advisory Council and instruct Kansas State Department of Education to take necessary action to put each recommendation into place. Mrs. Waugh seconded. During discussion, there were questions about the Communities That Care survey. Motion carried 10-0. Mrs. Busch acknowledged the past work of the Advisory Council and its continued tasks.

(01:35:50) **UPDATE ON SCHOOL BREAKFAST LEADERSHIP GRANT**
Members of the Kansas Breakfast Leadership team shared progress on the goal of a five percent statewide increase in school breakfast participation. Kansas was awarded a School Breakfast Leadership Grant from Share Our Strength No Kid Hungry to help bridge the gap between the number of kids who are eligible for free or reduced price meals at school and those who are actually accessing these meals. Several members of the leadership team shared how they were implementing innovative meal delivery methods such as mobile carts, grab-and-go breakfast items and extended serving times. The Midwest Dairy Council is a partner and provided supplemental funding for the initiatives. There were questions about calculation of participant numbers and use of grant funds.

LUNCH Chairman Busch recessed the meeting for lunch at 12:27 p.m.

P.M. SESSION
(02:14:55) **RECOGNITION OF 2019 KANSAS TEACHER OF THE YEAR TEAM**
At 1:30 p.m., Chairman Busch reconvened the meeting and welcomed the Kansas Teacher of the Year team. Each member spoke about a particular topic: Nicole Corn, kindergarten teacher at Sunset Hill Elementary, Lawrence USD 497 (global interaction/awareness for students); Megan Clark, art teacher at Clear Creek Elementary, DeSoto USD 232 (connecting with arts education); Signe Cook, fifth-grade mathematics and science teacher at Park Elementary, Great Bend USD 428 (teaching social-emotional skills and awareness); T.J. Warsnak, social studies teacher at Halstead High School, Halstead-Bentley USD 440 (school activities support academic rigor); Sharon Kuchinski, social studies teacher at Leavenworth Senior High School, Leavenworth USD 453 (promotion and support of future educators); Jennifer Brown, first-grade teacher at Sheridan Elementary, Geary County USD 475 (innovation of teacher education); Lan Huynh, third-grade teacher at Christa McAuliffe Academy, Wichita USD 259 (opportunities to promote teaching profession) and Kansas Teacher of the Year Whitney Morgan, English language arts and English for Speakers of Other Languages teacher at Wyandotte High School, Kansas City KS USD 500 (equal opportunity for success, need for systematic reform). There was a short break for photos with the honorees.

RECEIVE RECOMMENDATIONS TO CHANGE THE REQUIREMENTS FOR A KANSAS PARAPROFESSIONAL TO BECOME HIGHLY QUALIFIED

The Elementary and Secondary Education Act (ESEA) requires Kansas to have in place requirements for paraprofessionals to be highly qualified in order to be paid with federal Title I funds. Assistant Director Tate Toedman reviewed the requirements in place. Of the three state-approved tests that can be utilized, WorkKeys needs to be updated based on changes made by ACT. He explained the recommendations to update the requirements on this one test, most notably to replace business writing with graphic literacy. State Board action is anticipated in March. Commissioner Watson pointed out that this is a small change to one of the three tests allowable for paraprofessionals, and not a brand new requirement.

(03:06:03)

RECOGNITION OF NATIONAL ESEA DISTINGUISHED SCHOOLS

The two Kansas Schools named as National Elementary and Secondary Education Act (ESEA) Distinguished Schools, formerly known as the National Title I Distinguished Schools Program, were honored. They are O’Loughlin Elementary in Hays USD 489 and Roesland Elementary in Shawnee Mission USD 512. Principals from each school described successful measures in place that contribute to student achievement. They also talked about what they learned from attending the ESEA national conference. There was a brief break for photos with the honorees.

(03:23:01)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

KSDE General Counsel Scott Gordon provided Board members with an overview of the process that occurs when an application for licensure is under review. He briefly outlined steps taken by the Office of General Counsel and Professional Practices Commission prior to providing recommendations to the State Board.

(03:36:18)

Linda Sieck, Chair of the Professional Practices Commission, appeared remotely to introduce three cases for consideration this month. The Board voted separately on each case. Dr. Horst moved to adopt the findings of the PPC and its recommendation to issue the license for Ashley Knier. Mr. Porter seconded. Motion carried 10-0. Mr. Jones moved to adopt the findings of the PPC and its recommendation for the denial of a license for Jessica Atkinson. Mr. Roberts seconded. Motion carried 10-0. Mr. Roberts moved to adopt the findings of the PPC and its recommendation for the denial of a license for Eric Brinkman. Mr. Jones seconded. Motion carried 6-3-1, with Dr. Horst, Mrs. Dombrosky and Mrs. Mah in opposition, and Mr. McNiece abstaining.

MOTIONS
(03:48:10)

(03:51:29)
(03:56:40)

RECOGNITION OF NATIONAL PTA SCHOOL OF EXCELLENCE RECIPIENTS FROM KANSAS

The National PTA School of Excellence recognition program supports and celebrates partnerships between PTAs and schools to enrich the educational experience and overall well-being for all students. Denise Sultz, National PTA Secretary-Treasurer, introduced the honorees from Kansas for the two-year distinction (2018-2020). They are Shawnee Mission North High School and Mill Creek Elementary, both in Shawnee Mission USD 512, and Eisenhower Middle School in Kansas City Kansas USD 500. Members of the Kansas State PTA, honored schools and their local PTAs were in attendance.

(03:59:33)

PRESENTATION FROM USD 383 AND KANSAS ASSOCIATION OF CONSERVATION AND ENVIRONMENTAL EDUCATION ON FEDERAL GREEN RIBBON SUSTAINABILITY AWARD

Manhattan-Ogden USD 383 was one of six school districts across the country, and the only one in Kansas, to be designated a 2018 U.S. Department of Education Green Ribbon School District Sustainability awardee. Dr. Lizette Burks, KSDE Science Education Program Consultant, gave opening remarks. Then representatives from Manhattan-Ogden USD 383 and the Kansas Association for Conservation and Environmental Education (KACEE) described practices that center on mainstream environmental education and sustainability, such as school-wide recycling and waste audits. KACEE representatives talked about the partnership between the school and the association.

(04:13:32)

MOTION
(04:31:14)

ACTION ON CONSENT AGENDA

Mr. Porter moved to approve the Consent Agenda as presented. Mrs. Dombrosky seconded. Motion carried 9-0-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:

- received the monthly Personnel Report for January
- confirmed the unclassified personnel appointment of Tiffany Hester as Education Program Consultant on the Special Education and Title Services team, effective Jan. 27, 2019, at an annual salary of \$56,118.40.
- accepted the following recommendations for licensure waivers valid for one school year: *Early Childhood Special Education* -- Jennifer Gibbs, D0345; Ashley Bosworth, Megan Chappell, Stephanie Long, Micaela Espinoza, D0500; Amanda Tucker, Gina Mangiaracino, D0501; Jenni Henson, D0605; Sandra Howe, D0620. *General Science - extension on the number of days under an emergency substitute license* - Allyson Knoll, D0363. *Gifted* - Lisa Mechels, D0383; Llara Baska, D0497; Jacqueline Franklin, D0501. *High Incidence Special Education* - Brittany Hemann, Deborah Kreie, Elizabeth Warrick, Jaxon Autry, Kaci Bell, Kara Delauretis, Linda Steele, Lisa Schultz, Sheila Fowler, Tessa West, Wendy Byrne, D0200; Courtnie Adam, D0202; Shelly Stringer, D0230; Scott Starr, D0253; Robert Miller, Kayla Nott, D0259; Robin Wallace, D0260; Monica Zier, D0305; Jessica Bienhoff, D0336; Chloe Pyle, D0383; Brenda Zahm, D0407; Alyssa Willhite, Katharine Ritter, D0497; April Frederick, Cole Younger, Molly Maher, Reginia O'Dell, Sarah Folse, Siel Snowden, Betty Thomas, Christopher Wheat, Robert Ewing, Kelly Meyer, Marsha Corzan, Patty Ratliff, Benjamin Phillips, Michael Carpenter, Sara Meis, Scott Snavely, Stefanie Boice, Tara Chalfant, D0500; Robert Brown, Stephanie Hamilton, Suzanne Carlgren, D0501; Jacob Neiman, D0620; Caitlyn Hecker, D0725. *High Incidence Special Education – extension on the number of days under an emergency substitute license* - Quinten McDowell, D0609. *Low Incidence Special Education* - Amy Hajdukovich, D0260; Karen Phillips, D0383; Abigail Easter, D0618.
- issued Calendar Year 2019 licenses to the following commercial Kansas driver training schools: Horizons Driving Academy in Salina and Suburban Driving Academy in Kansas City.
- approved, with modifications, the in-service education plans for USD 230 Spring Hill, USD 356 Conway Springs, USD 357 Belle Plaine, USD 360 Caldwell, USD 475 Geary County, USD 382 Pratt, USD 428 Great Bend.
- authorized the following districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 257 Iola, USD 407 Russell.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 257 Iola, USD 407 Russell.

authorized the Commissioner of Education to negotiate and

- enter into a contract with Jones Huyett Partners in an amount not to exceed \$12,500 for the purpose of creating AmeriCorps recruitment materials for the Kansas Volunteer Commission;
- enter into a contract with the Kansas Department of Agriculture for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program meal preparation and service sites at the rate of \$180 per inspection, not to exceed \$36,000.

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

(04:31:43)

Committee Reports — An update from Legislative Liaisons was provided in writing. Mr. McNiece referenced the Communications Committee's draft strategic plan for the year, which included renewal of an informational postcard campaign to legislators and the 50th anniversary of the State Board under constitutional design.

Those wishing to provide individual Board reports did so in writing.

Board Attorney Mark Ferguson provided Board members with a refresher on what elements to consider when reviewing licensure cases. He also shared statistical information on trends.

Requests for Future Agenda Items —

- Update on School Breakfast Leadership Grant goal status
- Update on transition work group (Mr. Porter)
- Report from redesign schools on alternative credit opportunities (Mr. McNiece)
- Differentiated compensation for teachers (Mr. Roberts)
- Concerns for student vaping and health risks (Mrs. Busch)

During the Chairman's Report, Mrs. Busch provided information on the re-structured Governor's Education Council and previewed the March State Board meeting.

LEGISLATIVE MATTERS

Deputy Commissioner Dale Dennis distributed the 2019 legislative calendar of deadlines. He also highlighted selected House and Senate bills related to education.

(05:01:52)

RECESS

Chairman Busch recessed the meeting at 5:18 p.m. to attend the scheduled legislative dinner at the Celtic Fox with members of the House and Senate Education Committees. The business meeting would resume at 9 a.m. on Wednesday.

Kathy Busch, Chairman

Peggy Hill, Secretary

KANSAS STATE BOARD OF EDUCATION

Meeting Minutes

Feb. 13, 2019

CALL TO ORDER

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Feb. 13, 2019, in the Board Room at the Landon State Office Building, 900 S.W. Jackson St., Topeka, Kansas. She acknowledged the attendance of superintendents participating in the Kansas Education Leadership Institute and asked them to introduce themselves.

ROLL CALL

All Board members were present:

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

2/13/2019
A.M. Session
(00:00:09)

APPROVAL OF AGENDA

Mrs. Waugh moved to approve the Wednesday agenda as presented. Mr. Jones seconded. Motion carried 9-0-1, with Mr. Roberts abstaining.

MOTION
(00:04:14)

DISCUSSION ON SCHOOL BUS STOP ARM VIOLATIONS

Kansas law requires all motorists to stop when approaching a stopped school bus displaying its flashing red lights and activated stop arm. Keith Dreiling, School Bus Safety Director at KSDE, provided information on the school bus stop arm law and data from both a one-day stop arm violation count and a voluntary 30-day school bus passing survey. Board members expressed concern about the number of motorist violations. Mr. Dreiling presented a copy of a North Carolina statute that authorizes the use of photographic or video evidence for the civil enforcement of violations for passing a stopped school bus. Board discussion included driver education about the law, greater school district participation in the survey and information on effectiveness of using school bus cameras as an enforcement tool. Chairman Busch asked that KSDE devise a plan for working with the Kansas Highway Patrol and legislature for addressing school bus stop arm violations and bus safety.

(00:04:38)

RECEIVE PROPOSED AMENDMENTS TO EMERGENCY SAFETY INTERVENTION REGULATIONS

KSDE Assistant Director Laura Jurgensen reiterated the purpose of proposed amendments to Emergency Safety Intervention regulations in order to clarify the definitions, meaning and interpretation of key words embedded in the regulatory language regarding seclusion. Board members this month received the proposed amendments which impact K.A.R. 91-42-1 and 91-42-2. She addressed each change, including the addition of definitions for "an enclosed area" and "isolation." The Board will act in March on the next steps required for amending regulations.

(00:32:50)

ACTION ON FINAL REPORT FROM LEGISLATIVE TASK FORCE ON DYSLEXIA

Jim Porter chaired the Legislative Task Force on Dyslexia, which was created by 2018 Substitute for House Bill 2602. The Task Force was to prepare a report with recommendations regarding matters concerning the use of evidence-based practices for students with dyslexia. The report was to be submitted to the Governor, the Legislature and the State Board of Education. Mr. Porter described the charges given to the group and the four subcommittees formed to address each area. Members of the sub-committees addressed the Board. Discussion followed on the screening and identification of

(00:50:42)

students with dyslexia, the science of teaching struggling readers and the Task Force recommendations on pre-service training, professional learning, screening and evaluation processes and evidence-based reading practices. Mr. McNiece moved to receive the Report of the Legislative Task Force on Dyslexia. Mrs. Clifford seconded. Motion carried 10-0. This action gives the Commissioner of Education authority to activate KSDE staff to work on the recommendations.

MOTION
(01:48:00)

Board members took a break from 10:50 to 11 a.m.

BREAK

DISCUSSION ON SCHOOL AND FIRE SAFETY

Kansas State Fire Marshal Doug Jorgensen presented information on the statutory responsibilities of the Office of the State Fire Marshal regarding K-12 public and private school buildings. He talked about the school building inspection process, emergency preparedness drills, the recently formed Fire and Safety Code Advisory Committee which will look at rules and regulations, and required emergency preparedness drills in schools. A time for questions and answered followed.

(01:49:05)

BOARD MEMBER TRAVEL

Additions to the travel requests were: Mrs. Busch and Dr. Horst — March 4-5 Kansans Can Symposium; Mr. Jones — Feb. 18 Burrton school visit, March 5 Kansas Ag in the Classroom meeting, March 6 Kansas Teacher of the Year visit to Geary County schools; Mr. McNiece Feb. 22 and 23 Spirit Industries CTE event; Feb. 27 Clearwater Superintendents meeting, Mr. Roberts, cancelled attendance at Kansas Council for Economic Education. Dr. Horst moved to approve the travel requests and changes. Mrs. Mah seconded. Motion carried 10-0.

MOTION
(02:25:56)

ADJOURNMENT

The meeting was adjourned at 11:40 a.m. The next State Board meeting is March 12 and 13, 2019 in Topeka.

Kathy Busch, Chairman

Peggy Hill, Secretary

Subject: Citizens' Open Forum

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

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

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



Kansas State Department of Education

Landon State Office Building
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Topeka, Kansas 66612-1212

(785) 296-3201
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www.ksde.org

To: Commissioner Randy Watson

Subject: Overview of a successful Kansas high school graduate: academic achievement

The State Board of Education has defined a successful Kansas high school graduate as one who 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. The Board approved the definition in January 2016.

Academic preparation as well as student achievement are measured in multiple ways in Kansas. KSDE staff from the division of Career Standards and Assessment Services will give an overview of these measures. Mark Tallman, Associate Executive Director, Kansas Association of School Boards, will provide additional information, including a comparison of how states rank on several national academic tests.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:

Director:

Commissioner:

Meeting Date: 4/16/2019

Stephen King

Scott Smith

Randy Watson

Item Title:

Act on Kansas model standards for P-12 Computer Science

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the Kansas Model Standards for Computer Science as recommended by the Kansas Computer Science Model Standards review team.

Explanation of Situation Requiring Action:

The attached draft model standards were developed, based on national standards written by the Computer Science Teachers Association, by the Kansas computer science standards review committee beginning in March 2018. The standards were presented in March 2019 for consideration by the Kansas State Board of Education. Staff will be available to answer questions.



Kansas Computer Science Standards

Grades P-12

Adopted (DATE)

About the Kansas P-12 Computer Science Model Standards

To be well-educated citizens in a computing-intensive world and to be prepared for careers in the 21st century, our students must have a clear understanding of the principles and practices of computer science. The Kansas P-12 Computer Science Model Standards delineate a core set of learning objectives designed to provide the foundation for a complete computer science curriculum and its implementation at the P–12 level. To this end, the Standards:

- Introduce the fundamental concepts of computer science to all students, beginning at the primary school level.
- Develop the practices of computational thinking in a sequential progression from pre-kindergarten through high school.
- Encourage schools to offer additional secondary-level computer science courses that will allow interested students to study facets of computer science in more depth and prepare them for entry into the work force or college.
- Increase the availability of rigorous computer science for all students, especially those who are members of underrepresented groups.

The standards have been written by educators to be coherent and comprehensible to teachers, administrators, and policy makers. Grades P-5, middle grades, and secondary L1 are the computer science standards for **all students**. The secondary L2 standards are intended for students who wish to pursue the study of computer science beyond what is expected of all students (specialty or elective courses).

Connection to the K-12 Computer Science Framework and CSTA Standards

The K–12 Computer Science Framework (k12cs.org) provides overarching, high-level guidance per grade bands, while the standards provide detailed, measurable student performance expectations. The Framework, and the subsequent Computer Science Teachers Association (CSTA) standards document, were considered as primary inputs for the Kansas standards development process.

Concepts	Practices	
1. Computing Systems 2. Networks and the Internet 3. Data Analysis 4. Algorithms and Programming 5. Impacts of Computing	1. Fostering an Inclusive Computing Culture 2. Collaborating Around Computing 3. Recognizing and Defining Computational Problems	4. Developing and Using Abstractions 5. Creating Computational Artifacts 6. Testing and Refining Computational Artifacts 7. Communicating About Computing

Kansas Computer Science Committee

Information about standards committee formation was shared with the education community via KSDE listservs, meetings, and the State Board of Education. A registration site was developed with the purpose of obtaining nominations for the standards development committees. Individuals could either self-nominate or could recommend someone. The registration site asked for name, address, email, board district, job title, gender, race, education level, committee group interest, and years of work experience. KSDE staff were asked to ensure that committee members for the standards committees consisted of diversity of gender, race, ethnicity, and education level (K-12 and post-secondary). Special care was taken to ensure that every state board district was represented.

In addition to the committee members the computer science standards committee had a “Representative” ad-hoc group which was comprised of postsecondary, business/community, and military representatives. These individuals were interested in the standards review process and their role was to participate in the discussions and provide feedback.

Writing Subcommittee	Review Subcommittee	Representative Group
Chris Holborn, USD 475	Amy Benz, USD 320	Robert Burcham, Business & Industry
Gwen Lehman, USD 495	Tyler Bruce, USD 483	Steven Case, PhD, University of Kansas
Laura Leis, USD 400	Pam Collinge, USD 389	Charmine Chambers, KBOR
Craig Miller, USD 475	Ross Davis, USD 508	Anna Hennes, Business & Industry
Shane Munro, USD 259	David Dennis, USD 259	Chris Issacson, Business & Industry
Matthew Peak, USD 503	Barbra Gonzales, USD 233	David Kaercher, Business & Industry
Kristy Randel, USD 253	Matthew Lewis, USD 259	Meg Knauth, Business & Industry
Gary Richmond, USD 464	Brittney Quelch, USD 475	Jason Knobbe (COL), Military
Bryan Salsgiver, USD 229	Brenda Thompson, USD 373	Alan Lowden, Business & Industry
Samuel Simmons, Sr. USD 500	Lisa Whallon, USD 233	Ryan Weber, Business & Industry
Steven Stoffregen, USD 465	Tyler Wolf, USD 348	Bruce Wellman, NGSS
Jill Thompson, USD 264	Kelley Wyatt, USD 464	
Travis True, USD 501		
Josh Weese, PhD, Kansas State University		
Chris Wyant, Wichita State University		

Grade PK (Pre-Kindergarten)

Computing Systems

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
PK.CS.D.01	<p>With guidance, demonstrate how to operate a computing device.</p> <p><i>People use computing devices to perform a variety of tasks accurately and quickly. With guidance, students should be able to select the appropriate app/program to use for tasks they are required to complete. For example, if students are asked to draw a picture, they should be able to open and use a drawing app/program to complete this task.</i></p>	Devices	7. Communicating about computing
PK.CS.HS.01	<p>With guidance, use appropriate terminology to locate and identify common computing devices and components in a variety of environments (e.g. turn on, navigate, open/close programs/apps).</p> <p><i>A computing system is composed of hardware and software. Hardware consists of physical components. With guidance, students should be able to identify and describe the function of external hardware, such as desktop computers, laptop computers, tablet devices, monitors, keyboards, mice, and printers.</i></p>	Hardware and Software	7. Communicating about computing
PK.CS.HS.02	<p>With guidance, correctly use software that controls computing devices (e.g. e.g. programs, browsers, websites, and applications).</p> <p><i>Computer software and apps are programmed and installed on hard drives on various devices utilized by every end user. Software provides code for the programs to compute properly for the created operation. Software apps and programs interact with one another to provide an intended outcome or output. With guidance, students should be able to open, use, and close varying programs, apps, or software.</i></p>	Hardware and Software	1. Fostering an inclusive computing culture
PK.CS.IO.01	<p>With guidance, identify and apply basic input/output skills.</p> <ul style="list-style-type: none"> • Input (keyboarding, mouse, touchscreen, voice, camera, interactive board) • Output (monitor, screen, printer, audio). 	Input and Output	7. Communicating about computing

	<i>Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice input, touchpad, touchscreen, mouse, keyboarding (Keyboarding - practice locating space bar, enter key, and developmentally appropriate letters.) Output devices are how a computer displays information, which includes the screen, monitor, speaker, or printer.</i>		
PK.CS.T.01	<p>Recognize that computing systems might not work as expected and with guidance can identify simple hardware or software problems (e.g. volume turned down on headphones, monitor turned off).</p> <p><i>Problems with computing systems have different causes. Students at this level do not need to understand those causes, but they should be able to communicate a problem (e.g., when an app or program is not working as expected, a device will not turn on, the sound does not work, etc.). Ideally, students would be able to use simple troubleshooting strategies, including turning on and off the device, turning on speakers, adjusting volume, or plugging in headphones. These are, however, not specified in the standard, because these problems may not occur.</i></p>	Troubleshooting	<p>6. Testing and refining computational artifacts</p> <p>7. Communicating about computing</p>

Networks & the Internet

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
PK.NI.NCO.01	<p>Recognize that computing devices are connected via wired or wireless networks so that they can communicate with each other.</p> <p><i>Networking and interconnectivity of computing devices are essential in today's society. Through wi-fi, bluetooth, or hard line ethernet connections, the ability of information to be shared with an organized, secure and reliable system, is an integrated range of platforms which uses various software and hardware. Students should have an awareness the device is connected to another device.</i></p>	Network Communication & Organization	7. Communicating about computing
PK.NI.C.01	<p>Recognize that passwords are private and should be kept secret.</p> <p><i>Learning to protect one's device or information from unwanted use by others is an essential first step in learning about cybersecurity.</i></p>	Cybersecurity	7. Communicating about computing

Data Analysis

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
PK.DA.S.01	<p>Know that the computing device can save information as data that can be searched, modified, and saved or deleted (e.g. save photos, files, or videos).</p> <p><i>All information stored and processed by a computing device is referred to as data. Data can be images, text documents, audio files, software programs or apps, video files, etc. As students use software to complete tasks on a computing device, they will be manipulating data. Students should be aware that information can be found or searched on a device.</i></p>	Storage	4. Developing and using abstractions
PK.DA.C.01	<p>Students understand that data about themselves and the world around them is collected, used, and organized in a meaningful way.</p> <p><i>The collection and use of data about the world around them is a routine part of life and influences how people live.</i></p>	Collection	4. Developing and using abstractions 7. Communicating about computing
PK.DA.CVT.01	<p>Students represent collected data in a visual way. (e.g. charts, graphs, tables).</p> <p><i>Data can be used to make inferences or predictions about the world. Students could analyze a graph or pie chart of the colors in a bag of candy or identify the patterns for which colors are most and least represented, and then make a prediction as to which colors will have most and least in a new bag of candy. Students can explore bar graphs or line graphs to analyze what has more or less. This can be done without a computing device - paper, interactive board, chart paper, class graph, etc.</i></p>	Visualization & Transformation	7. Communicating about computing
PK.DA.IM.01	<p>Students look for patterns in data, make predictions, and make a model (e.g. make predictions on weather data, butterfly life cycle, etc.) and present in a picture graph or pattern.</p> <p><i>Data can be represented in models to portray results and to assist in identifying patterns in the world around us. This type of data is represented in a more visual way outside of lines, bars, and charts. This would include life cycles, weather maps, and processes. Students will</i></p>	Inference and Models	4. Developing and using abstractions

	<i>show data in a pattern. With guidance, students will show what would be next in a basic pattern, or what might be missing from a pattern. This could be a color pattern, number pattern, animal pattern, etc. It can be as basic as ABAB, or ABBABB.</i>		
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Algorithms and Programming

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
PK.AP.A.01	<p>With guidance, construct and execute algorithms (set of step-by-step instructions) that includes sequencing and simple loops to accomplish a task, with or without a computing device (e.g. verbally, kinesthetically, with robot devices or a programming language, block coding).</p> <p><i>Algorithmic thinking is the ability to define clear steps to solve a problem. A process to complete a task (such as the steps to tie your shoes), and recipes are examples of algorithms. Expose students to the term algorithm as they are sequencing events or processes like getting ready for school in the morning.</i></p>	Algorithms	4. Developing and using abstractions
PK.AP.V.01	<p>With guidance, understand that numbers represent different types of data using numbers or other symbols (e.g. thumbs up/thumbs down for yes/no color by number, arrows for direction, encoding/decoding a word using numbers or pictographs).</p> <p><i>Information in the real world can be represented in computer programs. Students could use thumbs up/down as representations of yes/no, use arrows when writing algorithms to represent direction, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words.</i></p>	Variables	4. Developing and using abstractions
PK.AP.C.01	<p>With guidance, create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing events and simple loops (e.g. emphasizing beginning, middle, and end; collaborative programming).</p> <p><i>Programming is used as a tool to create products that reflect a wide range of interests. Control structures specify the order in which instructions are executed within a program. Emphasize the sequence of events, such as left right, up, down. Get from one point to another on a</i></p>	Control	5. Creating computational artifacts

	<i>map. Explore basic robots that use arrows for direction, or search for lessons on CS unplugged fundamentals.</i>		
PK.AP.M.01	<p>With guidance, decompose (break down) a larger problem into smaller subproblems.</p> <p><i>Decomposition is the act of breaking down tasks into simpler tasks. Students could break down the steps needed to make breakfast, get ready for school, to move a character across the screen. This can be done with or without a computing device.</i></p>	Modularity	3. Recognizing and defining computational problems
PK.AP.PD.01	<p>Create a design document to illustrate thoughts, ideas, and stories in a sequential manner.</p> <p><i>Creating a design document for what a program will do clarifies the steps that will be needed to create a program and can be used to check if a program is correct. Students could create a planning document such as a story map to illustrate what their program will do.</i></p>	Program Development	5. Creating computational artifacts 7. Communicating about computing
PK.AP.PD.02	<p>Recognize that digital items can be owned and that proper credit needs to be given (e.g. using code, music, pictures).</p> <p><i>Using computers comes with a level of responsibility. Students should recognize that artifacts were created by others, such as pictures, music, and code.</i></p>	Program Development	7. Communicating about computing
PK.AP.PD.03	<p>With guidance, construct, execute, and debug (identify and fix) algorithms using a programming language and or an unplugged activity that includes sequencing (e.g. use block based programming).</p> <p><i>Algorithms or programs may not always work correctly. With guidance, students should be able to use various strategies, such as changing the sequence of the steps, following the algorithm in a step-by-step manner, or trial and error to fix problems in algorithms and programs.</i></p>	Program Development	6. Testing and refining computational artifacts
PK.AP.PD.04	<p>With guidance, use correct terminology in the development of an algorithm to solve a simple problem (e.g. beginning, middle, end).</p> <p><i>With guidance, students should be able to talk or write about the goals and expected outcomes of the programs they create and the choices</i></p>	Program Development	7. Communicating about computing

	<i>that they made when creating programs. This could be done through discussions with the teacher or class.</i>		
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Impacts of Computing

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
PK.IC.C.01	<p>Understand different ways in which types of technologies are used in your daily life.</p> <p><i>In the past, if students wanted to read about a topic, they needed access to a library to find a book about it. Today, young students can view and read information on the Internet about a topic or they can download e-books about it directly to a device. Such information may be available in more than one language and could be read to a student, allowing for great accessibility. Students should develop an awareness in describing various ways technology can impact their world. (e.g. checking out at a store, buying lunch, using an iPhone or Android device to call in an emergency, or learning through video sharing).</i></p>	Culture	7. Communicating about computing
PK.IC.SI.01	<p>With guidance understand what would be appropriate while participating in an online environment. (Digital Citizenship - focus on Digital Literacy).</p> <p><i>The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Communicate to students the importance of being safe online by only using sites approved by an adult. Encourage students to tell an adult if they feel uncomfortable or see something they feel is not appropriate. The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Digital citizenship is described with nine categories, however PreK-2 will focus on 4 of these: Digital Literacy (the ability to use new technology quickly and appropriately), Digital Etiquette (appropriate conduct), Digital Rights and Responsibilities (knowing your rights to free speech and privacy, but handling it responsibly online), and Digital Health and Wellness (caring for your physical and psychological well-being online).</i></p>	Social Interactions	2. Collaborating around computing

PK.IC.H.01	<p>Understand that computing technology has changed and improved the way people live, work, and interact.</p> <p><i>As computers become interconnected in each aspect of society, more powerful, and students become more reliant on them, students will engage in discussions about how they have evolved since their parents were in school and relate the newest devices they have at home.</i></p>	History	7. Communicating about computing
PK.IC.SLE.01	<p>With guidance understand responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.</p> <p><i>People use computing technology in ways that can help or hurt themselves or others. Expose students to sharing devices and leaving the device ready for the next user (closing programs, etc.). Explain how passwords or login methods are used and why we protect devices with these.</i></p>	Safety, Law, & Ethics	2. Collaborating around computing
PK.IC.CP.01	<p>Discuss the fact that a wide range of jobs require knowledge or use of computer science.</p> <p><i>Within the inevitable interwoven fabric of society's reliance and innovative machines, students will required to have basic assumable skills when entering the workforce. Students should be able with guidance, picture digital computing devices and word usage necessary to create a modernized mode of everyday activities in the technological age. An example would be for students to list how a bus driver can use GPS, safety features, and indicators to provide safe travel to school.</i></p>	Community Partnerships	7. Communicating about computing

Grade K (Kindergarten)

Computing Systems

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
K.CS.D.01	<p>Demonstrate how to operate a variety of computing devices.</p> <p><i>People use computing devices to perform a variety of tasks accurately and quickly. After Instruction, students should be able to select the appropriate app/program to use for tasks they are required to complete, then power down or log off. For example, if students are asked to draw a picture, they should be able to open and use a drawing app/program to complete this task.</i></p>	Devices	7. Communicating about computing
K.CS.HS.01	<p>Use appropriate terminology to locate and identify common computing devices and components in a variety of environments (e.g. turn on, navigate, open/close programs/apps).</p> <p><i>A computing system is composed of hardware and software. Hardware consists of physical components. After instruction, students should be able to identify and describe the function of external hardware, such as desktop computers, laptop computers, tablet devices, monitors, keyboards, mice, and printers.</i></p>	Hardware and Software	7. Communicating about computing
K.CS.HS.02	<p>Identify and use software that controls computing devices (e.g. programs, browsers, websites, and applications).</p> <p><i>Computer software and apps are programmed and installed on hard drives on various devices utilized by every end user. Software provides code for the programs to compute properly for the created operation. Software apps and programs interact with one another to provide an intended outcome or output. With guidance, students should be able to associate the icon with the appropriate program/application and its use, then open, use, and close programs, apps, or software. This could include, but not limited to, district purchased client-based reading or math program software, apps for a specific learning method, or accessing a browser to navigate web based programs.</i></p>	Hardware and Software	1. Fostering an inclusive computing culture
K.CS.IO.01	<p>Identify and apply basic input/output skills.</p> <ul style="list-style-type: none"> Input (keyboarding, mouse, touchscreen, voice, camera, robotics, interactive board) 	Input and Output	7. Communicating about computing

	<ul style="list-style-type: none"> Output (monitor, screen, printer, robotics, audio). <p><i>Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice input, touchpad, touchscreen, mouse, keyboarding (Keyboarding - practice locating space bar, enter key, and developmentally appropriate letters. Students should understand the left hand is used for the left side of the keyboard, and the right hand is used on the right side. This includes the understanding the general layout of the keys including developmentally appropriate number recognition.) Output devices are how a computer displays information, which includes the screen, monitor, speaker, or printer.</i></p>		
K.CS.T.01	<p>Recognize that computing systems might not work as expected and use accurate terminology to identify simple hardware or software problems (e.g. volume turned down on headphones, monitor turned off).</p> <p><i>Problems with computing systems have different causes. Students at this level do not need to understand those causes, but they should be able to communicate a problem with accurate terminology (e.g., when an app or program is not working as expected, a device will not turn on, the sound does not work, etc.). Ideally, students would be able to use simple troubleshooting strategies, including turning a device off and on to reboot it, closing and reopening an app, turning on speakers, or plugging in headphones. These are, however, not specified in the standard, because these problems may not occur.</i></p>	Troubleshooting	<p>6. Testing and refining computational artifacts</p> <p>7. Communicating about computing</p>

Networks & the Internet

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
K.NI.NCO.01	<p>Recognize and use computing devices to connect with people or other devices using a network to communicate, access, and share information as a class (e.g. the internet, video conferencing, email, file transfer).</p> <p><i>Networking and interconnectivity of computing devices are essential in today's society. Through wi-fi, bluetooth, or hard line ethernet connections, the ability of information to be shared with an organized, secure and reliable system, is an integrated range of platforms which</i></p>	Network Communication & Organization	7. Communicating about computing

	<i>uses various software and hardware. Students should understand whether information is being sent to the program or device. (e.g., the teacher laptop is being connected to the LCD projector, or if the wi-fi or internet connection is active).</i>		
K.NI.C.01	<p>Use a form of secure access to protect private information and discuss the effects of password misuse (e.g. logging into a device, educational websites, authentication, thumbprint recognition).</p> <p><i>Learning to protect one's device or information from unwanted use by others is an essential first step in learning about cybersecurity. Students should appropriately use and protect the passwords they are required to use.</i></p>	Cybersecurity	7. Communicating about computing

Data Analysis

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
K.DA.S.01	<p>With guidance, demonstrate that computing devices can save information as data that can be searched, modified, and saved or deleted (e.g. save photos, files, or videos).</p> <p><i>All information stored and processed by a computing device is referred to as data. Data can be images, text documents, audio files, software programs or apps, video files, etc. As students use software to complete tasks on a computing device, they will be manipulating data. With guidance, students will search, save, or delete data. This can be a web search, save and retrieve a photo, take a screenshot, or saving or printing their creations.</i></p>	Storage	4. Developing and using abstractions
K.DA.C.01	<p>Students will learn how data about themselves and the world around them is collected, used, and organized in a meaningful way.</p> <p><i>The collection and use of data about the world around them is a routine part of life and influences how people live. Students could collect data on the weather, such as sunny days versus rainy days, the temperature at the beginning of the school day and end of the school day, or the inches of rain over the course of a storm.</i></p>	Collection	4. Developing and using abstractions 7. Communicating about computing
K.DA.CVT.01	Students represent collected data in a visual way through a computing device (e.g. charts, graphs, tables).	Visualization & Transformation	7. Communicating about computing

	<p><i>Data can be used to make inferences or predictions about the world. Students could analyze a graph or pie chart of the colors in a bag of candy or the averages for colors in multiple bags of candy, identify the patterns for which colors are most and least represented, and then make a prediction as to which colors will have most and least in a new bag of candy. With guidance, students could create charts or graphs in spreadsheet applications, web based programs, or visually in digital drawings to portray data collected. This data could include types of pets, number of siblings, shoe size, etc. This could be done with an interactive board, tablets, or computer.</i></p>		
K.DA.IM.01	<p>Students look for patterns in data, make predictions, make a model, and draw conclusions (e.g. make predictions on weather data, butterfly life cycle, etc.) and present in a picture graph or pattern.</p> <p><i>Data can be represented in models to portray results and to assist in identifying patterns in the world around us. This type of data is represented in a more visual way outside of lines, bars, and charts. This would include life cycles, weather maps, and processes. Students will show data in a pattern. Students will create models to show data which could include pictographs of favorite cookie, fruit, sport, or models also include Students will show what would be next in a pattern, or what might be missing from a pattern. This could be a color pattern, number pattern, animal pattern, etc. It can be as basic as ABAB, or ABBABB.</i></p>	Inference and Models	4. Developing and using abstractions

Algorithms and Programming

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
K.AP.A.01	<p>Construct and execute algorithms (set of step-by-step instructions) that includes sequencing and simple loops to accomplish a task, both independently, collaboratively, with or without a computing device (e.g. verbally, kinesthetically, with robot devices or a programming language, block coding).</p> <p><i>Algorithmic thinking is the ability to define clear steps to solve a problem. A process to complete a task (such as the steps to tie your</i></p>	Algorithms	4. Developing and using abstractions

	<i>shoes), and recipes are examples of algorithms. Expose students to the term algorithm as they are sequencing events or processes like getting ready for school in the morning. Students should create algorithms (specific steps) to accomplish a task.</i>		
K.AP.V.01	<p>With guidance, recognize that numbers represent different types of data using numbers or other symbols (e.g. thumbs up/thumbs down for yes/no color by number, arrows for direction, encoding/decoding a word using numbers or pictographs).</p> <p><i>Information in the real world can be represented in computer programs. Students could use thumbs up/down as representations of yes/no, use arrows when writing algorithms to represent direction, use emojis that represent emotion, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words.</i></p>	Variables	4. Developing and using abstractions
K.AP.C.01	<p>With guidance, independently or collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing events and simple loops (e.g. emphasizing beginning, middle, and end; collaborative programming).</p> <p><i>Programming is used as a tool to create products that reflect a wide range of interests. Control structures specify the order in which instructions are executed within a program. Emphasize the sequence of events, such as left right, up, down. Get from one point to another on a map. Explore basic robots that use arrows for direction, or search for lessons on CS unplugged fundamentals.</i></p>	Control	5. Creating computational artifacts
K.AP.M.01	<p>With guidance, decompose (break down) a larger problem into smaller subproblems or combine simple tasks to make something more complex.</p> <p><i>Decomposition is the act of breaking down tasks into simpler tasks. Students could break down the steps needed to make breakfast, get ready for school, to move a character across the screen. Combining tasks could include being given objects to construct sub parts that go together to make a more complex creation (e.g., building structures out</i></p>	Modularity	3. Recognizing and defining computational problems

	<i>of Legos, then combining them into a town or community). This can be done with or without a computing device.</i>		
K.AP.PD.01	<p>Create a design document to illustrate thoughts, ideas and stories in a sequential manner (e.g. storyboard, mindmap, sequential graphic organizer).</p> <p><i>Creating a design document for what a program will do clarifies the steps that will be needed to create a program and can be used to check if a program is correct. Students could create a planning document, such as a story map, a storyboard, or a sequential graphic organizer, to illustrate what their program will do. Students at this stage may complete the planning process with help from their teachers.</i></p>	Program Development	5. Creating computational artifacts 7. Communicating about computing
K.AP.PD.02	<p>With guidance, give credit to ideas, creations, and solutions of others while developing algorithms (e.g. using code, music, pictures).</p> <p><i>Using computers comes with a level of responsibility. With guidance, students should credit artifacts that were created by others, such as pictures, music, and code. Credit could be given orally, if presenting their work to the class, or in writing or orally, if sharing work on a class blog or website. Proper attribution at this stage does not require a formal citation, such as in a bibliography or works cited document.</i></p>	Program Development	7. Communicating about computing
K.AP.PD.03	<p>With guidance, independently or collaboratively construct, execute, and debug (identify and fix) algorithms using a programming language and or an unplugged activity that includes sequencing (e.g. use block based programming).</p> <p><i>Algorithms or programs may not always work correctly. With guidance, students should be able to use various strategies, such as changing the sequence of the steps, following the algorithm in a step-by-step manner, or trial and error to fix problems in algorithms and programs independently or collaboratively.</i></p>	Program Development	6. Testing and refining computational artifacts
K.AP.PD.04	<p>Use correct terminology in the development of an algorithm to solve a simple problem (e.g. beginning, middle, end).</p> <p><i>At this stage, students should be able to talk or write about the goals and expected outcomes of the programs they create and the choices</i></p>	Program Development	7. Communicating about computing

	<i>that they made when creating programs. This could be done using coding journals, discussions with a teacher, or class presentations.</i>		
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Impacts of Computing

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
K.IC.C.01	<p>Understand different ways in which types of technologies are used in your daily life.</p> <p><i>In the past, if students wanted to read about a topic, they needed access to a library to find a book about it. Today, students can view and read information on the Internet about a topic or they can download e-books about it directly to a device. Such information may be available in more than one language and could be read to a student, allowing for great accessibility. Students should be able to analyze where and when various ways technology can be used. (e.g., checking out at a store, buying lunch, using an iPhone or Android device to call in an emergency, or learning through video sharing).</i></p>	Culture	7. Communicating about computing
K.IC.SI.01	<p>With guidance identify appropriate manners while participating in an online environment. (Digital Citizenship - focus on Digital Literacy and Digital Etiquette)</p> <p><i>The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Students practice online safety by only using sites approved by an adult. Encourage students to tell an adult if they feel uncomfortable or see something they feel is not appropriate. Make students aware of the privacy of the digital resources being used in the classroom and who sees what is being posted (social media - the teacher posting class photos, students posting to online platforms such as SeeSaw, data from testing sites such as iStation and Lexia.) Digital citizenship is described with nine categories, however PreK-2 will focus on 4 of these: Digital Literacy (the ability to use new technology quickly and appropriately), Digital Etiquette (appropriate conduct), Digital Rights and Responsibilities (knowing your rights to free speech and privacy, but</i></p>	Social Interactions	2. Collaborating around computing

	<i>handling it responsibly online), and Digital Health and Wellness (caring for your physical and psychological well-being online).</i>		
K.IC.H.01	<p>Discuss examples of how computing technology has changed and improved the way people live, work, and interact.</p> <p><i>As computers become interconnected in each aspect of society, more powerful, and students become more reliant on them, students should be able describe the number of times computers or devices are accessed each day by teachers or peers in class and discuss what life would be like without them.</i></p>	History	7. Communicating about computing
K.IC.SLE.01	<p>Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software.</p> <p><i>People use computing technology in ways that can help or hurt themselves or others. Teach students about sharing devices and leaving the device ready for the next user (closing programs, logging out, etc.) Use passwords or other log in methods, learning why we protect devices and programs (such as online assessment) with these. Students should understand they should never post as another person (blogs, SeeSaw, etc.).</i></p>	Safety, Law, & Ethics	2. Collaborating around computing
K.IC.CP.01	<p>Understand that a wide range of jobs require knowledge or use of computer science.</p> <p><i>Within the inevitable interwoven fabric of society's reliance and innovative machines, students will required to have basic assumable skills when entering the workforce. Students should be able to identify after initial instruction what digital computing devices and languages are necessary to create a modernized mode of everyday activities in the technological age. An example would be for students to list how a bus driver can use GPS, safety features, and indicators to provide safe travel to school.</i></p>	Community Partnerships	7. Communicating about computing

First Grade

Computing Systems

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
1.CS.D.01	<p>With guidance, select and use a computing device to perform a variety of tasks for an intended outcome.</p> <p><i>People use computing devices to perform a variety of tasks accurately and quickly. Students should be able to select the appropriate app/program to use for tasks they are required to complete, then log off or power down. For example, if students are asked to draw a picture, they should be able to open and use a drawing app/program to complete this task, or if they are asked to create a presentation, they should be able to open and use presentation software. In addition, with teacher guidance, students should be aware that different software has the same primary functionality (e.g. Keynote, PowerPoint, Google Slides).</i></p>	Devices	7. Communicating about computing
1.CS.HS.01	<p>Use appropriate terminology in identifying and describing the function of common computing devices and components (e.g., use an app to draw on the screen, use software to write a story or control robots).</p> <p><i>A computing system is composed of hardware and software. Hardware consists of physical components. Software provides a computer a set of instructions to follow. Students should be able to identify and describe the function of software and hardware such as interactive boards, touch screen devices, and robotics.</i></p>	Hardware and Software	7. Communicating about computing
1.CS.HS.02	<p>With guidance select and use appropriate software/apps for an intended outcome (e.g., programs, browsers, websites, and applications).</p> <p><i>Computer software and apps are programmed and installed on hard drives on various devices utilized by every end user. Software provides code for the programs to compute properly for the created operation. Software apps and programs interact with one another to provide an intended outcome or output. Students should be able to identify the application or program required for a desired activity. This could include, but not limited to, district purchased client-based reading or math program software, apps for a specific learning methods Reading Eggs,</i></p>	Hardware and Software	1. Fostering an inclusive computing culture

	<i>iMovie, Google Apps, Seesaw, or accessing a browser to navigate web based programs.</i>		
1.CS.IO.01	<p>Understand and apply basic input/output skills.</p> <ul style="list-style-type: none"> • Input (keyboarding, mouse, touchscreen, voice, camera, robotics, interactive board) • Output (monitor, screen, printer, 3D printer, robotics, audio) <p><i>Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice input, touchpad, touchscreen, mouse, keyboarding (Keyboarding - practice locating space bar, enter key, and developmentally appropriate letters. Students should understand the left hand is used for the left side of the keyboard, and the right hand is used on the right side. This includes the understanding that the keyboard is not in alphabetical order and the general layout of the keys including the location of numbers and basic punctuation.) Output devices are how a computer displays information. Student should understand the use of output devices such as audio, video, screen display, robotics, and printers.</i></p>	Input and Output	7. Communicating about computing
1.CS.T.01	<p>Identify and describe basic hardware and software problems using accurate terminology (app or program is not working as expected, no sound is coming from the device, caps lock turned on, wi-fi not working).</p> <p><i>Problems with computing systems have different causes. Students at this level will start to understand those causes, communicate the problem with accurate terminology, and seek solutions to that problem (e.g., when an app or program is not working as expected, a device will not turn on, the sound does not work, etc.). Ideally, students would be able to use simple troubleshooting strategies, including turning a device off and on to reboot it, closing and reopening an app, checking wi-fi, turning on speakers, or plugging in headphones. These are, however, not specified in the standard, because these problems may not occur.</i></p>	Troubleshooting	6. Testing and refining computational artifacts 7. Communicating about computing

Networks & the Internet

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
1.NI.NCO.01	<p>Recognize that by connecting computing devices together they can share information using a network (e.g. wired or wireless network).</p> <p><i>Networking and interconnectivity of computing devices are essential in today's society. Through wi-fi, bluetooth, or hard line ethernet connections, the ability of information to be shared with an organized, secure and reliable system, is an integrated range of platforms which uses various software and hardware. Students should be able to identify whether information is being sent to the program or device. (e.g., the teacher laptop is being connected to the LCD projector, or if how a bluetooth speaker connection is active.)</i></p>	Network Communication & Organization	7. Communicating about computing
1.NI.C.01	<p>Identify what authentication methods (passwords) are; explain why they are not shared; and discuss what makes a password strong. Independently, use passwords to access technological devices, apps, etc.</p> <p><i>Learning to protect one's device or information from unwanted use by others is an essential first step in learning about cybersecurity. Students are not required to use multiple strong passwords. They should appropriately use and protect the passwords they are required to use.</i></p>	Cybersecurity	7. Communicating about computing

Data Analysis

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
1.DA.S.01	<p>With guidance locate, open, modify, delete and save an existing file, use appropriate file-naming conventions, and recognize that the file exists within an organizational structure (drive, folder, file).</p> <p><i>All information stored and processed by a computing device is referred to as data. Data can be images, text documents, audio files, software programs or apps, video files, etc. As students use software to complete tasks on a computing device, they will be manipulating data. With guidance, students will search for or retrieve files by name, or organize files. This could include taking photos, opening, and deleting them,</i></p>	Storage	4. Developing and using abstractions

	<i>organizing files or photos into folders on a desktop or on an operating system, and learning to name and save a file before exiting.</i>		
1.DA.C.01	<p>With guidance, collect data and present it two different ways (chart or graph).</p> <p><i>The collection and use of data about the world around them is a routine part of life and influences how people live. Students could collect data on the weather, such as sunny days versus rainy days, the temperature at the beginning of the school day and end of the school day, or the inches of rain over the course of a storm. Students could count the number of pieces of each color of candy in a bag of candy, such as Skittles or M&Ms. Students could create surveys of things that interest them, such as favorite foods, pets, or TV shows, and collect answers to their surveys from their peers and others. The data collected could then be organized into two visualizations, such as a bar graph or pie chart.</i></p>	Collection	<p>4. Developing and using abstractions</p> <p>7. Communicating about computing</p>
1.DA.CVT.01	<p>With guidance, identify and interpret data from a chart or graph (visualization) in order to make a prediction, with or without a computing device.</p> <p><i>Data can be used to make inferences or predictions about the world. Students could analyze a graph or pie chart of the colors in a bag of candy or the averages for colors in multiple bags of candy, identify the patterns for which colors are most and least represented, and then make a prediction as to which colors will have most and least in a new bag of candy. Students could create and analyze charts or graphs in spreadsheet applications, web based programs, or visually in digital drawings to portray data collected. They could create and analyze graphs of temperatures taken at the beginning of the school day and end of the school day, identify the patterns of when temperatures rise and fall, and predict if they think the temperature will rise or fall at a particular time of the day, based on the pattern observed. The focus is making predictions based on data.</i></p>	Visualization & Transformation	7. Communicating about computing
1.DA.IM.01	Create a model of an object or process in order to identify patterns and essential elements. (e.g. water table, butterfly life cycle, seasonal weather patterns).	Inference and Models	4. Developing and using abstractions

	<p><i>Data can be represented in models to portray results and to assist in identifying patterns in the world around us. This type of data is represented in a more visual way outside of lines, bars, and charts. This would include life cycles, weather maps, and processes such as the engineering design process. Students will create models either physically (paper, clay, etc.) or digitally using photos, text and shapes with the intent of understanding patterns and essential steps and information.</i></p>		
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Algorithms and Programming

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
1.AP.A.01	<p>With guidance, model daily processes and follow algorithms (sets of step-by-step instructions) for complete tasks verbally, kinesthetically, with robot devices, or a programming language.</p> <p><i>Algorithmic thinking is the ability to define clear steps to solve a problem. Composition is the combination of smaller tasks into more complex tasks. With guidance, students should be able to create and follow algorithms for making simple foods, brushing their teeth, getting ready for school, participating in clean-up time or programming a robotic device to follow a preset path.</i></p>	Algorithms	4. Developing and using abstractions
1.AP.V.01	<p>With guidance, model the way that programs store and manipulate data by using numbers or other symbols to represent information (e.g. thumbs up/thumbs down for yes/no, use arrows when writing algorithms to represent direction, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words).</p> <p><i>Information in the real world can be represented in computer programs. Students could use thumbs up/down as representations of yes/no, use arrows when writing algorithms to represent direction, use emojis that represent emotion, or use common icons and symbols to perform an action (play is a triangle, save button, share button, etc.).</i></p>	Variables	4. Developing and using abstractions
1.AP.C.01	<p>With guidance, independently, or collaboratively construct algorithms (sets of step-by-step instructions) to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing and repetition, to express ideas or address a problem.</p>	Control	5. Creating computational artifacts

	<i>Programming is used as a tool to create products that reflect a wide range of interests. Control structures specify the order in which instructions are executed within a program. Emphasize the sequence of events, such as left right, up, down. Get from one point to another on a map. Have students develop the steps and have others follow those steps. Search lessons for CS Unplugged, or CS fundamentals.</i>		
1.AP.M.01	<p>With guidance, decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.</p> <p><i>Decomposition is the act of breaking down tasks into simpler tasks. Students could break down the steps needed to make a peanut butter and jelly sandwich, to brush their teeth, to draw a shape, to move a character across the screen, or to solve a level of a coding app.</i></p>	Modularity	3. Recognizing and defining computational problems
1.AP.PD.01	<p>Independently or with guidance, create a grade-level appropriate artifact to illustrate thoughts, ideas, or stories in a sequential (step-by-step) manner (e.g. story map, storyboard, and sequential graphic organizer).</p> <p><i>Creating a plan for what a program will do clarifies the steps that will be needed to create a program and can be used to check if a program is correct. Students could create a planning document, such as a story map, a storyboard, or a sequential graphic organizer, to illustrate what their program will do. Students at this stage may complete the planning process by themselves, or with help from their teachers.</i></p>	Program Development	5. Creating computational artifacts 7. Communicating about computing
1.AP.PD.02	<p>Independently or with guidance give credit to ideas, creations and solutions of others while writing and/or developing programs.</p> <p><i>Using computers comes with a level of responsibility. Students should credit artifacts that were created by others, such as pictures, music, and code. Credit could be given orally, if presenting their work to the class, or in writing or orally, if sharing work on a class blog or website. Proper attribution at this stage does not require a formal citation, such as in a bibliography or works cited document.</i></p>	Program Development	7. Communicating about computing
1.AP.PD.03	<p>With guidance, independently, or collaboratively construct, execute, and debug (identify and fix) programs using a programming language and/or unplugged activity that includes sequencing and repetition.</p>	Program Development	6. Testing and refining

	<i>Algorithms or programs may not always work correctly. Students should be able to use various strategies, such as changing the sequence of the steps, following the algorithm in a step-by-step manner, or trial and error to fix problems in algorithms and programs.</i>		computational artifacts
1.AP.PD.04	<p>Use correct terminology (first, second, third) and explain the choices made in the development of an algorithm to solve a simple problem.</p> <p><i>At this stage, students should be able to talk or write about the goals and expected outcomes of the programs they create and the choices that they made when creating programs. This could be done using coding journals, discussions with a teacher, class presentations, or blogs.</i></p>	Program Development	7. Communicating about computing

Impacts of Computing

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
1.IC.C.01	<p>Identify how people use different types of technologies in their daily work and personal lives.</p> <p><i>Computing technology has changed the way people live and work. In the past, if students wanted to read about a topic, they needed access to a library to find a book about it. Today, students will be able to view and read information on the Internet about a topic or they can download e-books about it directly to a device. Such information may be available in more than one language and could be read to a student, allowing for great accessibility. In personal lives, they are encouraged to engage in computing in a positive learning and encouraging manner.</i></p>	Culture	7. Communicating about computing
1.IC.SI.01	<p>With guidance, identify appropriate and inappropriate behavior. Act responsibly while participating in an online community and know how to report concerns. (Digital Citizenship - review Digital Literacy, but focus on Digital Etiquette and Rights and Responsibilities)</p> <p><i>The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Students practice online safety by only using sites approved by an adult. Encourage students to tell an adult if they feel</i></p>	Social Interactions	2. Collaborating around computing

	<p><i>uncomfortable or see something they feel is not appropriate. Make students aware of the privacy of the digital resources being used in the classroom and who sees what is being posted (social media - the teacher posting class photos, students posting to online platforms such as SeeSaw, data from testing sites such as iStation and Lexia.) This includes knowing not to disclose personal information such as last name, location, and passwords. Students practice giving positive feedback on other student posts. Digital citizenship is described with nine categories, however PreK-2 will focus on 4 of these: Digital Literacy (the ability to use new technology quickly and appropriately), Digital Etiquette (appropriate conduct), Digital Rights and Responsibilities (knowing your rights to free speech and privacy, but handling it responsibly online), and Digital Health and Wellness (caring for your physical and psychological well-being online).</i></p>		
1.IC.H.01	<p>Compare how people live and work before and after the implementation or adoption of new computing technology.</p> <p><i>As computers become interconnected in each aspect of society, more powerful, and students become more reliant on them, students should be able to identify a list of technologies the school and others have improved in their daily lives. (e.g., ordering devices by voice, financial institutions, household devices management, robotics, cars that drive themselves, and Social Media sharing applications.)</i></p>	History	7. Communicating about computing
1.IC.SLE.01	<p>Practice responsible digital citizenship (legal and ethical behaviors) in the use of technology systems and software. Keep login information private, and log off of devices appropriately.</p> <p><i>People use computing technology in ways that can help or hurt themselves or others. Harmful behaviors, such as sharing private information such as last name, location, and school, as well as leaving public devices logged in or sharing login information should be recognized and avoided. Students should understand they should never post as another person (blogs, SeeSaw, etc.) The concept of copyright and using photos and text with permission should be recognized and practiced with guidance.</i></p>	Safety, Law, & Ethics	2. Collaborating around computing

1.IC.CP.01	<p>Compare and contrast examples of how computing technology has changed and improved the way people live, work, and interact.</p> <p><i>Within the inevitable interwoven fabric of society's reliance and innovative machines, students will required to have basic assumable skills when entering the workforce. Students should be able to identify what digital computing devices and languages are necessary to create a modernized mode of everyday activities in the technological age. An example would be for students to list how a bus driver can use GPS, safety features, and indicators to provide safe travel to school.</i></p>	Community Partnerships	7. Communicating about computing
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Second Grade

Computing Systems

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
2.CS.D.01	<p>Select and use a computing device to perform a variety of tasks for an intended outcome.</p> <p><i>People use computing devices to perform a variety of tasks accurately and quickly. Students should be able to select the appropriate app/program to use for tasks they are required to complete, then log off or power down. For example, if students are asked to draw a picture, they should be able to open and use a drawing app/program to complete this task, or if they are asked to create a presentation, they should be able to open and use presentation software. In addition, with teacher guidance, students should compare and discuss preferences for software with the same primary functionality. Students could compare different web browsers or word processing, presentation, or drawing programs.</i></p>	Devices	7. Communicating about computing
2.CS.HS.01	<p>Model the use of components of a computing system, its basic functions, peripherals, and storage features.(e.g. using the hard drive, memory/storage, printers, scanners, wireless and cabled connections, and cloud storage).</p> <p><i>A computing system is composed of hardware and software. Hardware consists of physical components. Software provides a computer a set of instructions to follow. Students should be able to identify and use the function of software and hardware such as memory/storage, printers, flash drive, cloud storage, etc.</i></p>	Hardware and Software	7. Communicating about computing
2.CS.HS.02	<p>Self-select and use appropriate software/apps for an intended outcome. (e.g., programs, browsers, websites, and applications).</p> <p><i>Computer software and apps are programmed and installed on hard drives on various devices utilized by every end user. Software provides code for the programs to compute properly for the created operation. Software apps and programs interact with one another to provide an intended outcome or output. Students should be able to select an application or program required for a desired activity. This could include,</i></p>	Hardware and Software	1. Fostering an inclusive computing culture

	<i>but not limited to, district purchased client-based reading or math program software, apps for a specific learning methods Reading Eggs, iMovie, Google Apps, Seesaw, or accessing a browser to navigate web based programs.</i>		
2.CS.IO.01	<p>Understand and use varying input/output skills.</p> <ul style="list-style-type: none"> • Input (keyboarding, mouse, touchscreen, voice, voice typing, camera, robotics, interactive board) • Output (monitor, screen, printer, 3D printer, robotics, audio) <p><i>Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice typing, touchpad, touchscreen, mouse, and keyboarding. (Keyboarding- use fingers on home row and the spacebar with the thumb, shift key for capital letters, understand that clicking the mouse or tapping the location on the screen makes an insertion point in a document and how to use the mouse to highlight (double-click) a word.</i></p>	Input and Output	7. Communicating about computing
2.CS.T.01	<p>Using accurate terminology, identify and resolve simple hardware and software problems and strategies for solving these problems.</p> <p><i>Problems with computing systems have different causes. Students at this level will start to understand those causes, and should be able to communicate a problem with accurate terminology, and be able to find solutions to that problem (e.g., when an app or program is not working as expected, a device will not turn on, the sound does not work, etc.). Ideally, students would be able to use simple troubleshooting strategies, including turning a device off and on to reboot it, closing and reopening an app, turning on speakers, or plugging in headphones. These are, however, not specified in the standard, because these problems may not occur.</i></p>	Troubleshooting	6. Testing and refining computational artifacts 7. Communicating about computing

Networks & the Internet

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
2.NI.NCO.01	Use computing devices to share information and communicate with others using a network.	Network Communication & Organization	7. Communicating about computing

	<i>Networking and interconnectivity of computing devices are essential in today's society. Through wi-fi, bluetooth, or hard line ethernet connections, the ability of information to be shared with an organized, secure and reliable system, is an integrated range of platforms which uses various software and hardware. Students should be able to understand and apply the process of sending information to the program or device (e.g., the teacher laptop is being connected to the LCD projector, or if the wi-fi or connection is active via Airplay, screenshare, airdrop, bluetooth speaker or headphones, Google Classroom uploads).</i>		
2.NI.C.01	<p>Demonstrate use of strong authentication methods to access and protect devices and data. Understand the effects of retaining password privacy.</p> <p><i>Learning to protect one's device or information from unwanted use by others is an essential first step in learning about cybersecurity. Students are required to use strong passwords. They should appropriately use and protect the passwords they are required to use.</i></p>	Cybersecurity	7. Communicating about computing

Data Analysis

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
2.DA.S.01	<p>Manipulate existing files while use appropriate file-naming conventions. With guidance, develop and modify an organizational structure by creating, copying, moving, and deleting files and folders.</p> <p><i>All information stored and processed by a computing device is referred to as data. Data can be images, text documents, audio files, software programs or apps, video files, etc. As students use software to complete tasks on a computing device, they will be manipulating data. Students will organize files or folders and use naming techniques (e.g., sorting content area activities, grouping photos by project, moving files or photos to the trash).</i></p>	Storage	4. Developing and using abstractions
2.DA.C.01	<p>With guidance, collect and present the same data in various visual formats.</p> <p><i>The collection and use of data about the world around them is a routine part of life and influences how people live. Students could collect data</i></p>	Collection	4. Developing and using abstractions 7. Communicating about computing

	<p><i>on the weather, such as sunny days versus rainy days, the temperature at the beginning of the school day and end of the school day, or the inches of rain over the course of a storm. Students could count the number of pieces of each color of candy in a bag of candy, such as Skittles or M&Ms. Students could create surveys of things that interest them, such as favorite foods, pets, or TV shows, and collect answers to their surveys from their peers and others. The data collected could then be organized into two or more visualizations, such as a bar graph, pie chart, or pictograph.</i></p>		
2.DA.CVT.01	<p>Collect data over time and organize it on a chart or graph in order to make a prediction.</p> <p><i>Data can be used to make inferences or predictions about the world. Students could analyze a graph or pie chart of the colors in a bag of candy or the averages for colors in multiple bags of candy, identify the patterns for which colors are most and least represented, and then make a prediction as to which colors will have most and least in a new bag of candy. Students collect data over time, then create and analyze charts or graphs in spreadsheet applications, web based programs, or visually in digital drawings to portray data collected. They could create and analyze graphs of temperatures taken at the beginning of the school day and end of the school day, identify the patterns of when temperatures rise and fall, and predict if they think the temperature will rise or fall at a particular time of the day, based on the pattern observed. The focus is on organizing data and making predictions based on data.</i></p>	Visualization & Transformation	7. Communicating about computing
2.DA.IM.01	<p>Use patterns in data to make inferences or predictions based on data collected from users or simulations.</p> <p><i>Data can be represented in models to portray results and to assist in identifying patterns in the world around us. This includes students collecting their own data or experiencing digital simulations. The intent is to make predictions based on the data collected from participants or from simulations.</i></p>	Inference and Models	4. Developing and using abstractions

Algorithms and Programming

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
2.AP.A.01	<p>Both independently and collaboratively construct and follow algorithms that include sequencing and simple loops to accomplish a task verbally, kinesthetically, with robot devices, or a programming language.</p> <p><i>Algorithmic thinking is the ability to define clear steps to solve a problem. Composition is the combination of smaller tasks into more complex tasks. With guidance, students should be able to create and follow algorithms for making simple foods, brushing their teeth, getting ready for school, participating in clean-up time or programming a robotic device to follow a preset path. Students should understand that loops repeat the steps of a process.</i></p>	Algorithms	4. Developing and using abstractions
2.AP.V.01	<p>Use and model the way a computer program stores, accesses, and manipulates data that is represented as a variable.</p> <p><i>Information in the real world can be represented in computer programs. Students could use thumbs up/down as representations of yes/no, use arrows when writing algorithms to represent direction, use emojis that represent emotion, or use common icons and symbols to perform an action (play is a triangle, save button, share button, etc.).</i></p>	Variables	4. Developing and using abstractions
2.AP.C.01	<p>Independently and collaboratively create programs to accomplish tasks using a programming language such as block based programming using a robot device, or unplugged activity that includes simple loops, sequencing, and repetition.</p> <p><i>Programming is used as a tool to create products that reflect a wide range of interests. Control structures specify the order in which instructions are executed within a program. Use block based programming, which is found in most robots used in elementary schools, or online resources to learn coding skills.</i></p>	Control	5. Creating computational artifacts
2.AP.M.01	<p>Independently decompose (break down) a larger problem into smaller subproblems and steps needed to solve those problems.</p> <p><i>Decomposition is the act of breaking down tasks into simpler tasks. Students could break down the steps needed to make a peanut butter</i></p>	Modularity	3. Recognizing and defining computational problems

	<i>and jelly sandwich, to brush their teeth, to draw a shape, to move a character across the screen, or to solve a level of a coding app. When coding, including the setting, designing a character, and choosing the actions.</i>		
2.AP.PD.01	<p>Independently create a grade-level appropriate artifact to illustrate thoughts, ideas, or stories in a sequential (step-by- step) manner (e.g., story map, storyboard, and sequential graphic organizer).</p> <p><i>Creating a plan for what a program will do clarifies the steps that will be needed to create a program and can be used to check if a program is correct. Students could create a planning document, such as a story map, a storyboard, or a sequential graphic organizer, to illustrate what their program will do. Students at this stage should be able to complete the planning process by themselves.</i></p>	Program Development	5. Creating computational artifacts 7. Communicating about computing
2.AP.PD.02	<p>Give credit to ideas, creation (such as code, music, or pictures) and solutions of others while writing and developing programs.</p> <p><i>Using computers comes with a level of responsibility. Students should credit artifacts that were created by others, such as pictures, music, and code. Credit could be given orally, if presenting their work to the class, or in writing or orally, if sharing work on a class blog or website. Proper attribution at this stage does not require a formal citation, such as in a bibliography or works cited document.</i></p>	Program Development	7. Communicating about computing
2.AP.PD.03	<p>Independently and collaboratively construct, execute, analyze and debug (fix) an algorithm using a programming language and/or unplugged activity that includes sequencing and simple loops.</p> <p><i>Algorithms or programs may not always work correctly. Students should be able to independently use various strategies, such as changing the sequence of the steps, following the algorithm in a step-by-step manner, or trial and error to fix problems in algorithms and programs.</i></p>	Program Development	6. Testing and refining computational artifacts
2.AP.PD.04	Use correct terminology (debug, program input/output, code) to explain the development of an algorithm to solve a problem in an unplugged activity, hands on manipulatives, or a programming language.	Program Development	7. Communicating about computing

	<p><i>At this stage, students should be able to use correct terminology to discuss or write about the goals and expected outcomes of the programs they create and the choices that they made when creating programs. This could be done using coding journals, discussions with a teacher, class presentations, or blogs.</i></p>		
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Impacts of Computing

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
2.IC.C.01	<p>Recognize and describe how different technologies used daily in work and at home are used to solve problems or make work and life easier.</p> <p><i>Computing technology has changed the way people live and work. In the past, if students wanted to read about a topic, they needed access to a library to find a book about it. Today, students will be able to view and read information on the Internet about a topic or they can download e-books about it directly to a device. Such information may be available in more than one language and could be read to a student, allowing for great accessibility. In their personal lives, they should be able to utilize those same technologies to complete life tasks (e.g., ordering food, video-editing, game play, drones, sending emails to family and friends for social interactions, and possibly checking the weather for the next day).</i></p>	Culture	7. Communicating about computing
2.IC.SI.01	<p>Aid in developing an appropriate code of conduct, explain and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior (Digital Citizenship - review Digital Literacy and Digital Etiquette, but focus on Rights and Responsibilities and Digital Health and Wellness).</p> <p><i>The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Students could share their work on blogs or in other collaborative spaces online, taking care to avoid sharing information that is inappropriate or that could personally identify them to others. Students could provide feedback to others on their work in a kind and respectful manner and could tell an adult if others are sharing things they should</i></p>	Social Interactions	2. Collaborating around computing

	<i>not share or are treating others in an unkind or disrespectful manner on online collaborative spaces. Digital citizenship is described with nine categories, however PreK-2 will focus on 4 of these: Digital Literacy (the ability to use new technology quickly and appropriately), Digital Etiquette (appropriate conduct), Digital Rights and Responsibilities (knowing your rights to free speech and privacy, but handling it responsibly online), and Digital Health and Wellness (caring for your physical and psychological well-being online).</i>		
2.IC.H.01	<p>Recognize how technologies have changed the world, and explore how the needs of society have impacted the changes in technology.</p> <p><i>As computers become interconnected in each aspect of society, more powerful, and students become more reliant on them, students should be able to explain or utilize a list of technologies the school and others have improved in their daily lives making connections to real-world problems and solutions. (e.g., ordering devices by voice, financial institutions, medical fields, household devices management, robotics, cars that drive themselves, and Social Media sharing applications.)</i></p>	History	7. Communicating about computing
2.IC.SLE.01	<p>Practice responsible digital citizenship in all technology use. Understand digital data has intellectual property rights (belongs to others) and it cannot be claimed as your own.</p> <p><i>People use computing technology in ways that can help or hurt themselves or others. Harmful behaviors, such as sharing private information or sharing login information should be recognized and avoided. Students should understand they should never post as another person (blogs, SeeSaw, etc.) Students should be aware of the concept of copyright and using photos and text with permission. This could include images online, or asking a friend if it is OK to post their picture before sharing it digitally.</i></p>	Safety, Law, & Ethics	2. Collaborating around computing
2.IC.CP.01	<p>Investigate how computer science has impacted your daily life and the jobs in your community and the world around you.</p> <p><i>Within the inevitable interwoven fabric of society's reliance and innovative machines, students will required to have basic assumable skills when entering the workforce. Students should be able to explain</i></p>	Community Partnerships	7. Communicating about computing

	<p><i>how digital computing devices and languages are necessary to create a modernized mode of everyday activities in the technological age. An example would be for students to create examples and give possible improvements of how a bus driver can use GPS, safety features, and indicators to provide safe travel to school.</i></p>		
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Third Grade

Computing Systems

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
3.CS.D.01	<p>Identify how computing devices can be connected to other devices to extend their capabilities.</p> <p><i>Computing devices often depend on other devices or components. For example, a robot depends on a physically attached light sensor to detect changes in brightness, whereas the light sensor depends on the robot to power. Keyboard input or a mouse click could cause an action to happen or information to be displayed on a screen; this could only happen because the computer has a processor to evaluate what is happening externally and produce corresponding responses. At this stage, students should be able to identify basic connections of a minimum of two components (such as a tablet and charger cable functioning together to charge the device or connect to the computer for sharing data) while learning correct terminology for these devices and components.</i></p>	Devices	7. Communicating about computing
3.CS.HS.01	<p>Model how information flows through hardware and software to accomplish tasks.</p> <p><i>In order for a person to accomplish tasks with a computer, both hardware and software are needed. At this stage, a model should only include basic elements of a computer system, such as input, output, processor, sensors, and storage. Students could draw a model on paper or in a drawing program.</i></p>	Hardware and Software	4. Developing and using abstractions
3.CS.IO.01	<p>Demonstrate proper use of grade level appropriate input devices and produce digital artifacts with a controlled audience.</p> <p><i>Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice typing, touchpad, touchscreen, mouse, keyboarding (type letters and words at a rate of 5-10 WPM while looking, identify home row, modifier, punctuation, function keys), audio devices, camera. Digital artifacts could be published but within a controlled setting like a closed class blog or website. Examples of digital artifacts could include a slideshow,</i></p>	Input and Output	7. Communicating about computing

	<i>video, prints, 3D prints, audio, programs (robotics), web-based product (controlled audience).</i>		
3.CS.T.01	<p>Identify, using accurate terminology, simple hardware and software problems and strategies for solving these problems.</p> <p><i>Although computing systems may vary, common troubleshooting strategies can be used on all of them. Students should be able to identify solutions to problems such as the device not responding, no power, no network, app crashing, no sound, or password entry not working. Should an error occur, the goal would be that students would identify various strategies, such as rebooting the device, checking for power, checking network availability, closing and reopening applications, making sure the volume is turned up and the headphones are plugged in, and making sure the caps lock key is not on, to solve these problems, when possible. It also becomes crucial for students to start using accurate terminology in describing and discussing their problem with a peer or adult.</i></p>	Troubleshooting	6. Testing and refining computational artifacts

Networks & the Internet

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
3.NI.NCO.01	<p>Model how a device on a network sends and receives information.</p> <p><i>Information is sent and received over physical or wireless paths. It is broken down into smaller pieces called packets, which are sent independently and reassembled at the destination. Students should demonstrate their understanding of this flow of information, e.g. drawing a model of the way packets are transmitted, programming an animation to show how packets are transmitted, or demonstrating through an unplugged activity which has them act it out in some way.</i></p>	Network Communication & Organization	4. Developing and using abstractions
3.NI.C.01	<p>Identify problems that relate to inappropriate use of computing devices and networks.</p> <p><i>Just as we protect our personal property offline, we also need to protect our devices and the information stored on them. Information can be protected using various security measures. These measures can be physical and/or digital. Students could discuss or use a journaling or</i></p>	Cybersecurity	3. Recognizing and Defining Computational Problems

	<i>blogging activity to explain, orally or in writing, about topics that relate to personal cybersecurity issues. Discussion could be based on topics that are applicable to students, such as backing up data to guard against loss, how to create strong passwords and the importance of not sharing passwords. or why we should install and keep anti-virus software updated to protect data and systems..</i>		
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Data Analysis

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
3.DA.S.01	<p>Compare and contrast the formats and storage requirements for different types of information (e.g., music, video, images, and text).</p> <p><i>Different Software tools used to access data may store the data differently. The type of data being stored and the level of detail represented by that data affect the storage requirements (file size, availability, and available memory). Music, images, video, and text require different amounts of storage. Video will often require more storage than music or images alone because video combines both.</i></p>	Storage	7. Communicating about computing
3.DA.C.01	<p>Gather relevant and reliable data to solve a problem or answer a question.</p> <p><i>People select digital tools for the collection of data based on what is being observed and how the data will be used (e.g., a thermometer is used to measure temperature and GPS sensor is used to track locations). There exists a wide array of digital data collection tools, and only some are appropriate for certain types of data. Tools are chosen based upon the type of measurement they use as well the type of data people wish to observe.</i></p>	Collection	5. Creating Computational Artifacts
3.DA.CVT.01	<p>Create a simple data visualization based on data collected by or provided to student.</p> <p><i>Raw data has little meaning on its own. Data is often sorted or grouped to provide additional clarity. Organizing data can make interpreting and communicating it to others easier. Data points can be clustered by a number of commonalities. The same data could be manipulated in different ways to emphasize particular aspects or parts of the data set</i></p>	Visualization & Transformation	7. Communicating about computing

	<i>(e.g., graphs, charts and infographics). For example, a data set of sports teams could be sorted by wins, points scored, or points allowed, and a data set of weather information could be sorted by high temperatures, low temperatures, or precipitation.</i>		
3.DA.IM.01	<p>Utilize data to make predictions and discuss whether there is adequate data to make reliable predictions.</p> <p><i>The accuracy of data analysis is related to how realistically data is represented. Inferences or predictions based on data are less likely to be accurate if the data is not sufficient or if the data is incorrect in some way. Students should be able to refer to data when communicating an idea. For example, in order to explore the relationship between speed, time, and distance, students could operate a robot at uniform speed, and at increasing time intervals to predict how far the robot travels at that speed. In order to make an accurate prediction, one or two attempts of differing times would not be enough. The robot may also collect temperature data from a sensor, but that data would not be relevant for the task. Students must also make accurate measurements of the distance the robot travels in order to develop a valid prediction. Students could record the temperature at noon each day as a basis to show that temperatures are higher in certain months of the year. If temperatures are not recorded on non-school days or are recorded incorrectly or at different times of the day, the data would be incomplete and the ideas being communicated could be inaccurate. Students may also record the day of the week on which the data was collected, but this would have no relevance to whether temperatures are higher or lower. In order to have sufficient and accurate data on which to communicate the idea, students might want to use data provided by a governmental weather agency.</i></p>	Inference and Models	7. Communicating about computing

Algorithms and Programming

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
3.AP.A.01	<p>Compare multiple algorithms for the same task.</p> <p><i>Different algorithms can achieve the same result; however, sometimes one algorithm might be more suited for a particular situation. Students should be able to look at different ways to solve the problem or complete</i></p>	Algorithms	3. Recognizing and Defining Computational Problems

	<i>the same task and recognize the differences between the solutions. For example, students could create multiple algorithms that describe how to get ready for school or other tasks like baking cookies.</i>		6. Testing and Refining Computational Artifacts
3.AP.V.01	<p>Utilize simple programs that use variables to store and modify grade level appropriate data.</p> <p><i>Variables are used to store and modify data. At this level, understanding how to use variables is sufficient. For example, students may use mathematical operations to add to the score of a game or subtract from the number of lives available in a game. The use of a variable is a countdown timer is another example.</i></p>	Variables	5. Creating computational artifacts
3.AP.C.01	<p>Create simple programs using a programming language that utilize sequencing, repetition, conditionals, and variables to solve a problem or express ideas independently.</p> <p><i>Control structures specify the order (sequence) in which instructions are executed within a program and can be combined to support the creation of more complex programs. Conditionals allow for the execution of a portion of code in a program when a certain condition is true. For example, students could write a math game that asks for multiplication fact questions and then uses a conditional to check whether or not the answer that was entered is correct. Loops allow for the repetition of a sequence of code multiple times. For example, in a program that produces an animation about a famous historical character, students could use a loop to have the character walk across the screen as they introduce themselves.</i></p>	Control	5. Creating computational artifacts
3.AP.M.01	<p>Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.</p> <p><i>Students should be able to take a general solution to a problem and break down steps that are too generic. For example, baking a cake could be described in various levels of detail. Many steps, like adding ingredients to a bowl, can be broken down into multiple steps instead of just adding all ingredients at once.</i></p>	Modularity	3. Recognizing and defining computational problems

3.AP.M.02	<p>With grade appropriate complexity, modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.</p> <p><i>Programs can be broken down into smaller parts, which can be incorporated into new or existing programs. For example, students could modify prewritten code from a single-player game to create a two-player game with slightly different rules, remix and add another scene to an animated story, use code to make a ball bounce from another program in a new basketball game, or modify an image created by another student.</i></p>	Modularity	<p>3. Recognizing and defining computational problems</p> <p>5. Creating computational artifacts</p>
3.AP.PD.01	<p>Create a plan using an iterative process to plan the development of a program while solving simple problems (e.g., storyboard, flowchart, pseudo-code, story map).</p> <p><i>Students should document the plan development as, for example, a storyboard, flowchart, pseudocode, or story map. Students put commands in order (ties into literacy and expository text) (e.g. using block code to drag commands into the correct order to complete the programming task.</i></p>	Program Development	<p>1. Fostering an Inclusive Computing Culture</p> <p>5. Creating computational artifacts</p>
3.AP.PD.02	<p>Use proper citations and document when ideas are borrowed and changed for their own use (e.g., using pictures created by others, using music created by others, remixing programming projects).</p> <p><i>Students should identify instances of remixing, when ideas are borrowed and iterated upon, and credit the original creator. Students should also consider common licenses that place limitations or restrictions on the use of computational artifacts, such as images and music downloaded from the Internet. At this stage, attribution should be written in the format required by the teacher. (e.g. as students begin using resources created by others a first step in writing citations is collecting the website link from where you found your artifact.</i></p>	Program Development	<p>5. Creating computational artifacts</p> <p>7. Communicating about computing</p>
3.AP.PD.03	<p>Analyze and debug (identify/fix errors) a program that includes sequencing, repetition and variables in a programming language.</p>	Program Development	<p>1. Fostering an Inclusive Computing Culture</p>

	<i>As students develop programs they should continuously test those programs to see that they do what was expected and fix (debug), any errors. Students should also be able to assist others in debugging their programs.</i>		2. Collaborating Around Computing 6. Testing and Refining Computational Artifacts
3.AP.PD.04	<p>Communicate and explain your program development using comments, presentations and demonstrations.</p> <p><i>People communicate about their code to help others understand and use their programs. Another purpose of communicating one's design choices is to show an understanding of one's work. These explanations could be in-line code comments or as part of a summative presentation, such as a code walk-through or coding journal.</i></p>	Program Development	2. Collaborating Around Computing 7. Communicating about computing

Impacts of Computing

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
3.IC.C.01	<p>Identify possible problems and how computing devices have built in features for increasing accessibility to all users.</p> <p><i>Anticipating the needs and wants of diverse end users requires students to purposefully consider potential perspectives of users with different backgrounds, ability levels, points of view, and disabilities. For example, students may consider using both speech and text to convey information in a game. They may also wish to vary the types of programs they create, knowing that not everyone shares their own tastes. When creating something for others, students give options (e.g. speech to text or type, differentiate tasks, adjusting hardware needed/give options because others might not all have the same tools.</i></p>	Culture	4. Developing and Using Abstractions 5. Creating Computational Artifacts 6. Testing and Refining Computational Artifacts
3.IC.SI.01	<p>Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. (Digital Citizenship - review of all nine components, but focused on Digital Communication and Digital Etiquette.)</p>	Social Interactions	1. Fostering an Inclusive Computing Culture 7. Communicating about Computing

	<p><i>The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Digital citizenship is described with nine categories: digital access (awareness of materials gained online and being mindful of who does/does not have access), digital commerce (awareness of illegal and legal exchanges online e.g. illegal downloading), digital communication (communicating and collaborating properly online), digital literacy (the ability to use new technology quickly and appropriately), digital etiquette (appropriate conduct), digital law (ethical use of technology e.g. hacking information, downloading illegally, plagiarizing, creating viruses, sending spam, or stealing someone's identify), digital rights and responsibilities (knowing your rights to free speech and privacy, but handling it responsibly online) digital health and wellness (caring for your physical and psychological wellbeing online), digital security (proactive about protecting your devices and identity online e.g., data backup, use of a surge protector, virus protection).</i></p>		
3.IC.S.02	<p>Identify how computational products may be, or have been, improved to incorporate diverse perspectives.</p> <p><i>Computing provides the possibility for collaboration and sharing of ideas and allows the benefit of diverse perspectives. For example, students could seek feedback from other groups in their class or students at another grade level. (e.g., Students could begin by evaluating lesson materials saying, "This assignment would be better if..." You color coded, made this assignment in a table, made it accessible on my mom's phone.")</i></p>	Social Interactions	<ol style="list-style-type: none"> 1. Fostering an Inclusive Computing Culture 2. Collaborating Around Computing
3.IC.H.01	<p>Identify computing technologies that have changed the world, and express how those technologies influence, and are influenced by, society.</p> <p><i>Students, with guidance from their teacher, should discuss topics that relate to the history of technology and the changes in the world due to technology. Topics could be based on current news content, such as robotics, wireless Internet, mobile computing devices, GPS systems, wearable computing, or how social media has influenced social and</i></p>	History	<ol style="list-style-type: none"> 1. Fostering an Inclusive Computing Culture 7. Communicating about Computing

	<p><i>political changes. (e.g. Google Glasses, Robotics, 3D printers, smart phones, Chromebooks, Precision Ag (lettucebot, GPS tractors, boom cameras) drones, Smart assistants, Students and teacher create a collaborative list of current technology and discuss the impacts those devices have on our lives. Also, discuss why devices are popular/unpopular and why, which is how that device is viewed by society.</i></p>		
3.IC.SLE.01	<p>Identify types of digital data that may have intellectual property rights that prevent copying or require attribution.</p> <p><i>Students should consider the licenses on computational artifacts that they wish to use. For example, the license on a downloaded image on audio file may have restrictions that prohibit modification, require attribution, or prohibit use entirely. Students should have a basic knowledge of items that are restricted. (e.g., online books, music, free music archive, images, creative commons).</i></p>	Safety, Law, & Ethics	5. Creating Computational Artifacts
3.IC.CP.01	<p>Design a visual product depicting the connections between computer science and other fields.</p> <p><i>Explaining the reason why of any computer task will lead students to understand how other professionals within their community might use similar tasks in their occupations. Making correlations and a purpose for tasks makes CS relevant to their lives as they age. Students make a direct correlation to a local business.</i></p>	Community Partnerships	<ul style="list-style-type: none"> 1. Fostering an Inclusive Computing Culture 2. Collaborating Around Computing 7. Communicating about computing

Fourth Grade

Computing Systems

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
4.CS.D.01	<p>Identify and explain how computing devices can be connected to other devices to extend their capabilities.</p> <p><i>Computing devices often depend on other devices or components. For example, a robot depends on a physically attached light sensor to detect changes in brightness, whereas the light sensor depends on the robot to power. Keyboard input or a mouse click could cause an action to happen or information to be displayed on a screen; this could only happen because the computer has a processor to evaluate what is happening externally and produce corresponding responses. Students should be able to identify connections of a minimum of three components (such as a computer charger connected to a computer for power and then connecting to wifi through an access point within the vicinity) and explain how devices and components interact using correct terminology.</i></p>	Devices	7. Communicating about computing
4.CS.HS.01	<p>Explain how information is translated, transmitted, and processed between hardware and software in order to accomplish tasks.</p> <p><i>In order for a person to accomplish tasks with a computer, both hardware and software are needed. At this stage, a model should only include basic elements of a computer system, such as input, output, processor, sensors, and storage. Students could draw a model in a drawing program, program an animation to demonstrate it, or demonstrate it by acting this out in some way.</i></p>	Hardware and Software	4. Developing and using abstractions
4.CS.IO.01	<p>Demonstrate proper use of grade level appropriate input devices and produce digital artifacts with a controlled audience.</p> <p><i>Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice typing, touchpad, touchscreen, mouse, keyboarding (type letters and words at a rate of 10-15 WPM while increasing the proportion of time looking away from the keyboard, consistent use of home row, modifier, punctuation, function keys), audio devices, camera. Digital artifacts could be</i></p>	Input and Output	7. Communicating about computing

	<i>published but within a controlled setting like a closed class blog or website. Examples of digital artifacts could include a slideshow, video, prints, 3D prints, audio, programs (robotics), web-based product (controlled audience).</i>		
4.CS.T.01	<p>Identify, using accurate terminology, simple hardware and software problems that may occur during everyday use, discuss problems with peers and adults, and apply strategies for solving these problems.</p> <p><i>Although computing systems may vary, common troubleshooting strategies can be used on all of them. Students should be able to identify solutions to problems such as the device not responding, no power, no network, app crashing, no sound, or password entry not working. Should an errors occur, the goal would be that students would not only identify but also use various strategies, such as rebooting the device, checking for power, checking network availability, closing and reopening applications, making sure the volume is turned up and the headphones are plugged in, and making sure the caps lock key is not on, to solve these problems, when possible. Students would continue using and build on accurate terminology in describing and discussing their problem with a peer or adult.</i></p>	Troubleshooting	6. Testing and refining computational artifacts

Networks & the Internet

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
4.NI.NCO.01	<p>Explain how information is sent and received across physical or wireless paths.</p> <p><i>Information is sent and received over physical or wireless paths. It is broken down into smaller pieces called packets, which are sent independently and reassembled at the destination. Students should demonstrate their understanding of this flow of information, e.g., drawing a model of the way packets are transmitted, programming an animation to show how packets are transmitted, or demonstrating through an unplugged activity which has them act it out in some way.</i></p>	Network Communication & Organization	4. Developing and using abstractions
4.NI.C.01	Identify and explain issues related to responsible use of technology and information, and describe personal consequences of inappropriate use.	Cybersecurity	3. Recognizing and Defining

	<p><i>Just as we protect our personal property offline, we also need to protect our devices and the information stored on them. Information can be protected using various security measures. These measures can be physical and/or digital. Students could discuss or use a journaling or blogging activity to explain, orally or in writing, about topics that relate to personal cybersecurity issues. Discussion topics could be based on current events related to cybersecurity or topics that are applicable to students, such as backing up data to guard against loss, how to create strong passwords and the importance of not sharing passwords. or why we should install and keep anti-virus software updated to protect data and systems.</i></p>		Computational Problems
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Data Analysis

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
4.DA.S.01	<p>Classify different storage locations (physical, shared, or cloud) based on the type of file, storage requirements, and sharing requirements.</p> <p><i>Different Software tools used to access data may store the data differently. The type of data being stored and the level of detail represented by that data affect the storage requirements (file size, availability, and available memory). Music, images, video, and text require different amounts of storage. Video will often require more storage than music or images alone because video combines both.</i></p>	Storage	7. Communicating about computing
4.DA.C.01	<p>Gather and manipulate relevant and reliable data using the appropriate digital tool.</p> <p><i>People select digital tools for the collection of data based on what is being observed and how the data will be used (e.g., thermometer is used to measure temperature and GPS sensor is used to track locations). There is a wide array of digital data collection tools, only some are appropriate for certain types of data. Tools are chosen based upon the type of measurement they use as well the type of data people wish to observe.</i></p>	Collection	5. Creating Computational Artifacts
4.DA.CVT.01	Organize and present collected data visually to highlight comparisons.	Visualization & Transformation	7. Communicating about computing

	<p><i>Raw data has little meaning on its own. Data is often sorted or grouped to provide additional clarity. Organizing data can make interpreting and communicating it to others easier. Data points can be clustered by a number of commonalities. The same data could be manipulated in different ways to emphasize particular aspects or parts of the data set (e.g., graphs, charts and infographics). For example, a data set of sports teams could be sorted by wins, points scored, or points allowed, and a data set of weather information could be sorted by high temperatures, low temperatures, or precipitation.</i></p>		
<p>4.DA.IM.01</p>	<p>Determine how the accuracy of conclusions are influenced by the amount and relevance of the data collected.</p> <p><i>The accuracy of data analysis is related to how realistically data is represented. Inferences or predictions based on data are less likely to be accurate if the data is not sufficient or if the data is incorrect in some way. Students should be able to refer to data when communicating an idea. For example, in order to explore the relationship between speed, time, and distance, students could operate a robot at uniform speed, and at increasing time intervals to predict how far the robot travels at that speed. In order to make an accurate prediction, one or two attempts of differing times would not be enough. The robot may also collect temperature data from a sensor, but that data would not be relevant for the task. Students must also make accurate measurements of the distance the robot travels in order to develop a valid prediction. Students could record the temperature at noon each day as a basis to show that temperatures are higher in certain months of the year. If temperatures are not recorded on non-school days or are recorded incorrectly or at different times of the day, the data would be incomplete and the ideas being communicated could be inaccurate. Students may also record the day of the week on which the data was collected, but this would have no relevance to whether temperatures are higher or lower. In order to have sufficient and accurate data on which to communicate the idea, students might want to use data provided by a governmental weather agency.</i></p>	<p>Inference and Models</p>	<p>7. Communicating about computing</p>

Algorithms and Programming

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
4.AP.A.01	<p>Analyze and refine multiple algorithms for the same task.</p> <p><i>Different algorithms can achieve the same result; however, sometimes one algorithm might be more suited for a particular situation. Students should be able to look at different ways to solve a problem or complete a task and decide which would be the best solution. For example, students could write different algorithms to draw a regular polygon and determine which algorithm would be the easiest to modify or repurpose to draw a different polygon.</i></p>	Algorithms	<p>3. Recognizing and Defining Computational Problems</p> <p>6. Testing and Refining Computational Artifacts</p>
4.AP.V.01	<p>Utilize, create, and modify programs that use variables, with grade level appropriate data.</p> <p><i>Variables are used to store and modify data. At this level, understanding how to use variables in a variety of ways is sufficient. For example, students may use mathematical operations to add to the score of a game or subtract from the number of lives available in a game. The use of a variable in a countdown timer is another example.</i></p>	Variables	5. Creating computational artifacts
4.AP.C.01	<p>Create programs using a programming language that utilize sequencing, repetition, conditionals and variables to solve a problem or express ideas both independently and collaboratively.</p> <p><i>Control structures specify the order (sequence) in which instructions are executed within a program and can be combined to support the creation of more complex programs. Conditionals allow for the execution of a portion of code in a program when a certain condition is true. For example, students could write a math game that asks for multiplication fact questions and then uses a conditional to check whether or not the answer that was entered is correct. Loops allow for the repetition of a sequence of code multiple times. For example, in a program that produces an animation about a famous historical character, students could use a loop to have the character walk across the screen as they introduce themselves. Students should be able to complete these tasks collaboratively with other students.</i></p>	Control	5. Creating computational artifacts

4.AP.M.01	<p>Decompose (break down) large problems into smaller, manageable subproblems. Then form algorithms to solve each subproblem.</p> <p><i>Decomposition is the act of breaking down tasks into simpler tasks. For example, students could create an animation by separating a story into different scenes. For each scene, they would select a background, place characters, and describe actions.</i></p>	Modularity	3. Recognizing and defining computational problems
4.AP.M.02	<p>With grade appropriate complexity, modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.</p> <p><i>Programs can be broken down into smaller parts, which can be incorporated into new or existing programs. For example, students could modify prewritten code from a single-player game to create a two-player game with slightly different rules, remix and add another scene to an animated story, use code to make a ball bounce from another program in a new basketball game, or modify an image created by another student.</i></p>	Modularity	3. Recognizing and defining computational problems 5. Creating computational artifacts
4.AP.PD.01	<p>Create a plan using an iterative process to plan the development of a program that includes user preferences while solving simple problems.</p> <p><i>Planning is an important part of the iterative process of program development. Students outline features, time and resource constraints, and user expectations. Students should document the plan as, for example, a storyboard, flowchart, pseudocode, or story map.</i></p>	Program Development	1. Fostering an Inclusive Computing Culture 5. Creating computational artifacts
4.AP.PD.02	<p>Use proper citations and document when ideas are borrowed and changed for their own use (e.g., using pictures created by others, using music created by others, remixing programming projects).</p> <p><i>Students should identify instances of remixing, when ideas are borrowed and iterated upon, and credit the original creator. Students should also consider common licenses that place limitations or restrictions on the use of computational artifacts, such as images and music downloaded from the Internet. At this stage, attribution should be written in the format required by the teacher and should always be included on any programs shared online. Students work through how to create citations for various</i></p>	Program Development	5. Creating computational artifacts 7. Communicating about computing

	<i>borrowed resources. both writing citations manually then introducing websites that assist in citation creation.</i>		
4.AP.PD.03	Analyze, debug (identify/fix errors), and create a program that includes sequencing, repetition and variables in a programming language. <i>As students develop programs they should continuously test those programs to see that they do what was expected and fix (debug), any errors. Students should also be able to successfully find simple errors in programs created by others.</i>	Program Development	1. Fostering an Inclusive Computing Culture 2. Collaborating Around Computing 6. Testing and Refining Computational Artifacts
4.AP.PD.04	Communicate and explain your program development using comments, presentations and demonstrations. <i>People communicate about their code to help others understand and use their programs. Another purpose of communicating one's design choices is to show an understanding of one's work. These explanations could manifest themselves as in-line code comments for collaborators and assessors, or as part of a summative presentation, such as a code walk-through or coding journal.</i>	Program Development	2. Collaborating Around Computing 7. Communicating about computing

Impacts of Computing

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
4.IC.C.01	Brainstorm problems and ways to improve computing devices to increase accessibility to all users. <i>Anticipating the needs and wants of diverse end users requires students to purposefully consider potential perspectives of users with different backgrounds, ability levels, points of view, and disabilities. For example, students may consider using both speech and text to convey information in a game. They may also wish to vary the types of programs they create, knowing that not everyone shares their own tastes. When creating something for others, students give options (e.g. speech to text or type, differentiate tasks, adjusting hardware needed/give options because others might not all have the same tools.</i>	Culture	4. Developing and Using Abstractions 5. Creating Computational Artifacts 6. Testing and Refining Computational Artifacts

4.IC.SI.01	<p>Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. (Digital Citizenship - review of all nine components, but focused on Digital Access).</p> <p><i>The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Digital citizenship is described with nine categories: digital access (awareness of materials gained online and being mindful of who does/does not have access), digital commerce (awareness of illegal and legal exchanges online e.g. illegal downloading), digital communication (communicating and collaborating properly online), digital literacy (the ability to use new technology quickly and appropriately), digital etiquette (appropriate conduct), digital law (ethical use of technology e.g. hacking information, downloading illegally, plagiarizing, creating viruses, sending spam, or stealing someone's identify), digital rights and responsibilities (knowing your rights to free speech and privacy, but handling it responsibly online) digital health and wellness (caring for your physical and psychological wellbeing online), digital security (proactive about protecting your devices and identity online e.g. data backup, use of a surge protector, virus protection).</i></p>	Social Interactions	1. Fostering an Inclusive Computing Culture 7. Communicating about Computing
4.IC.SI.02	<p>As a team, consider each other's' perspectives on improving a computational product.</p> <p><i>Computing provides the possibility for collaboration and sharing of ideas and allows the benefit of diverse perspectives. For example, students could seek feedback from other groups in their class or students at another grade level.</i></p>	Social Interactions	1. Fostering an Inclusive Computing Culture 2. Collaborating Around Computing
4.IC.H.01	<p>Identify and give examples of computing technologies that have changed the world, and express how those technologies influence, and are influenced by, society.</p> <p><i>Students, with guidance from their teacher, should discuss topics that relate to the history of technology and the changes in the world due to</i></p>	History	1. Fostering an Inclusive Computing Culture 7. Communicating about Computing

	<i>technology. Topics could be based on current news content, such as robotics, wireless Internet, mobile computing devices, GPS systems, wearable computing, or how social media has influenced social and political changes. (e.g. a collaborative table with headings - Tech, Reason for the Tech, and Society Changes with this Tech.) This could be a collaborative activity where everyone adds their own ideas.</i>		
4.IC.SLE.01	<p>Discuss the social impact of violating intellectual property rights.</p> <p><i>Students should consider the licenses on computational artifacts that they wish to use. For example, the license on a downloaded image or audio file may have restrictions that prohibit modification, require attribution, or prohibit use entirely. Students should identify an artifact labeled not for reuse and explain why they should not use it and what might happen if they violated those restrictions.</i></p>	Safety, Law, & Ethics	5. Creating Computational Artifacts
4.IC.CP.01	<p>Design a visual product depicting the connections between computer science and other fields.</p> <p><i>Explaining the reason why of any computer task will lead students to understand how other professionals within their community might use similar tasks in their occupations. Making correlations and a purpose for tasks makes CS relevant to their lives as they age. Students make a direct correlation to a local business.</i></p>	Community Partnerships	<ul style="list-style-type: none"> 1. Fostering an Inclusive Computing Culture 2. Collaborating Around Computing 7. Communicating about computing

Fifth Grade

Computing Systems

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
5.CS.D.01	<p>Model and communicate how computing devices can be connected to other devices to extend their capabilities.</p> <p><i>Students should have enough basic knowledge to identify examples of computing devices and components working together. To advance this knowledge, students would now communicate their understanding through a variety of means such as the creation of a slideshow, video, drawing, animation or other digital product depicting new examples of how computing devices can be connected to other devices to extend their capabilities. The intent of the completed student products would be to use them during instruction of the device standard with younger grade levels.</i></p>	Devices	7. Communicating about computing
5.CS.HS.01	<p>Illustrate how information is translated into binary numbers between software and hardware.</p> <p><i>Students should understand that everything on a computer can be reduced to 1's and 0's (binary). That is, information they use and create as part of their programs, on the internet, and other devices are not stored on hardware in their apparent form, but as a series of binary codes. Students should be able to understand basic binary representation and how it can be used to store information. This can start with simple representation of on/off with lights (1/0 for current/no current) and gradually grow into how you can use a series of binary numbers to represent different kinds of information like text or numbers.</i></p>	Hardware and Software	4. Developing and using abstractions
5.CS.IO.01	<p>Demonstrate proper use of grade level appropriate input devices and produce digital artifacts selective publication based on audience/purpose.</p> <p><i>Input devices are used to input data for the creation of various digital products. Some input devices a person could use include voice typing, touchpad, touchscreen, mouse, keyboarding (type letters and words at a rate of 15-20 WPM with 85% accuracy while looking away from the keyboard, consistent use of home row, modifier, punctuation, function</i></p>	Input and Output	7. Communicating about computing

	<i>keys), audio devices, camera. Digital artifacts would be published for the purpose of sharing with the appropriate audience based on the purpose of the artifact. Examples of digital artifacts could include a slideshow, video, prints, 3D prints, audio, programs (robotics), web-based product.</i>		
5.CS.T.01	<p>Using accurate terminology, identify simple hardware and software problems that may occur during everyday use.</p> <p><i>Although computing systems may vary, common troubleshooting strategies can be used on all of them. Students should be able to identify solutions to problems such as the device not responding, no power, no network, app crashing, no sound, or password entry not working. Should an errors occur, the goal would be that students would not only identify but also use various strategies, such as rebooting the device, checking for power, checking network availability, closing and reopening applications, making sure the volume is turned up and the headphones are plugged in, and making sure the caps lock key is not on, to solve these problems, when possible. Students would continue using and build on accurate terminology in discussing their problem with a peer or adult.</i></p>	Troubleshooting	6. Testing and refining computational artifacts

Networks & the Internet

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
5.NI.NCO.01	<p>Model how information is broken down into smaller pieces and transmitted through multiple devices over networks and the internet, and how these pieces are assembled at the destination.</p> <p><i>Information is sent and received over physical or wireless paths. It is broken down into smaller pieces called packets, which are sent independently and reassembled at the destination. Students should demonstrate their understanding of this flow of information, e.g., drawing a model of the way packets are transmitted, programming an animation to show how packets are transmitted, or demonstrating through an unplugged activity which has them act it out in some way.</i></p>	Network Communication & Organization	4. Developing and using abstractions
5.NI.C.01	Discuss real-world cybersecurity problems and identify strategies for how personal information can be protected.	Cybersecurity	3. Recognizing and Defining

	<p><i>Just as we protect our personal property offline, we also need to protect our devices and the information stored on them. Information can be protected using various security measures. These measures can be physical and/or digital. Students could discuss or use a journaling or blogging activity to explain, orally or in writing, about topics that relate to personal cybersecurity issues. Discussion topics could be based on current events related to cybersecurity or topics that are applicable to students, such as backing up data to guard against loss, how to create strong passwords and the importance of not sharing passwords, or why we should install and keep anti-virus software updated to protect data and systems..</i></p>		Computational Problems
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Data Analysis

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
5.DA.S.01	<p>Evaluate trade-offs of file types, storage requirements, and sharing requirements, including comparisons of availability and quality.</p> <p><i>Different software tools used to access data may store the data differently. The type of data being stored and the level of detail represented by that data affect the storage requirements. Music, images, video, and text require different amounts of storage. Video will often require more storage than music or images alone because video combines both. For example, two pictures of the same object can require different amounts of storage based upon their resolution. Different software tools used to access and store data may add additional data about the data (metadata), which results in different storage requirements.</i></p>	Storage	7. Communicating about computing
5.DA.C.01	<p>Select the appropriate tool to collect relevant and reliable data that solves a problem.</p> <p><i>People select digital tools for the collection of data based on what is being observed and how the data will be used (e.g., thermometer is used to measure temperature and GPS sensor is used to track locations). There is a wide array of digital data collection tools, only some are appropriate for certain types of data. Tools are chosen based</i></p>	Collection	5. Creating Computational Artifacts

	<i>upon the type of measurement they use as well the type of data people wish to observe.</i>		
5.DA.CVT.01	<p>Organize and present collected data to highlight comparisons and support a claim.</p> <p><i>Raw data has little meaning on its own. Data is often sorted or grouped to provide additional clarity. Organizing data can make interpreting and communicating it to others easier. Data points can be clustered by a number of commonalities. The same data could be manipulated in different ways to emphasize particular aspects or parts of the data set. For example, a data set of sports teams could be sorted by wins, points scored, or points allowed, and a data set of weather information could be sorted by high temperatures, low temperatures, or precipitation.</i></p>	Visualization & Transformation	7. Communicating about computing
5.DA.IM.01	<p>Use data to discover or propose cause and effect relationships, predict outcomes, or communicate an idea.</p> <p><i>The accuracy of data analysis is related to how realistically data is represented. Inferences or predictions based on data are less likely to be accurate if the data is not sufficient or if the data is incorrect in some way. Students should be able to refer to data when communicating an idea. For example, in order to explore the relationship between speed, time, and distance, students could operate a robot at uniform speed, and at increasing time intervals to predict how far the robot travels at that speed. In order to make an accurate prediction, one or two attempts of differing times would not be enough. The robot may also collect temperature data from a sensor, but that data would not be relevant for the task. Students must also make accurate measurements of the distance the robot travels in order to develop a valid prediction. Students could record the temperature at noon each day as a basis to show that temperatures are higher in certain months of the year. If temperatures are not recorded on non-school days or are recorded incorrectly or at different times of the day, the data would be incomplete and the ideas being communicated could be inaccurate. Students may also record the day of the week on which the data was collected, but this would have no relevance to whether temperatures are higher or lower. In order to have</i></p>	Inference and Models	7. Communicating about computing

	<i>sufficient and accurate data on which to communicate the idea, students might want to use data provided by a governmental weather agency.</i>		
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Algorithms and Programming

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
5.AP.A.01	<p>Analyze and refine multiple algorithms for the same task and determine which algorithm is the most efficient.</p> <p><i>Different algorithms can achieve the same result; however, sometimes one algorithm might be more suited for a particular situation. Students should be able to look at different ways to solve a problem or complete a task and decide which would be the best solution. For example, students could create multiple algorithms to plan a route between two points on a map. They could then look at different mapping software to change the route based on something that would be better (i.e. shortest route in miles, time, toll roads, etc.). Students could also compare algorithms that describe how to get ready for school or other daily tasks. This could also bridge into other disciplines. For example, students could write different algorithms to draw a regular polygon and determine which algorithm would be the easiest to modify or repurpose to draw a different polygon and which algorithm would be the most efficient at completing the polygon.</i></p>	Algorithms	<p>3. Recognizing and Defining Computational Problems</p> <p>6. Testing and Refining Computational Artifacts</p>
5.AP.V.01	<p>Utilize, create, and modify programs that use, modify, and combine variables with grade level appropriate data.</p> <p><i>Variables are used to store and modify data. At this level, understanding how to use variables in a variety of ways and change variable values is sufficient. For example, students may use mathematical operations to add to the score of a game or subtract from the number of lives available in a game. Students could also use multiple variables in mathematical equations (even simple addition/subtraction) that stores the results into other variables. The use of a variable is a countdown timer is another example.</i></p>	Variables	5. Creating computational artifacts
5.AP.C.01	<p>Create programs using a programming language that utilize sequencing, repetition, conditionals, event handlers, and variables to solve a problem or express ideas both independently and collaboratively.</p>	Control	5. Creating computational artifacts

	<p><i>Control structures specify the order (sequence) in which instructions are executed within a program and can be combined to support the creation of more complex programs. Events allow portions of a program to run based on a specific action. For example, students could write a program to explain the water cycle and when a specific component is clicked (event), the program would show information about that part of the water cycle. Conditionals allow for the execution of a portion of code in a program when a certain condition is true. For example, students could write a math game that asks for multiplication fact questions and then uses a conditional to check whether or not the answer that was entered is correct. Loops allow for the repetition of a sequence of code multiple times. For example, in a program that produces an animation about a famous historical character, students could use a loop to have the character walk across the screen as they introduce themselves. Students should be able to complete these tasks collaboratively with other students.</i></p>		
5.AP.M.01	<p>Decompose (break down) large problems into smaller, more manageable subproblems to facilitate the program development process.</p> <p><i>Decomposition is the act of breaking down tasks into simpler tasks. For example, students could create program that tells a story. Students should breakdown creating the program by separating the story into different scenes. For each scene, they would select a background, place characters, and program actions.</i></p>	Modularity	3. Recognizing and defining computational problems
5.AP.M.02	<p>With grade appropriate complexity, modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.</p> <p><i>Programs can be broken down into smaller parts, which can be incorporated into new or existing programs. For example, students could modify prewritten code from a single-player game to create a two-player game with slightly different rules, remix and add another scene to an animated story, use code to make a ball bounce from another program</i></p>	Modularity	3. Recognizing and defining computational problems 5. Creating computational artifacts

	<i>in a new basketball game, or modify an image created by another student.</i>		
5.AP.PD.01	<p>Create a plan using an iterative process for the development of a program that includes others' perspectives and user preferences while solving simple problems.</p> <p><i>Planning is an important part of the iterative process of program development. Students outline key features, time and resource constraints, and user (and others) expectations. Students should document the plan as, for example, a storyboard, flowchart, pseudocode, or story map.</i></p>	Program Development	<p>1. Fostering an Inclusive Computing Culture</p> <p>5. Creating computational artifacts</p>
5.AP.PD.02	<p>Use proper citations and document when ideas are borrowed and changed for their own use (e.g., using pictures created by others, using music created by others, remixing programming projects).</p> <p><i>Intellectual property rights can vary by country but copyright laws give the creator of a work a set of rights that prevents others from copying the work and using it in ways that they may not like. Students should identify instances of remixing, when ideas are borrowed and iterated upon, and credit the original creator. Students should also consider common licenses that place limitations or restrictions on the use of computational artifacts, such as images and music downloaded from the Internet. At this stage, attribution should be written in the format required by the teacher and should always be included on any programs shared online.</i></p>	Program Development	<p>5. Creating computational artifacts</p> <p>7. Communicating about computing</p>
5.AP.PD.03	<p>Analyze, debug (identify/fix errors), and create a program that includes sequencing, repetition and variables in a programming language.</p> <p><i>As students develop programs they should continuously test those programs to see that they do what was expected and fix (debug), any errors. Students should also be able to successfully debug simple errors in programs created by others.</i></p>	Program Development	<p>1. Fostering an Inclusive Computing Culture</p> <p>2. Collaborating Around Computing</p> <p>6. Testing and Refining Computational Artifacts</p>

5.AP.PD.04	<p>Take on varying roles collaborating with peers to give feedback at different stages of program development, including design and implementation.</p> <p><i>Collaborative computing is the process of performing a computational task by working in pairs or on teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Students should take turns in different roles during program development, such as note taker, facilitator, program tester, or “driver” of the computer.</i></p>	Program Development	<p>2. Collaborating Around Computing 7. Communicating about computing</p>
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Impacts of Computing

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
5.IC.C.01	<p>Develop, test, and refine digital artifacts to improve accessibility and usability for a computing device or program.</p> <p><i>The development and modification of computing technology are driven by people's needs and wants and can affect groups differently. Anticipating the needs and wants of diverse end users requires students to purposefully consider potential perspectives of users with different backgrounds, ability levels, points of view, and disabilities. For example, students may consider using both speech and text to convey information in a game. They may also wish to vary the types of programs they create, knowing that not everyone shares their own tastes.</i></p>	Culture	<p>4. Developing and Using Abstractions 5. Creating Computational Artifacts 6. Testing and Refining Computational Artifacts</p>
5.IC.SI.01	<p>Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. (Digital Citizenship - review of all nine components, but focused on Digital Commerce, Digital Law, and Digital Security.)</p> <p><i>The practice of appropriate online behavior derives from the identification of inappropriate behavior and the identification of what makes someone a poor digital citizen or know what not to do in order to be ethical online. Digital citizenship is described with nine categories: digital access (awareness of materials gained online and being mindful of who does/does not have access), digital commerce (awareness of</i></p>	Social Interactions	<p>1. Fostering an Inclusive Computing Culture 7. Communicating about Computing</p>

	<i>illegal and legal exchanges online e.g. illegal downloading), digital communication (communicating and collaborating properly online), digital literacy (the ability to use new technology quickly and appropriately), digital etiquette (appropriate conduct), digital law (ethical use of technology e.g. hacking information, downloading illegally, plagiarizing, creating viruses, sending spam, or stealing someone's identify), digital rights and responsibilities (knowing your rights to free speech and privacy, but handling it responsibly online) digital health and wellness (caring for your physical and psychological wellbeing online), digital security (proactive about protecting your devices and identity online e.g. data backup, use of a surge protector, virus protection).</i>		
5.IC.SI.02	<p>As a team, collaborate with people and resources outside of your normal space to include diverse perspectives to improve computational products.</p> <p><i>Computing provides the possibility for collaboration and sharing of ideas and allows the benefit of diverse perspectives. For example, students could seek feedback from other groups in their class or students at another grade level. Or, with guidance from their teacher, they could use video conferencing tools or other online collaborative spaces, such as blogs, wikis, forums, or website comments to gather feedback from individuals and groups about programming projects.</i></p>	Social Interactions	<ol style="list-style-type: none"> 1. Fostering an Inclusive Computing Culture 2. Collaborating Around Computing
5.IC.H.01	<p>Identify and explain the evolution of computing technologies that have changed the world.</p> <p><i>New computing technology is created and existing technologies are modified for many reasons, including to increase their benefits, decrease their risks, and meet societal needs. Students, with guidance from their teacher, should discuss topics that relate to the history of technology and the changes in the world due to technology. Topics could be based on current news content, such as robotics, wireless Internet, mobile computing devices, GPS systems, wearable computing, or how social media has influenced social and political changes.</i></p>	History	<ol style="list-style-type: none"> 1. Fostering an Inclusive Computing Culture 7. Communicating about Computing
5.IC.SLE.01	<p>Observe intellectual property rights and give appropriate credit when using resources.</p>	Safety, Law, & Ethics	<ol style="list-style-type: none"> 5. Creating Computational Artifacts

	<p><i>Ethical complications arise from the opportunities provided by computing. The ease of sending and receiving copies of media on the internet such as video, photos, and music, creates the opportunity for unauthorized use, such as online piracy, and disregard of copyrights. Students should consider the licenses on computational artifacts that they wish to use. For example, the license on a downloaded image or audio file may have restrictions that prohibit modification, require attribution, or prohibit use entirely.</i></p>		
5.IC.CP.01	<p>Design a visual product depicting the connections between computer science and other fields.</p> <p><i>Explaining the reason why of any computer task will lead students to understand how other professionals within their community might use similar tasks in their occupations. Making correlations and a purpose for tasks makes CS relevant to their lives as they age. Students make a direct correlation to a local business.</i></p>	Community Partnerships	<ul style="list-style-type: none"> 1. Fostering an Inclusive Computing Culture 2. Collaborating Around Computing 7. Communicating about computing

Middle Grades (Grades 6-8)

Computing Systems

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
MG.CS.D.01	<p>Develop and implement a process to evaluate existing computing devices and recommend improvements to design based on analysis of how other users interact with the device.</p> <p><i>The study of human–computer interaction (HCI) can improve the design of devices, including both hardware and software. Students should make recommendations for existing devices (e.g., a laptop, phone, or tablet) or design their own components or interface (e.g., create their own controllers). Teachers can guide students to consider usability through several lenses, including accessibility, ergonomics, and learnability. For example, assistive devices provide capabilities such as scanning written information and converting it to speech.</i></p>	Devices	3. Recognizing and defining computational problems
MG.CS.HS.01	<p>Model a computing system involving multiple considerations and potential tradeoffs of software and hardware, such as functionality, cost, size, speed, accessibility, and aesthetics</p> <p><i>Collecting and exchanging data involves input, output, storage, and processing. When possible, students should select the hardware and software components for their project designs by considering factors such as functionality, cost, size, speed, accessibility, and aesthetics. For example, components for a mobile app could include accelerometer, GPS, and speech recognition. The choice of a device that connects wirelessly through a Bluetooth connection versus a physical USB connection involves a tradeoff between mobility and the need for an additional power source for the wireless device.</i></p>	Hardware and Software	5. Creating computational artifacts
MG.CS.IO.01	<p>Know and apply grade-level appropriate skills with input and output devices.</p> <p><i>Students can identify and use appropriate in-put devices (i.e. mouse, keyboard, microphone, camera, scanner) and out-put devices (i.e. monitor, printer, 3d-printer, projector, robots, audio devices, VR headsets). Create accurate typed text with speed appropriate for grade level (i.e. keyboarding between 20-30 words per minute with 90%</i></p>	Input and Output	7. Communicating about computing

	<i>accuracy). Typing words and sentences without looking at the keyboard. Access function keys and keyboard shortcuts as needed in software applications. Type at least seven pages of text into an appropriate software program in a single setting.</i>		
MG.CS.T.01	<p>Systematically identify, fix, and document increasingly complex software and hardware problems with computing devices and their components.</p> <p><i>Since a computing device may interact with interconnected devices within a system, problems may not be due to the specific computing device itself but to devices connected to it. Just as pilots use checklists to troubleshoot problems with aircraft systems, students should use a similar, structured process to troubleshoot problems with computing systems and ensure that potential solutions are not overlooked. Examples of troubleshooting strategies include following a troubleshooting flow diagram, making changes to software to see if hardware will work, checking connections and settings, and swapping in working components.</i></p>	Troubleshooting	6. Testing and refining computational artifacts

Networks & the Internet

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
MG.NI.NCO.01	<p>Explain protocols and their importance to data transmission; model how packets are broken down into smaller pieces and how they are delivered.</p> <p><i>Protocols are rules that define how messages between computers are sent. They determine how quickly and securely information is transmitted across networks and the Internet, as well as how to handle errors in transmission. Students should model how data is sent using protocols to choose the fastest path, to deal with missing information, and to deliver sensitive data securely. For example, students could devise a plan for resending lost information or for interpreting a picture that has missing pieces. The priority at this grade level is understanding the purpose of protocols and how they enable secure and errorless communication. Knowledge of the details of how specific protocols work is not expected.</i></p>	Network Communication & Organization	4. Developing and using abstractions

MG.NI.C.01	<p>Evaluate physical and digital procedures that could be implemented to protect electronic data/information; explain the impacts of hacking, ransomware, scams, fake scans, and ethical/legal concerns.</p> <p><i>Information that is stored online is vulnerable to unwanted access. Examples of physical security measures to protect data include keeping passwords hidden, locking doors, making backup copies on external storage devices, and erasing a storage device before it is reused. Examples of digital security measures include secure router admin passwords, firewalls that limit access to private networks, and the use of a protocol such as HTTPS to ensure secure data transmission, and two-factor authentication.</i></p>	Cybersecurity	7. Communicating about computing
MG.NI.C.02	<p>Compare the advantages and disadvantages of multiple methods of encryption to model the secure transmission of information.</p> <p><i>Encryption can be as simple as letter substitution or as complicated as modern methods used to secure networks and the Internet. Students should encode and decode messages using a variety of encryption methods, and they should understand the different levels of complexity used to hide or secure information. For example, students could secure messages using methods such as Caesar ciphers or steganography (i.e., hiding messages inside a picture or other data). They can also model more complicated methods, such as public key encryption, through unplugged activities.</i></p>	Cybersecurity	4. Developing and using abstractions

Data Analysis

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
MG.DA.S.01	<p>Analyze multiple methods of representing data and choose the most appropriate method for representing data.</p> <p><i>Data representations occur at multiple levels of abstraction, from the physical storage of bits to the arrangement of information into organized formats (e.g., tables). Students should represent the same data in multiple ways. For example, students could represent the same color using binary, RGB values, hex codes (low-level representations), as</i></p>	Storage	4. Developing and using abstractions

	<i>well as forms understandable by people, including words, symbols, and digital displays of the color (high-level representations).</i>		
MG.DA.C.01	<p>Develop, implement, and refine a process that utilizes computational tools to collect meaningful data.</p> <p><i>Students need to be able to distinguish between different types of data and computational tools and how this affects the accuracy and precision of the data (for example, surveys versus sensor data).</i></p>	Collection	6. Testing and refining computational artifacts
MG.DA.CVT.01	<p>Develop, implement, and refine a process to make data more useful and reliable.</p> <p><i>As students continue to build on their ability to organize and present data visually to support a claim, they will need to understand when and how to transform data for this purpose. Students should transform data to remove errors, highlight or expose relationships, and/or make it easier for computers to process. The cleaning of data is an important transformation for ensuring consistent format and reducing noise and errors (e.g., removing irrelevant responses in a survey). An example of a transformation that highlights a relationship is representing males and females as percentages of a whole instead of as individual counts.</i></p>	Visualization & Transformation	6. Testing and refining computational artifacts
MG.DA.IM.01	<p>Refine computational models based on the data generated by the models.</p> <p><i>A model may be a programmed simulation of events or a representation of how various data is related. In order to refine a model, students need to consider which data points are relevant, how data points relate to each other, and if the data is accurate. For example, students may make a prediction about how far a ball will travel based on a table of data related to the height and angle of a track. The students could then test and refine their model by comparing predicted versus actual results and considering whether other factors are relevant (e.g., size and mass of the ball). Additionally, students could refine game mechanics based on test outcomes in order to make the game more balanced or fair.</i></p>	Inference and Models	4. Developing and using abstractions 5. Creating computational artifacts

Algorithms and Programming

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
MG.AP.A.01	<p>Design algorithms in natural language, flow and control diagrams, comments within code, and/or pseudocode to solve complex problems.</p> <p><i>Complex problems are problems that would be difficult for students to solve computationally. Students should use pseudocode and/or flowcharts to organize and sequence an algorithm that addresses a complex problem, even though they may not actually program the solutions. For example, students might express an algorithm that produces a recommendation for purchasing sneakers based on inputs such as size, colors, brand, comfort, and cost. Testing the algorithm with a wide range of inputs and users allows students to refine their recommendation algorithm and to identify other inputs they may have initially excluded.</i></p>	Algorithms	4. Developing and using abstractions
MG.AP.V.01	<p>Create programs using variables with purposeful and thoughtful naming conventions for identifiers to improve program readability.</p> <p><i>A variable is like a container with a name, in which the contents may change, but the name (identifier) does not. When planning and developing programs, students should decide when and how to declare and name new variables. Students should use naming conventions to improve program readability. Examples of operations include adding points to the score, combining user input with words to make a sentence, changing the size of a picture, or adding a name to a list of people.</i></p>	Variables	5. Creating computational artifacts
MG.AP.C.01	<p>Develop programs that utilize combinations of nested repetition, compound conditionals, procedures without parameters, and the manipulation of variables representing different data types.</p> <p><i>Control structures can be combined in many ways. Nested loops are loops placed within loops. Compound conditionals combine two or more conditions in a logical relationship (e.g., using AND, OR, and NOT), and nesting conditionals within one another allows the result of one conditional to lead to another. For example, when programming an interactive story, students could use a compound conditional within a</i></p>	Control	5. Creating computational artifacts

	<i>loop to unlock a door only if a character has a key AND is touching the door.</i>		
MG.AP.M.01	<p>Decompose problems and subproblems into parts to facilitate the design, implementation, and review of complex programs.</p> <p><i>Students should break down problems into subproblems, which can be further broken down to smaller parts. Decomposition facilitates aspects of program development by allowing students to focus on one piece at a time (e.g., getting input from the user, processing the data, and displaying the result to the user). Decomposition also enables different students to work on different parts at the same time. For example, animations can be decomposed into multiple scenes, which can be developed independently.</i></p>	Modularity	3. Recognizing and defining computational problems
MG.AP.PD.01	<p>Seek and incorporate feedback from team members and users to refine a solution to a problem that meets the needs of diverse users.</p> <p><i>Development teams that employ user-centered design create solutions (e.g., programs and devices) that can have a large societal impact, such as an app that allows people with speech difficulties to translate hard-to-understand pronunciation into understandable language. Students should begin to seek diverse perspectives throughout the design process to improve their computational artifacts. Considerations of the end-user may include usability, accessibility, age-appropriate content, respectful language, user perspective, pronoun use, color contrast, and ease of use.</i></p>	Program Development	<ol style="list-style-type: none"> 1. Fostering an inclusive computing culture 2. Collaborating around computing
MG.AP.PD.02	<p>Incorporate existing code, media, and libraries into original programs of increasing complexity and give attribution.</p> <p><i>Building on the work of others enables students to produce more interesting and powerful creations. Students should use portions of code, algorithms, and/or digital media in their own programs and websites. At this level, they may also import libraries and connect to web application program interfaces (APIs). For example, when creating a side-scrolling game, students may incorporate portions of code that create a realistic jump movement from another person's game, and they may also import Creative Commons-licensed images to use in the</i></p>	Program Development	<ol style="list-style-type: none"> 4. Developing and using abstractions 5. Creating computational artifacts 7. Communicating about computing

	<i>background. Students should give attribution to the original creators to acknowledge their contributions.</i>		
MG.AP.PD.03	<p>Systematically test and refine programs using a range of student created inputs.</p> <p><i>Use cases and test cases are created and analyzed to better meet the needs of users and to evaluate whether programs function as intended. At this level, testing should become a deliberate process that is more iterative, systematic, and proactive than at lower levels. Students should begin to test programs by considering potential errors, such as what will happen if a user enters invalid input (e.g., negative numbers and 0 instead of positive numbers).</i></p>	Program Development	6. Testing and refining computational artifacts
MG.AP.PD.04	<p>Explain how effective communication between participants is required for successful collaboration when developing computational artifacts.</p> <p><i>Collaboration is a common and crucial practice in programming development. Often, many individuals and groups work on the interdependent parts of a project together. Students should assume pre-defined roles within their teams and manage the project workflow using structured timelines. With teacher guidance, they will begin to create collective goals, expectations, and equitable workloads. For example, students may divide the design stage of a game into planning the storyboard, flowchart, and different parts of the game mechanics. They can then distribute tasks and roles among members of the team, assign deadlines, and track progress towards goals.</i></p>	Program Development	2. Collaborating around computing
MG.AP.PD.05	<p>Document text-based programs of increasing complexity in order to make them easier to follow, test, and debug.</p> <p><i>Documentation allows creators and others to more easily use and understand a program. Students should provide documentation for end users that explains their artifacts and how they function. For example, students could provide a project overview and clear user instructions. They should also incorporate comments in their product and communicate their process using design documents, flowcharts, and presentations.</i></p>	Program Development	7. Communicating about Computing

Impacts of Computing

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
MG.IC.C.01	<p>Describe the trade-offs associated with computing technologies (e.g. automation), explaining their effects on economies and global societies, and explore careers related to the field of computer science.</p> <p><i>Advancements in computer technology are neither wholly positive nor negative. However, the ways that people use computing technologies have tradeoffs. Students should consider current events related to broad ideas, including privacy, communication, and automation. For example, driverless cars can increase convenience and reduce accidents, but they are also susceptible to hacking. The emerging industry will reduce the number of taxi and shared-ride drivers, but will create more software engineering and cybersecurity jobs.</i></p>	Culture	7. Communicating about computing
MG.IC.C.02	<p>Evaluate and improve the design of existing technologies to meet the needs of diverse users and increase accessibility and usability.</p> <p><i>Students should test and discuss the usability of various technology tools (e.g., apps, games, and devices) with the teacher's guidance. For example, facial recognition software that works better for lighter skin tones was likely developed with a homogeneous testing group and could be improved by sampling a more diverse population. When discussing accessibility, students may notice that allowing a user to change font sizes and colors will not only make an interface usable for people with low vision but also benefits users in various situations, such as in bright daylight or a dark room.</i></p>	Culture	1. Fostering an inclusive computing culture
MG.IC.SI.01	<p>Communicate and publish key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using a variety of digital tools and media-rich resources. Describe and use safe, appropriate, and responsible practices (netiquette) when participating in online communities (e.g., discussion groups, blogs, social networking sites).</p> <p><i>Crowdsourcing is gathering services, ideas, or content from a large group of people, especially from the online community. It can be done at the local level (e.g., classroom or school) or global level (e.g., age</i></p>	Social Interactions	2. Collaborating around computing 5. Creating computational artifacts

	<i>appropriate online communities, like Scratch and Minecraft). For example, a group of students could combine animations to create a digital community mosaic. They could also solicit feedback from many people through use of online communities and electronic surveys..</i>		
MG.IC.H.01	<p>Identify and describe how the prominent figures in computer science have impacted and/or progressed the field.</p> <p><i>Students will identify and understand how prominent figures in computer science (i.e. Charles Babbage, Alan Turing, Ada Lovelace, Bill Gates, Tim Berners-Lee) impacted growth and innovation in the field of Computer Science.</i></p>	History	3. Recognizing and defining computational problems
MG.IC.SLE.01	<p>Discuss the social impacts and ethical considerations associated with cybersecurity, including the positive and malicious purposes of hacking.</p> <p><i>Sharing information online can help establish, maintain, and strengthen connections between people. For example, it allows artists and designers to display their talents and reach a broad audience. However, security attacks often start with personal information that is publicly available online. Social engineering is based on tricking people into revealing sensitive information and can be thwarted by being wary of attacks, such as phishing and spoofing.</i></p>	Safety, Law, & Ethics	7. Communicating about computing
MG.IC.CP.01	<p>Formulate a computer-science based solution for a problem or issue by gathering input from local / regional industry members.</p> <p><i>Students will work with local / regional community members to identify and address a need using computer science practices.</i></p>	Community Partnerships	2. Collaborating around computing 5. Creating computational artifacts

Secondary Grades L1 (Grades 9-12) (All Students)

Computing Systems

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
L1.CS.D.01	<p>Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects.</p> <p><i>Computing devices are often integrated with other systems, including biological, mechanical, and social systems. A medical device can be embedded inside a person to monitor and regulate his or her health, a hearing aid (a type of assistive device) can filter out certain frequencies and magnify others, a monitoring device installed in a motor vehicle can track a person's driving patterns and habits, and a facial recognition device can be integrated into a security system to identify a person. The creation of integrated or embedded systems is not an expectation at this level. Students might select an embedded device such as a car stereo, identify the types of data (radio station presets, volume level) and procedures (increase volume, store/recall saved station, mute) it includes, and explain how the implementation details are hidden from the user.</i></p>	Devices	4. Developing and using abstractions
L1.CS.HS.01	<p>Compare levels of abstraction and interactions between application software, system software, and hardware layers.</p> <p><i>At its most basic level, a computer is composed of physical hardware and electrical impulses. Multiple layers of software are built upon the hardware and interact with the layers above and below them to reduce complexity. System software manages a computing device's resources so that software can interact with hardware. For example, text editing software interacts with the operating system to receive input from the keyboard, convert the input to bits for storage, and interpret the bits as readable text to display on the monitor. System software is used on many different types of devices, such as smart TVs, assistive devices, virtual components, cloud components, and drones. For example, students may explore the progression from voltage to binary signal to logic gates to adders and so on. Knowledge of specific, advanced terms for computer architecture, such as BIOS, kernel, or bus, is not expected at this level.</i></p>	Hardware and Software	4. Developing and using abstractions

L1.CS.HS.02	Compare computer systems and determine advantages and drawbacks of each system.	Hardware and Software	7. Communicating about computing
L1.CS.IO.01	Demonstrate efficient use of input and output devices. <i>Fluency in educational and industry specific input and output devices including keyboard, mouse, touch screen, microphone, speakers, screen representations, printing, and other specific input and output devices.</i>	Input and Output	7. Communicating about computing
L1.CS.T.01	Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors. <i>Troubleshooting complex problems involves the use of multiple sources when researching, evaluating, and implementing potential solutions. Troubleshooting also relies on experience, such as when people recognize that a problem is similar to one they have seen before or adapt solutions that have worked in the past. Examples of complex troubleshooting strategies include resolving connectivity problems, adjusting system configurations and settings, ensuring hardware and software compatibility, and transferring data from one device to another. Students could create a flow chart, a job aid for a help desk employee, or an expert system.</i>	Troubleshooting	6. Testing and refining computational artifacts

Networks & the Internet

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
L1.NI.NCO.01	Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing. <i>Each device is assigned an address that uniquely identifies it on the network. Routers function by comparing IP addresses to determine the pathways packets should take to reach their destination. Switches function by comparing MAC addresses to determine which computers or network segments will receive frames. Students could use online network simulators to experiment with these factors.</i>	Network Communication & Organization	4. Developing and using abstractions

L1.NI.NCO.02	<p>Compare various security measures, considering tradeoffs between the usability and security of a computing system.</p> <p><i>Security measures may include physical security tokens, two-factor authentication, and biometric verification, but choosing security measures involves tradeoffs between the usability and security of the system. The needs of users and the sensitivity of data determine the level of security implemented. Students might discuss computer security policies in place at the local level that present a tradeoff between usability and security, such as a web filter that prevents access to many educational sites but keeps the campus network safe.</i></p>	Network Communication & Organization	6. Testing and refining computational artifacts
L1.NI.C.01	<p>Recommend security measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts.</p> <p><i>Security measures may include physical security tokens, two-factor authentication, and biometric verification. Potential security problems, such as denial-of-service attacks, ransomware, viruses, worms, spyware, and phishing, exemplify why sensitive data should be securely stored and transmitted. The timely and reliable access to data and information services by authorized users, referred to as availability, is ensured through adequate bandwidth, backups, and other measures. Students should systematically evaluate the feasibility of using computational tools to solve given problems or subproblems, such as through a cost-benefit analysis. Eventually, students should include more factors in their evaluations, such as how efficiency affects feasibility or whether a proposed approach raises ethical concerns.</i></p>	Cybersecurity	3. Recognizing and defining computational problems
L1.NI.C.02	<p>Explain tradeoffs when selecting and implementing cybersecurity recommendations.</p> <p><i>Network security depends on a combination of hardware, software, and practices that control access to data and systems. The needs of users and the sensitivity of data determine the level of security implemented. Every security measure involves tradeoffs between the accessibility and security of the system. Students should be able to describe, justify, and document choices they make using terminology appropriate for the intended audience and purpose. Students could debate issues from the</i></p>	Cybersecurity	7. Communicating about computing

	<i>perspective of diverse audiences, including individuals, corporations, privacy advocates, security experts, and government.</i>		
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Data Analysis

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
L1.DA.S.01	Analyze storage types and locations.	Storage	4. Developing and using abstractions
L1.DA.S.02	Evaluate the tradeoffs in how data elements are organized and where data is stored. <i>People make choices about how data elements are organized and where data is stored. These choices affect cost, speed, reliability, accessibility, privacy, and integrity. Students should evaluate whether a chosen solution is most appropriate for a particular problem. Students might consider the cost, speed, reliability, accessibility, privacy, and integrity tradeoffs between storing photo data on a mobile device versus in the cloud.</i>	Storage	3. Recognizing and defining computational problems
L1.DA.C.01	Collect and analyze data.	Collection	4. Developing and using abstractions
L1.DA.CVT.01	Create interactive data visualizations using software tools to help others better understand real-world phenomena. <i>People transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information. Examples include visualization, aggregation, rearrangement, and application of mathematical operations. People use software tools or programming to create powerful, interactive data visualizations and perform a range of mathematical operations to transform and analyze data. Students should model phenomena as systems, with rules governing the interactions within the system and evaluate these models against real-world observations. For example, flocking behaviors, queueing, or life cycles. Google Fusion Tables can provide access to data visualization online.</i>	Visualization & Transformation	4. Developing and using abstractions

L1.DA.IM.01	<p>Create computational models that represent the relationships among different elements of data collected from a phenomenon or process.</p> <p><i>Computational models make predictions about processes or phenomenon based on selected data and features. The amount, quality, and diversity of data and the features chosen can affect the quality of a model and ability to understand a system. Predictions or inferences are tested to validate models. Students should model phenomena as systems, with rules governing the interactions within the system. Students should analyze and evaluate these models against real-world observations. For example, students might create a simple producer–consumer ecosystem model using a programming tool. Eventually, they could progress to creating more complex and realistic interactions between species, such as predation, competition, or symbiosis, and evaluate the model based on data gathered from nature.</i></p>	Inference and Models	4. Developing and using abstractions
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Algorithms and Programming

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
L1.AP.A.01	<p>Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests.</p> <p><i>A prototype is a computational artifact that demonstrates the core functionality of a product or process. Prototypes are useful for getting early feedback in the design process, and can yield insight into the feasibility of a product. The process of developing computational artifacts embraces both creative expression and the exploration of ideas to create prototypes and solve computational problems. Students create artifacts that are personally relevant or beneficial to their community and beyond. Students should develop artifacts in response to a task or a computational problem that demonstrate the performance, reusability, and ease of implementation of an algorithm.</i></p>	Algorithms	5. Creating computational artifacts
L1.AP.V.01	<p>Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables.</p>	Variables	4. Developing and using abstractions

	<i>Students should be able to identify common features in multiple segments of code and substitute a single segment that uses lists (arrays) to account for the differences.</i>		
L1.AP.C.01	<p>Justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made.</p> <p><i>Implementation includes the choice of programming language, which affects the time and effort required to create a program. Readability refers to how clear the program is to other programmers and can be improved through documentation. The discussion of performance is limited to a theoretical understanding of execution time and storage requirements; a quantitative analysis is not expected. Control structures at this level may include conditional statements, loops, event handlers, and recursion. For example, students might compare the readability and program performance of iterative and recursive implementations of procedures that calculate the Fibonacci sequence.</i></p>	Control	5. Creating computational artifacts
L1.AP.C.02	<p>Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.</p> <p><i>In this context, relevant computational artifacts include programs, mobile apps, or web apps. Events can be user-initiated, such as a button press, or system-initiated, such as a timer firing. At previous levels, students have learned to create and call procedures. Here, students design procedures that are called by events. Students might create a mobile app that updates a list of nearby points of interest when the device detects that its location has been changed.</i></p>	Control	5. Creating computational artifacts
L1.AP.C.03	<p>Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.</p> <p><i>At this level, students should decompose complex problems into manageable subproblems that could potentially be solved with programs or procedures that already exist. For example, students could create an app to solve a community problem by connecting to an online database through an application programming interface (API).</i></p>	Control	5. Creating computational artifacts

L1.AP.M.01	<p>Create computational artifacts by systematically organizing, manipulating and/or processing data.</p> <p><i>Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts. Examples of computational artifacts include programs, simulations, visualizations, digital animations, robotic systems, and apps. Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. Modules allow for better management of complex tasks. The focus at this level is understanding a program as a system with relationships between modules. The choice of implementation, such as programming language or paradigm, may vary. Students could incorporate computer vision libraries to increase the capabilities of a robot or leverage open-source JavaScript libraries to expand the functionality of a web application.</i></p>	Modularity	3. Recognizing and defining computational problems
L1.AP.M.02	<p>Systematically design and develop programs for broad audiences by incorporating feedback from users.</p> <p><i>Examples of programs could include games, utilities, and mobile applications. Students at lower levels collect feedback and revise programs. At this level, students should do so through a systematic process that includes feedback from broad audiences. Students might create a user satisfaction survey and brainstorm distribution methods that could yield feedback from a diverse audience, documenting the process they took to incorporate selected feedback in product revisions.</i></p>	Modularity	5. Creating computational artifacts
L1.AP.PD.01	<p>Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries.</p> <p><i>Examples of software licenses include copyright, freeware, and the many open-source licensing schemes. At previous levels, students adhered to licensing schemes. At this level, they should consider licensing implications for their own work, especially when incorporating libraries and other resources. Students might consider two software libraries that address a similar need, justifying their choice based on the library that has the least restrictive license.</i></p>	Program Development	7. Communicating about computing

L1.AP.PD.02	<p>Evaluate and refine computational artifacts to make them more usable and accessible.</p> <p><i>Testing and refinement is the deliberate and iterative process of improving a computational artifact. This process includes debugging (identifying and fixing errors) and comparing actual outcomes to intended outcomes. Students should respond to the changing needs and expectations of end users and improve the performance, reliability, usability, and accessibility of artifacts. For example, students could incorporate feedback from a variety of end users to help guide the size and placement of menus and buttons in a user interface.</i></p>	Program Development	6. Testing and refining computational artifacts
L1.AP.PD.03	<p>Design and develop computational artifacts working in team roles using collaborative tools.</p> <p><i>Collaborative tools could be as complex as source code version control system or as simple as a collaborative word processor. Team roles in pair programming are driver and navigator but could be more specialized in larger teams. As programs grow more complex, the choice of resources that aid program development becomes increasingly important and should be made by the students. Students might work as a team to develop a mobile application that addresses a problem relevant to the school or community, selecting appropriate tools to establish and manage the project timeline; design, share, and revise graphical user interface elements; and track planned, in-progress, and completed components.</i></p>	Program Development	2. Collaborating around computing
L1.AP.PD.04	<p>Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs.</p> <p><i>Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. These modules can be procedures within a program; combinations of data and procedures; or independent, but interrelated, programs. The development of complex programs is aided by resources such as libraries and tools to edit and manage parts of the program.</i></p>	Program Development	7. Communicating about computing

Impacts of Computing

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
L1.IC.C.01	<p>Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p><i>Computing may improve, harm, or maintain practices. Equity deficits, such as minimal exposure to computing, access to education, and training opportunities, are related to larger, systemic problems in society. Students should be able to evaluate the accessibility of a product to a broad group of end users, such as people who lack access to broadband or who have various disabilities. Students should also begin to identify potential bias during the design process to maximize accessibility in product design.</i></p>	Culture	1. Fostering an inclusive computing culture
L1.IC.C.02	<p>Test and refine computational artifacts to reduce bias and equity deficits.</p> <p><i>Biases could include incorrect assumptions developers have made about their user base. Equity deficits include minimal exposure to computing, access to education, and training opportunities. Students should begin to identify potential bias during the design process to maximize accessibility in product design and become aware of professionally accepted accessibility standards to evaluate computational artifacts for accessibility.</i></p>	Culture	1. Fostering an inclusive computing culture
L1.IC.C.03	<p>Demonstrate how a given algorithm applies to problems across disciplines.</p> <p><i>Computation can share features with disciplines such as art and music by algorithmically translating human intention into an artifact. Students should be able to identify real-world problems that span multiple disciplines, such as increasing bike safety with new helmet technology, and that can be solved computationally.</i></p>	Culture	3. Recognizing and defining computational problems
L1.IC.SI.01	Compare and contrast the benefits and drawbacks of social media.	Social Interactions	2. Collaborating around computing
L1.IC.H.01	Hypothesize the impact of the innovations of computing systems for the next decade.	History	7. Communicating about computing

	<i>As computers become interconnected in each aspect of society, more powerful, and students become more reliant on them, students should be able describe the number of times computers or devices are accessed each day by teachers or peers in class and discuss what life would be like without them.</i>		
L1.IC.SLE.01	<p>Explain the beneficial and harmful effects that intellectual property laws can have on innovation.</p> <p><i>Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights. International differences in laws and ethics have implications for computing. For examples, laws that mandate the blocking of some file-sharing websites may reduce online piracy but can restrict the right to access information. Firewalls can be used to block harmful viruses and malware but can also be used for media censorship. Students should be aware of intellectual property laws and be able to explain how they are used to protect the interests of innovators and how patent trolls abuse the laws for financial gain.</i></p>	Safety, Law, & Ethics	7. Communicating about computing
L1.IC.SLE.02	<p>Explain the privacy concerns related to the collection and generation of data through automated processes (e.g., how businesses, social media, and the government collects and uses data) that may not be evident to users.</p> <p><i>Data can be collected and aggregated across millions of people, even when they are not actively engaging with or physically near the data collection devices. This automated and nonevident collection can raise privacy concerns, such as social media sites mining an account even when the user is not online. Other examples include surveillance video used in a store to track customers for security or information about purchase habits or the monitoring of road traffic to change signals in real time to improve road efficiency without drivers being aware. Methods and devices for collecting data can differ by the amount of storage required, level of detail collected, and sampling rates.</i></p>	Safety, Law, & Ethics	7. Communicating about computing

L1.IC.SLE.03	<p>Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.</p> <p><i>Laws govern many aspects of computing, such as privacy, data, property, information, and identity. International differences in laws and ethics have implications for computing. Students might review case studies or current events which present an ethical dilemma when an individual's right to privacy is at odds with the safety, security, or wellbeing of a community.</i></p>	Safety, Law, & Ethics	7. Communicating about computing
L1.IC.CP.01	Explore computing, software, and data storage systems in local industries.	Community Partnerships	7. Communicating about computing

Secondary Grades L2 (Grades 9-12) (Students who wish to pursue computer science beyond what is expected of all students)

Computing Systems

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
L2.CS.D.01	Describe how internal and external parts of computing devices function to form a system.	Devices	4. Developing and using abstractions
L2.CS.HS.01	Categorize the roles of operating system software. <i>Examples of roles could include memory management, data storage/retrieval, processes management, and access control.</i>	Hardware and Software	4. Developing and using abstractions
L2.CS.HS.02	Compare options for building a computer systems and determine advantages and drawbacks of each piece and how it will affect the overall performance.	Hardware and Software	7. Communicating about computing
L2.CS.IO.01	Demonstrate use of course specific advanced input and output devices related to field. <i>Examples could include robotics, joysticks, motion sensors, movement sensors, GPS, and various other specific to CTE courses.</i>	Input and Output	7. Communicating about computing
L2.CS.T.01	Illustrate ways computing systems implement logic, input, and output through hardware components. <i>Examples of components could include logic gates and IO pins.</i>	Troubleshooting	6. Testing and refining computational artifacts

Networks & the Internet

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
L2.NI.NCO.01	Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology). <i>Recommend use of free online network simulators to explore how these issues impact network functionality.</i>	Network Communication & Organization	4. Developing and using abstractions

L2.NI.NCO.02	Give examples to illustrate how sensitive data can be affected by malware and other attacks.	Network Communication & Organization	6. Testing and refining computational artifacts
L2.NI.C.01	Compare ways software developers protect devices and information from unauthorized access. <i>Examples of security concerns to consider: encryption and authentication strategies, secure coding, and safeguarding keys.</i>	Cybersecurity	3. Recognizing and defining computational problems
L2.NI.C.02	Use encryption and decryption algorithms to transmit/ receive an encrypted message.	Cybersecurity	7. Communicating about computing

Data Analysis

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
L2.DA.S.01	Translate and compare different bit representations of data types, such as characters, numbers, and images.	Storage	4. Developing and using abstractions
L2.DA.S.02	Analyze file systems created for keeping track of files on the hard disk.	Storage	3. Recognizing and defining computational problems
L2.DA.C.01	Select data collection tools and techniques to generate data sets that support a claim or communicate information.	Collection	4. Developing and using abstractions
L2.DA.CVT.01	Use data analysis tools and techniques to identify patterns in data representing complex systems. <i>For example, identify trends in a dataset representing social media interactions, movie reviews, or shopping patterns.</i>	Visualization & Transformation	4. Developing and using abstractions
L2.DA.IM.01	Evaluate the ability of models and simulations to test and support the refinement of hypotheses. (e.g., flocking behaviors, life cycles, etc.)	Inference and Models	4. Developing and using abstractions

Algorithms and Programming

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
L2.AP.A.01	Describe how artificial intelligence algorithms drive many software and physical systems (e.g., digital advertising, autonomous robots, computer vision, pattern recognition, text analysis).	Algorithms	5. Creating computational artifacts
L2.AP.A.02	Describe how artificial intelligence drives many software and physical systems. <i>Examples include digital ad delivery, self-driving cars, and credit card fraud detection.</i>	Algorithms	5. Creating computational artifacts
L2.AP.A.03	Critically examine and trace classic algorithms (e.g., selection sort, insertion sort, binary search, linear search).	Algorithms	5. Creating computational artifacts
L2.AP.A.04	Implement an artificial intelligence algorithm to play a game against a human opponent or solve a problem. <i>Games do not have to be complex. Simple guessing games, Tic-Tac-Toe, or simple robot commands will be sufficient.</i>	Algorithms	5. Creating computational artifacts
L2.AP.A.05	Use and adapt classic algorithms to solve computational problems. <i>Examples could include sorting and searching.</i>	Algorithms	5. Creating computational artifacts
L2.AP.A.06	Evaluate algorithms in terms of their efficiency, correctness, and clarity. <i>Examples could include sorting and searching.</i>	Algorithms	5. Creating computational artifacts
L2.AP.V.01	Compare and contrast simple data structures and their uses to simplify solutions, generalizing computational problems instead of repeatedly using primitive variables. <i>Examples could include strings, lists, arrays, stacks, and queues.</i>	Variables	4. Developing and using abstractions
L2.AP.C.01	Trace the execution of repetition (e.g., loops, recursion), illustrating output and changes in values of named variables.	Control	5. Creating computational artifacts

L2.AP.M.01	Construct solutions to problems using student-created components, such as procedures, modules and/or objects.	Modularity	3. Recognizing and defining computational problems
L2.AP.M.02	Analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution. <i>As students encounter complex, real-world problems that span multiple disciplines or social systems, they should decompose complex problems into manageable subproblems that could potentially be solved with programs or procedures that already exist. For example, students could create an app to solve a community problem by connecting to an online database through an application programming interface (API).</i>	Modularity	5. Creating computational artifacts
L2.AP.M.03	Demonstrate code reuse by creating programming solutions using libraries and APIs. <i>Libraries and APIs can be student-created or common graphics libraries or maps APIs, for example.</i>	Modularity	5. Creating computational artifacts
L2.AP.PD.01	Plan and develop programs for broad audiences using a software life cycle process. <i>Processes could include agile, spiral, or waterfall.</i>	Program Development	7. Communicating about computing
L2.AP.PD.02	Explain security issues that might lead to compromised computer programs. <i>For example, common issues include lack of bounds checking, poor input validation, and circular references.</i>	Program Development	6. Testing and refining computational artifacts
L2.AP.PD.03	Develop programs for multiple computing platforms. <i>Example platforms could include: computer desktop, web, or mobile.</i>	Program Development	2. Collaborating around computing
L2.AP.PD.04	Use version control systems, integrated development environments (IDEs), and collaborative tools and practices (code documentation) in a group software project. <i>Group software projects can be assigned or student-selected.</i>	Program Development	7. Communicating about computing

L2.AP.PD.05	Develop and use a series of test cases to verify that a program performs according to its design specifications. <i>At this level, students are expected to select their own test cases.</i>	Program Development	7. Communicating about computing
L2.AP.PD.06	Modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality). <i>For instance, changes made to a method or function signature could break invocations of that method elsewhere in a system.</i>	Program Development	7. Communicating about computing
L2.AP.PD.07	Evaluate key qualities of a program through a process such as a code review. <i>Examples of qualities could include correctness, usability, readability, efficiency, portability and scalability.</i>	Program Development	7. Communicating about computing
L2.AP.PD.08	Compare multiple programming languages and discuss how their features make them suitable for solving different types of problems. <i>Examples of features include blocks versus text, indentation versus curly braces, and high-level versus low-level.</i>	Program Development	7. Communicating about computing

Impacts of Computing

Identifier	Standard and Descriptive Statement	Subconcept	Practice(s)
L2.IC.C.01	Evaluate the beneficial and harmful effects that computational artifacts and innovations have on society.	Culture	1. Fostering an inclusive computing culture
L2.IC.C.02	Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society.	Culture	1. Fostering an inclusive computing culture
L2.IC.C.03	Design and implement a study that evaluates or predicts how computing has revolutionized an aspect of our culture and how it might evolve (e.g., education, healthcare, art/entertainment, energy). <i>Areas to consider might include education, healthcare, art/entertainment, and energy.</i>	Culture	3. Recognizing and defining computational problems

L2.IC.SI.01	Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.	Social Interactions	2. Collaborating around computing
L2.IC.H.01	Analyze trends of computing and how those trends have changed over time.	History	7. Communicating about computing
L2.IC.SLE.01	Debate laws and regulations that impact the development and use of software.	Safety, Law, & Ethics	7. Communicating about computing
L2.IC.SLE.02	Determine ways to test the validity of information located online.	Safety, Law, & Ethics	7. Communicating about computing
L2.IC.SLE.03	Evaluate the social and economic consequences of how law and ethics interact with digital aspects of privacy, data, property, information, and identity.	Safety, Law, & Ethics	7. Communicating about computing
L2.IC.CP.01	Collaborate with local industry partners to design and implement a viable mentorship.	Community Partnerships	2. Collaborating around computing



Kansas State Department of Education

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www.ksde.org

To: Commissioner Randy Watson
From: Jay Scott, Tammy Mitchell
Subject: Announcement of Apollo participants in Kansans Can School Redesign Project

Agency staff will announce the districts that have been selected for the Apollo phase of the School Redesign Project. They will discuss the process as well as the steps moving forward with these districts.

During the August 2017 State Board of Education meeting, KSDE announced the first participants in the Kansans Can School Redesign Project. The seven districts selected are referred to as the Mercury 7, each representing one of the Mercury 7 astronauts. The districts designated one elementary and one secondary school to be redesigned around the five outcomes established by the State Board of Education, the five elements identified as defining a successful Kansas high school graduate, and what Kansans said they want from their school system. Gemini I and II were the next two phases of the project. The next phase, Apollo, opened in February.



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To: Commissioner Randy Watson

Subject: Update on Kansas Educational Leadership Institute program

The mission of the Kansas Educational Leadership Institute (KELI) is to collaborate and share resources to support professional growth of educational leaders needed in Kansas schools for the 21st Century. Specifically, KELI's mission is to mentor new district, school and special education administrators in their first two years and provide ongoing professional learning opportunities for these leaders.

KELI meets their mission through a partnership with the Kansas State Department of Education, Kansas Association of School Boards, United School Administrators, Kansas School Superintendents' Association and Kansas State University. New administrators in Kansas enrolled in the KELI program receive regular, on-site visits from trained mentors. These mentors sometimes simply answer questions, but more importantly, mentors help their mentees build their leadership capacity. In an exciting enhancement of services for the 2018-19 school year, United School Administrators, in collaboration with KELI, is providing professional learning through regional cohort meetings for district and school administrators.

For the 2018-19 school year, KELI is serving;

- 39 district administrators (19 new superintendents in their first year)
- 58 school administrators (34 new principals in their first year)
- 10 special educators (8 in their first year).

Since 2011-12, utilizing 254 mentors, KELI has served 471 new administrators. Ninety-six percent of administrators who participated in KELI are still in an administrative position three years later.

Dr. Rick Doll, KELI Executive Director, will be present to share additional information about the program and answer questions.



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To: Commissioner Randy Watson
From: Denise Kahler
Subject: Recognition of the 2018 National Blue Ribbon Schools

The Kansas State Board of Education will have the opportunity to hear from the six 2018 Kansas Blue Ribbon Schools at its April meeting. These schools were honored last November at a ceremony in Washington, D.C.

2018 Blue Ribbon Schools

- Hillcrest Elementary School, Lawrence USD 497, Principal Tammy Becker
- Lee Elementary School, Manhattan-Ogden USD 383, Principal Mindy Sanders
- Marion Elementary School, Marion USD 408, Principal Justin Wasmuth
- Sterling Grade School, Sterling USD 376, Principal Brennan Riffel
- Valley Heights Elementary School, Valley Heights USD 498, Principal Robert Green
- Magdalen Catholic School, Wichita, Principal Kristin Schmitz

Principals in attendance will briefly introduce themselves and share with Board members the factors they have found to be most significant in raising student achievement at their schools. They will be available to respond to questions from Board members.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 4/16/2019

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and its recommendation for the issuance of licenses for Ernest Dooley and Katie Millburn.

Explanation of Situation Requiring Action:

1. Ernest Dooley 17-PPC-40

Mr. Dooley applied for an Emergency Substitute Teaching License. In 2017 Mr. Dooley was arrested and subsequently placed on diversion for misdemeanor theft. Mr. Dooley originally appeared before the Professional Practices Commission in January, 2018. Because he was still on diversion, he was not eligible to be licensed by the Kansas State Board of Education. Mr. Dooley again appeared before the Professional Practices Commission in March, 2019. Mr. Dooley testified to successfully completing his diversion. Mr. Dooley also testified to his past experience as a classroom teacher with special needs students as well as a school administrator while living in Florida.

2. Katie Millburn 19-PPC-12

Ms. Millburn applied to renew her Professional License. Ms. Millburn had been arrested and subsequently placed on diversion in 2017 for misdemeanor theft. She has since successfully completed diversion. Ms. Millburn testified to the circumstances which led to her arrest as well as her efforts at rehabilitation. Ms. Millburn provided letters of support from co-workers and employers that support her desire to continue teaching and which spoke to their knowledge of her misconduct.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application of
Ernest Dooley

17-PPC-40

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon Ernest Dooley's application for an Emergency Substitute License.

The hearing on this matter was held on March 1, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Eric Filippi, Jennifer Holt, Nathan Reed, and Sylvia Ramirez. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Ernest Dooley appeared on his own behalf.

FINDINGS OF FACT

1. Ernest Dooley applied for an emergency substitute teaching license.
2. Mr. Dooley previously taught in Florida as a classroom teacher with special needs students. He was previously employed as a school administrator while licensed in Florida.
3. In 2017, Dooley did not have the money to register his car. He stole a registration tag off of a parked car. Dooley was charged with misdemeanor theft and placed on diversion for twelve months.
4. On January 26, 2018, Dooley appeared for a hearing with the Professional Practices Commission. Upon hearing the evidence and the deliberations, the Commission determined that matter shall be stayed until Mr. Dooley completed his diversion.
5. On March 1, 2019, Dooley appeared before the Professional Practices Commission after successfully completing diversion.

6. Mr. Dooley provided letters of support from former co-workers and friends that are aware of his past offense and still support his desire to receive a substitute teaching license.

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. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-2308. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).

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

4. The State Board may deny the application of an individual who has entered into a diversion agreement after having been arrested for any crime involving theft. K.A.R. 91-22-1a(a)(11).

5. The Commission, in determining whether to recommend to the State Board that applicant shall receive his license, determines the extent of the person's efforts at rehabilitation as well as the person's fitness to be a member of the teaching profession. K.A.R. 91-22-1a(g).

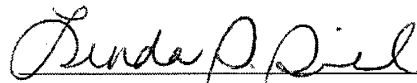
6. The Commission finds Mr. Dooley was credible and has demonstrated a present recognition of the wrongfulness of her past actions.

7. The Commission finds Mr, Dooley has provided evidence of his rehabilitation, including the lack of any other criminal history, and letters of recommendation that support his teaching.

THEREFORE the Professional Practices Commission, by vote of 6-0, recommends the Kansas State Board of Education grant an emergency substitute license to Mr. Dooley and another other license for which he may apply assuming he meets all other requirements.

This Initial Order is made and entered this March 21, 2019.

PROFESSIONAL PRACTICES COMMISSION


Linda Sieck, Chairman
Order signed on March 21, 2019.

NOTICE TO APPLICANT

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 26th day of March, 2019, 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:

Ernest Dooley
3909 West 31st Street, #601
Wichita, Kansas 67217

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 Application of
Katie Millburn

19-PPC-12

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon Katie Millburn's application for Renewal of her Professional License.

The hearing on this matter was held on March 1, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Eric Filippi, Jennifer Holt, Nathan Reed, and Sylvia Ramirez. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Katie Millburn appeared on her own behalf.

FINDINGS OF FACT

1. Katie Millburn applied for renewal of a professional license.
2. In 2017, Ms. Millburn was charged with misdemeanor theft and placed on diversion. She was licensed by the Kansas State Board of Education at the time of the offense.
3. Ms. Millburn testified she stole yarn and buttons from Hobby Lobby, even though she had money at the time to pay for the items.
4. Ms. Millburn testified that at the time of her arrest, a medication-induced imbalance caused her actions. She has since been working with a nurse for medication management and has not had any episodes or allegations of misconduct since her arrest.
5. Ms. Millburn provided statements of support from current co-workers and employers that support her desire to continue teaching.

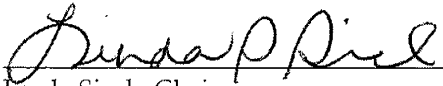
CONCLUSIONS OF LAW

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. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-2308. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).
3. The Commission investigates and conduct hearings pertaining to allegations of educator misconduct. K.S.A. 72-2314; K.A.R. 91-22-1a *et seq.*
4. The State Board may deny the application of an individual who has been convicted or entered into a diversion agreement after having been arrested for any crime involving theft. K.A.R. 91-22-1a(a)(11).
5. The Commission, in determining whether to recommend to the State Board that applicant shall receive her license, determines the extent of the person's efforts at rehabilitation as well as the person's fitness to be a member of the teaching profession. K.A.R. 91-22-1a(g).
6. The Commission finds Ms. Millburn was credible and has demonstrated a present recognition of the wrongfulness of her past actions.
7. The Commission finds Ms. Milburn has provided evidence of her rehabilitation, including the lack of any other criminal history, and letters of recommendation that support her teaching.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of **6 - 0**, that Ms. Millburn's application for renewal of her professional license be granted and any other license for which she may apply and otherwise be eligible to receive.

This Initial Order is made and entered this March 21, 2019.

PROFESSIONAL PRACTICES COMMISSION


Linda Sieck, Chairman
Order signed on March 21, 2019.

NOTICE TO APPLICANT

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

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CERTIFICATE OF SERVICE

I hereby certify that on this 26th day of March, 2019, 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:

Katie Millburn
7324 SW Kings Forest Rd
Topeka, Kansas 66610

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13 b.

Staff Initiating:**Director:****Commissioner:****Meeting Date: 4/16/2019**

Scott Gordon

Scott Gordon

Randy Watson

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and its recommendation for the revocation or denial of licenses for Clinton Laing, Lori Lindeman, Mandie Hawkins, Richard Dove, Sarah Evans.

Explanation of Situation Requiring Action:**1. Clinton Laing 18-PPC-43**

Mr. Laing currently holds an Emergency Substitute Teaching license. A complaint was filed by the Kansas State Department of Education alleging that Mr. Laing was convicted in 2018 of one count of Aggravated Indecent Liberties with a Child. Mr. Laing is currently serving a life sentence with no chance for parole for 25 years.

2. Lori Lindeman 18-PPC-44

Ms. Lindeman has been licensed by the Kansas State Board of Education since 1983. Ms. Lindeman was licensed at the time she was charged with – and subsequently entered into a diversion agreement with the State – Possession of Methamphetamine and Possession of Paraphernalia. Ms. Lindeman is currently on diversion for her drug offenses until September 2020.

3. Mandie Hawkins 18-PPC-41

Ms. Hawkins applied for an Emergency Substitute Teaching license. Ms. Hawkins previously held a Kansas Registered Nurse license. That professional license was revoked for improperly accessing electronic medical records of patients. The Kansas State Department of Education filed a Complaint requesting the denial of Ms. Hawkins' application. Ms. Hawkins signed for delivery of the Complaint but did not file an Answer nor request a hearing.

4. Richard Dove 18-PPC-37

Mr. Dove applied for an Emergency Substitute Teaching license. Mr. Dove previously held a Kansas Registered Nurse license. That professional license was revoked in 2004 by the Kansas State Board of Nursing due to diverting drugs for personal use. Mr. Dove applied to have his nursing license reinstated in 2006 but was denied due to failure to disclose employment as a nurse and subsequent disciplinary action taken against him in Colorado. The Kansas State Department of Education filed a Complaint requesting denial of Mr. Dove's application. Mr. Dove signed for delivery of the Complaint but did not file an Answer nor request a hearing.

(continued)

5. Sarah Evans 18-PPC-38

Ms. Evans has been licensed by the Kansas State Board of Education since 2000. In 2017 Ms. Evans was convicted of misdemeanor Driving Under the Influence of alcohol. As a condition of her probation she was required to submit to random breath, blood, or urine testing. In August 2017 Ms. Evans violated the terms of her probation by testing positive for marijuana. Ms. Evans admitted to the criminal court to using marijuana. The Kansas State Department of Education filed a Complaint requesting revocation of Ms. Evans' license. The Complaint was mailed to Ms. Evans' last known address. The Complaint was returned unclaimed.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
Clinton Laing

18-PPC-43

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of Clinton Laing's Emergency Substitute Teaching license.

The hearing on this matter was held on March 1, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Eric Filippi, Jennifer Holt, Nathan Reed, and Sylvia Ramirez. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Clinton Laing did not appear.

FINDINGS OF FACT

1. Clinton Laing holds an emergency substitute teaching license issued by the Kansas State Board of Education. He has been licensed since 2007.
2. On June 19, 2018, Mr. Laing pleaded guilty to and was subsequently convicted of one count of Aggravated Indecent Liberties with a Child as described in K.S.A. 21-5506(b)(3)(A). This offense is an off grid, person felony which requires him to register as an offender per the Kansas Offender Registration Act.
3. Mr. Laing was licensed at the time the offenses were committed.
4. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Mr. Laing's last known address. It was unclaimed as of January 23, 2019.

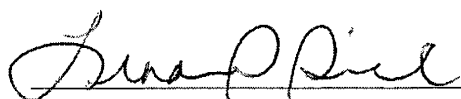
CONCLUSIONS OF LAW

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 deny a license for misconduct or other just cause including the conviction of any crime punishable as a felony and conviction of any crime involving a minor as provided for in K.A.R. 91 22 1a(a)(1) and (a)(2).
3. 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.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. Mr. Laing’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. Mr. Laing’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.

THEREFORE the Professional Practices Commission, by vote of 6-0, recommends the Kansas State Board of Education revoke the emergency substitute teaching license of Clinton Laing based on his conviction of Aggravated Indecent Liberties with a Child and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this March 7, 2019, 2019.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman
Order signed on March 7, 2019.

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 7th day of March, 2019, 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:

Clinton Laing
4004 Parkway Circle
Lawrence, Kansas 66047

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
Lori Lindeman

18-PPC-44

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of Lori Lindeman's Professional Teaching license.

The hearing on this matter was held on March 1, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Eric Filippi, Jennifer Holt, Nathan Reed, and Sylvia Ramirez. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Lori Lindeman did not appear.

FINDINGS OF FACT

1. Lori Lindeman holds a professional teaching license issued by the Kansas State Board of Education. She has been licensed since 1983.
2. On July 5, 2018, Ms. Lindeman was charged with Possession of Methamphetamine as described in K.S.A. 21-5706(a), a Severity Level 5 Drug Felony, and Possession of Drug Paraphernalia as described in K.S.A. 21-5709(b)(2), a Class B nonperson misdemeanor.
3. On August 31, 2018, Ms. Lindeman entered into a Diversion Agreement with the Gray County Attorney's Office whereby she agreed to comply with certain terms of her diversion to avoid criminal prosecution. Within that diversion agreement, Ms. Lindeman admitted to having possessed illegal drugs and paraphernalia. Ms. Lindeman is currently on diversion until September 4, 2020.

4. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Ms. Lindeman's last known address. It was returned unclaimed on January 15, 2019.

CONCLUSIONS OF LAW

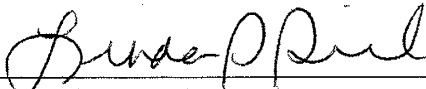
1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may revoke a license for misconduct or other just cause including conviction of any crime punishable as a felony, conviction of any misdemeanor involving drug-related conduct, and entry into a criminal diversion agreement after being charged with any offense or act described in this subsection as provided for in K.A.R. 91 22 1a(a)(1), (a)(4), and (a)(11).
3. 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.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. Ms. Lindeman'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. Ms. Lindeman'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.

THEREFORE the Professional Practices Commission, by vote of 5-0, with one abstention, recommends the Kansas State Board of Education revoke the professional teaching license of Lori Lindeman based her entry into a criminal diversion agreement for possession of methamphetamine

and possession of drug paraphernalia, and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this March 7, 2019.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman
Order signed on March 7, 2019.

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.

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

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CERTIFICATE OF SERVICE


I hereby certify that on this 7th day of March, 2019, 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:

Lori Lindeman
P.O. Box 1210
507 W. Avenue A
Cimmaron, Kansas 67835

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 Application of
Mandie Hawkins

18-PPC-41

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking denial of Mandie Hawkins' application for an Emergency Substitute Teaching license.

The hearing on this matter was held on March 1, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Eric Filippi, Jennifer Holt, Nathan Reed, and Sylvia Ramirez. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Mandie Hawkins did not appear.

FINDINGS OF FACT

1. Mandie Hawkins applied for an emergency substitute teaching license.
2. On July 10, 2014, Ms. Hawkins' Kansas Registered Nurse License, # 14-99439-092, was revoked for improperly accessing the electronic medical records of 134 patients, a violation of the Kansas Nurse Practices Act.
3. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Ms. Hawkins' last known address. Ms. Hawkins signed for delivery on December 21, 2018.

CONCLUSIONS OF LAW

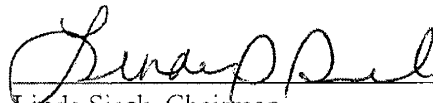
1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.

2. The State Board may deny a license for misconduct or other just cause including the denial, revocation, cancellation, or suspension of a license as provided for in K.A.R. 91 22 1a(a)(13).
3. 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.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. Ms. Hawkins’ 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. Ms. Hawkins’ 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 deny her application for license.

THEREFORE the Professional Practices Commission, by vote of 6-0, recommends the Kansas State Board of Education deny the application of Mandie Hawkins for an emergency substitute teaching license based on the revocation of her Kansas Registered Nurse License for improperly accessing the electronic medical records of 134 patients in violation of the Kansas Nurse Practices Act and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this March 7, 2019.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman

Order signed on March 7, 2019.

NOTICE TO APPLICANT

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

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CERTIFICATE OF SERVICE

I hereby certify that on this 7th day of March, 2019, 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:

Mandie Hawkins
1927 W. 24th Avenue #6A
Emporia, Kansas 66801

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 Application of
Richard Dove

18-PPC-37

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking denial of Richard Dove's application for emergency substitute teaching license.

The hearing on this matter was held on March 1, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Eric Filippi, Jennifer Holt, Nathan Reed, and Sylvia Ramirez. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Richard Dove did not appear.

FINDINGS OF FACT

1. Richard Dove applied for an emergency substitute teaching license.
2. On November 15, 2002, Richard Dove's Colorado Registered Nurse License, # 127675, was revoked by the Colorado State Board of Nursing for diversion and use of Demerol at the hospital where he was employed on or about February 10, 2002.
3. On March 18, 2004, Richard Dove's Kansas Registered Nurse License, # 13-71203-012, was revoked by the Kansas State Board of Nursing citing fraud or deceit in practicing nursing or in procuring or attempting to procure a license to practice nursing; unprofessional conduct, by drug diversion; to be unable to practice with skill and safety due to current abuse of drugs or alcohol; to have a license to practice nursing as a registered nurse or as a practical nurse denied,

revoked, limited or suspended, or to be publicly or privately censured, by a licensing authority of another state in violation of the Kansas Nurse Practice Act.

4. On September 26, 2006, Richard Dove's application for reinstatement of his Kansas Registered Nurse License was denied citing failure to disclose employment as a nurse in Colorado, disciplinary action taken against him in Colorado, and the 2004 revocation of his Kansas Registered Nurse License.
5. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Mr. Dove's last known address. Mr. Dove signed for delivery on December 7, 2018.

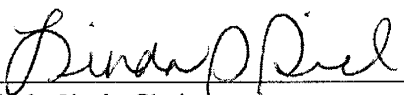
CONCLUSIONS OF LAW

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 deny a license for misconduct or other just cause including denial, revocation, cancellation, or suspension of a license in another state on grounds similar to any of the grounds described in this subsection. K.A.R. 91 22 1a(a)(13) and (b).
3. 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.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. Mr. Dove'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. Mr. Dove'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 deny his application for license.

THEREFORE the Professional Practices Commission, by vote of 6-0, recommends the Kansas State Board of Education deny the application of Richard Dove for an emergency substitute license of based on the revocation of his Colorado and Kansas Registered Nurse licenses for drug diversion and use and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this March 7, 2019.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman
Order signed on March 7, 2019.

NOTICE TO APPLICANT

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

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CERTIFICATE OF SERVICE

I hereby certify that on this 7th day of March, 2019, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Richard Dove
2000 Windsor Creek Ct
Valley Center, Kansas 67147

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
Sarah Evans

18-PPC-38

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of Sarah Evans' professional license.

The hearing on this matter was held on March 1, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Eric Filippi, Jennifer Holt, Nathan Reed, and Sylvia Ramirez. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Sarah Evans did not appear.

FINDINGS OF FACT

1. Sarah Evans holds a professional teaching license issued by the Kansas State Board of Education. She has been licensed since 2000.
2. On June 5, 2017, Sarah Evans pleaded guilty to and was convicted of misdemeanor Driving Under the Influence of Alcohol. Ms. Evans was sentenced to probation, which included the requirement that she submit to random breath, blood, or urine testing as directed by any probation officer.
3. On August 17, 2017, Ms. Evans tested positive for marijuana, violating the terms of her probation. Ms. Evans waived her right to a probation violation hearing and admitted to the probation violation.
4. The Kansas State Department of Education mailed a copy of the Complaint via certified mail to Ms. Evans' last known address. It was returned unclaimed on December 21, 2018.

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 revoke a license for misconduct or other just cause including any crime involving drug-related conduct. K.A.R. 91 22 1a(a)(4).
3. 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.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. Ms. Evans’ 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. Ms. Evans’ 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.

THEREFORE the Professional Practices Commission, by vote of 6-0, recommends the Kansas State Board of Education revoke the professional teaching license of Sarah Evans based on her drug-related probation violation and for not requesting a hearing or submitting an answer in response to the Complaint.

This Initial Order is made and entered this March 7, 2019.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman

Order signed on March 7, 2019.

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.

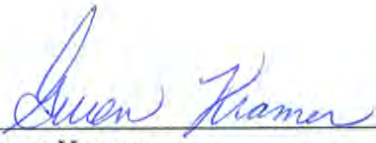
CERTIFICATE OF SERVICE

I hereby certify that on this 7th day of March, 2019, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Sarah Evans
541 Wire Avenue
Haysville, Kansas 67060

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13 c.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 4/16/2019

Item Title:

Act on the recommendations of the Professional Practices Commission (renewal with a public censure)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and its recommendation for the renewal of Bret Eckert's license with a public censure.

Explanation of Situation Requiring Action:

1. Bret Eckert 19-PPC-13

Mr. Eckert has been licensed by the Kansas State Board of Education since 1990. He has applied to renew his Professional License. In 2016, Mr. Eckert was caught stealing money from a desk at Hutchinson High School where he was employed. He was arrested and subsequently placed on diversion for misdemeanor theft. Mr. Eckert successfully completed diversion in 2017. Mr. Eckert maintained employment in a different school district. Mr. Eckert testified to his remorse and efforts at rehabilitation. Mr. Eckert provided letters of support from past and current school employers indicating they were familiar with his misconduct. The Professional Practices Commission recommends the renewal of his license with the issuance of a public censure for Mr. Eckert's actions.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application of
Bret Eckert

19-PPC-13

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon Bret Eckert's application for Renewal of his Professional License.

The hearing on this matter was held on March 1, 2019. Appearing for the Commission were chairperson, Linda Sieck, and members, William Anderson, Eric Filippi, Jennifer Holt, Nathan Reed, and Sylvia Ramirez. The KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon. Bret Eckert appeared on his own behalf.

FINDINGS OF FACT

1. Bret Eckert applied for renewal of a professional license.
2. In 2016, Mr. Eckert was charged with misdemeanor theft in the Municipal Court of Hutchinson, Kansas. He was licensed at the time of the offense. Mr. Eckert was caught stealing money from a coach's desk at Hutchinson High School where he was employed. Mr. Eckert was terminated from his teaching job as a result of his theft. Mr. Eckert testified to stealing money on five different occasions.
3. On December 21, 2016, Mr. Eckert entered into a criminal diversion agreement. Mr. Eckert successfully completed a six-month diversion.
4. Mr. Eckert maintained employment at a different school district.
5. During his hearing, Mr. Eckert provided letters of support from past and current school employers indicating they were familiar with his misconduct.

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. In Kansas, teaching and school administration are professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-2308. An educator is a role model. Hainline v. Bond, 250 Kan. 217, 224 (1992).

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

4. The State Board may publically censure a license holder who has been charged of any crime involving theft. K.A.R. 91-22-1a(a)(1)(3).

5. The Commission, in determining whether to recommend to the State Board that applicant shall receive his license, determines the extent of the person's efforts at rehabilitation as well as the person's fitness to be a member of the teaching profession. K.A.R. 91-22-1a(g).

6. The Commission finds that while Mr. Eckert has expressed remorse and acknowledges the wrongfulness of his actions, Mr. Eckert's conduct is inconsistent with the commonly hold perceptions and expectations of a member of the teaching profession; therefore, the Commission finds some level of discipline is warranted.


7. The Commission recommends the Kansas State Board of Education renew the license of Mr. Eckert. The Commissioner further recommends the Kansas State Board of Education censure Mr. Eckert with the stipulation that such censure be removed from the agency website in two years. Mr. Eckert should remain required to disclose said censure in any further applications for professional licensure.

8. THEREFORE the Professional Practices Commission, by vote of 5-0, with one abstention, recommends the Kansas State Board of Education issue Bret Eckert the

license for which he has applied with public censure as set forth above.

This Initial Order is made and entered this March 22, 2019.

PROFESSIONAL PRACTICES COMMISSION


Linda Sieck, Chairman
Order signed on March 22, 2019.

NOTICE TO APPLICANT

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 26th day of March, 2019, 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:

Bret Eckert
3303 Rowland Street
Hutchinson, Kansas 67502

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

Item Title:

Act on Petition for Reconsideration regarding the license of Eric Brinkman

Recommended Motion:

It is moved that the Kansas State Board of Education adopt or reject the Petition for Reconsideration submitted by Eric Brinkman and reaffirm the findings of fact and conclusions of the Board in its Final Order entered Feb. 12, 2019, which adopted the recommendation of the Professional Practices Commission after a 6-3-1 vote of the Board.

Explanation of Situation Requiring Action:

Provided for reference are:

- Professional Practices Commission recommendation (February) and Initial Order
- Mr. Brinkman's supplemental information for State Board
- Office of General Counsel response to supplemental information and exhibits
- Final Order regarding the license of Eric Brinkman
- Mr. Brinkman's Petition for Reconsideration
- Office of General Counsel response to Petition for Reconsideration and exhibits
- Video recording of hearing conducted by PPC <https://ksde.org/videos/ppc1118.mp4>
- Additional correspondence from Mr. Brinkman

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14 b.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 2/12/2019**Item Title:**

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

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and its recommendation for the denial of licenses for Jessica Atkinson and Eric Brinkman.

Explanation of Situation Requiring Action:**1. Jessica Atkinson****18-PPC-50**

Ms. Atkinson is not currently licensed by the Kansas State Board of Education. She applied for an Emergency Substitute Teaching License. On Nov. 19, 2003, Ms. Atkinson was convicted of misdemeanor Endangering a Child and Driving Under the Influence. Ms. Atkinson did not reveal these convictions on her application, and was unable to provide evidence of rehabilitation during a hearing conducted by Professional Practices Committee. The Committee voted 6-0 to recommend denial of her application.

2. Eric Brinkman**18-PPC-51**

Mr. Brinkman is not currently licensed by the Kansas State Board of Education. He applied for an Emergency Substitute Teaching License. Mr. Brinkman has been convicted of drug offenses on more than one occasion. Mr. Brinkman has previously had an application for licensure denied by the Kansas State Board of Education. He did not disclose either his drug convictions or denial on his current application. Mr. Brinkman was informed of the Professional Practices Committee hearing date and time but chose to not attend. The Committee voted 6-0 to recommend denial of his application.

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

In the Matter of
the Application of
Eric Brinkman

18-PPC-51

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon Eric Brinkman's application for an Emergency Substitute Teaching License.

The hearing on this matter was held on November 30, 2018. Appearing for the Commission were chairperson, Linda Sieck, and members, Aaron Edwards, Bill Anderson, Jennifer Holt, Maret Schrader and Sylvia Ramirez. R. Scott Gordon appeared as counsel for KSDE. Mr. Brinkman did not appear.

FINDINGS OF FACT

1. Eric Brinkman applied for an emergency substitute license. He is not currently licensed.
2. In September, 1999, Brinkman was convicted of the misdemeanor offense of Possession of a Controlled Substance in Case No. 1999 CM 001452 in the Circuit Court of Winnebago County, Wisconsin.
3. In May, 2001, Brinkman was convicted of the misdemeanor offenses of Possession of THC and Possession of Drug Paraphernalia in Case No. 2001 CM 000345 in the Circuit Court of Winnebago County, Wisconsin.
4. Mr. Brinkman was not licensed by the Kansas State Board of Education at the time of these offenses.
5. On July 3, 2003, Mr. Brinkman submitted an application for an Emergency Substitute Teaching License to the Kansas State Board of Education.

6. On December 1, 2003, the Professional Practices Commission recommended that the State Board of Education deny Mr. Brinkman's application and found that Mr. Brinkman's conduct in failing to disclose his previous convictions was a misrepresentation of material facts.
7. On January 13, 2004, the State Board of Education denied Mr. Brinkman's application for an Emergency Substitute Teaching License as a consequence of his prior conduct which resulted in convictions for drug-related crimes and his failure to disclose on his application the material fact that he had been convicted of crimes involving a controlled substance.
8. Mr. Brinkman did not disclose his convictions nor his previous denial of a teacher's license at the time of his current application.

CONCLUSIONS OF LAW

1. Mr. Brinkman was not a licensed educator or employed in a position of public trust at the time of his offense.
2. The Kansas State Board of Education shall not knowingly issue a license to or renew the license of any person who has been convicted of any act described in any section of Article 36 of Chapter 21 of the Kansas Statutes Annotated, prior to their repeal without first determining that the person has been rehabilitated for a period of at least five years from the date of conviction of the offense or commission of the act. (*See* K.S.A. 72-2165(b)(4),(c)).
3. Factors for the State Board to consider include the nature and seriousness of the offense or act, the conduct of the person subsequent to the commission of the offense or act, the time elapsed since the commission of the offense or act, the age of the person at the time of the offense or act, whether the offense or act was an isolated or recurring incident, and discharge from probation, pardon or expungement. (K.S.A. 72-2165(c)).
4. Any license issued by the State Board may be denied for misconduct or other just cause such as a conviction of any misdemeanor involving a minor, conviction of any act defined in any

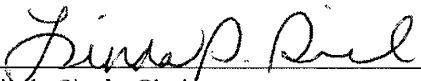
section of Article 36 of Chapter 21 of the Kansas Statutes Annotated, or for attempting to obtain a license by fraudulent means or through misrepresentation of material facts.

5. Mr. Brinkman did not appear, nor did he provide any evidence to support rehabilitation from his prior convictions.
6. The evidence shows Mr. Brinkman misrepresented material facts on his application and is not suitable to be placed in a position of trust.

THEREFORE the Professional Practices Commission recommends to the State Board by a vote of 6 – 0 that Eric Brinkman’s application for an Emergency Substitute Teaching License be denied.

This Initial Order is made and entered this November 30, 2018.

PROFESSIONAL PRACTICES COMMISSION



Linda Sieck, Chairman
Order signed on Jan. 25, 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 25th day of January, 2019, 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:

Eric Brinkman
825 S 23rd Street
St. Joseph, Missouri 64507

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

Eric Brinkman
825 s 23rd Street
St Joseph, MO 64507

Email address: [REDACTED]

Cell Phone [REDACTED]

Date: February 4th, 2019

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

Dear Peggy Hill:

I just received the initial order regarding my application for an Emergency Substitute licenses on Saturday February 2nd, 2019.

I want the following to be submitted for review by the Kansas State Board and request an appeal of the initial order. I do not feel that all the information provided to the Professional Practices Commission was taken into consideration. In addition, some of the conclusions the Commission made are flat out false.

Although it is true I have prior misdemeanor drug convictions and was denied a teaching licenses in 2003; it is completely false that I attempted in anyway to miss-represent or disclose my convictions on my current application. I admitted on my current application I had prior drug convictions on my record. These are very old misdemeanor convictions that occurred while I was in college in 1999 and 2001. I have tried to get a copy of the drug and alcohol screen I was required to take, however, because of how old the case is, those records have been destroyed. I have not been convicted of or used any illegal substances since I left the State of Wisconsin in 2003.

I was given less than 10 days notice of the hearing with the Professional Practices Commission. I emailed and sent a hard copy letter requesting permission to be absent from the hearing. I am currently a licensed substitute teacher in the State of Missouri working for the St Joseph School district. At the time the hearing was scheduled, I had made a pre-arrangement with a Special Education teacher to cover her class for a few days. As anyone who teaches would know, finding substitute teacher for Special Education classes is very difficult. The requested was ignored, my repeated efforts to

contact legal for a discussion ignored. Along with my request, I sent information and recommendations regarding my past criminal conviction and activities since. Therefor, I did in fact provide the commission with evidence of rehabilitation and activities. I do not believe those facts were presented. Mr. Gordon's office has gone out of it's way to drag out and delay these proceedings as long as possible,

At no time did I ever intentionally misrepresent the facts on my current application. If I left any details out regarding my criminal convictions, it was done because those details are already on file with your legal department. My employment as a substitute teacher in the St Joseph School district for the last 3 years should speak for itself. All of my convictions are well with in the past and I will never consume any illegal substances again.

If I am required to appear in person, I need a minimum of 30 days or more notice. I work two jobs and value commitment to those jobs. In the future, I plan to work toward a full time teaching license.

Sincerely,

Eric Brinman

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the License of
Eric Brinkman

Case No. 18-PPC-51

Kansas State Department of Education Response

COMES NOW, by and through its General Counsel R. Scott Gordon, the Kansas State Department of Education (KSDE) to respond to Mr. Brinkman's letter/appeal to the Kansas State Board of Education ("State Board"). KSDE respectfully requests the State Board adopt the findings of fact and conclusions of law of the Professional Practices Commission while denying Mr. Brinkman's application for licensure.

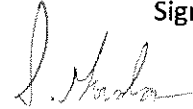
In support of this request, KSDE submits the following:

1. Mr. Brinkman submitted an online application for an Emergency Substitute License on or about May 31st, 2018. His application was processed and sent to the Office of General Counsel on June 26th, 2018. A copy of that application is attached as Exhibit 1.
2. The Office of General Counsel received information regarding Mr. Brinkman's criminal convictions for drug possession as well as a previous denial by the Kansas State Board of Education. Mr. Brinkman disclosed neither the convictions nor previous denial. See questions 21 and 24 on Exhibit 1.
3. Mr. Brinkman was informed by the Office of General Counsel that he needed to submit appropriate court documents before the review of his application could be completed, per standard practice. Mr. Brinkman provided information regarding his criminal history in a letter received August 9, 2018, but not the actual court documents as requested. By then it was too late to add Mr. Brinkman to the August 10th Professional Practices Committee ("PPC") docket.
4. Mr. Brinkman was informed by the Office of General Counsel the PPC would be meeting again on Sept. 27th. He requested his case be continued to a later date because he could not attend that meeting. An email regarding that request is attached as Exhibit 2.
5. Mr. Brinkman sent a letter to the Office of General Counsel requesting "the Board" review his application without him being present. That letter was received on October 15th. A copy of that letter is attached as Exhibit 3.
6. The next scheduled meeting of the PPC was November 30th. Even though Mr. Brinkman requested his file be reviewed without being present, he was informed in writing of when his application would be reviewed by the PPC. He was also informed by way of the letter attached as Exhibit 4 that failure to appear for his hearing may result in a default judgment and denial of his application. This letter is standard practice for every application reviewed by the PPC.
7. Approximately one week prior to the November 30th hearings, PPC members received a packet of information regarding Mr. Brinkman's application. This packet included his pending

application, his prior denial of a license by the State Board, and the letters submitted by Mr. Brinkman in support of his application.

There is no basis for Mr. Brinkman's claim that the PPC did not take into consideration the documents he submitted. Just because the PPC ruled against Mr. Brinkman does not mean it did not read and consider all of the evidence. For the reasons outlined above as well as those described in the Initial Order, the Kansas State Department of Education requests the State Board deny his application.

Signed,



R. Scott Gordon, KS Bar #23858
General Counsel
Kansas State Department of Education

CERTIFICATE OF SERVICE

I hereby certify that on February 6, 2019, a true and correct copy of the above and foregoing was filed with the Secretary to the Kansas State Board of Education and mailed by first class mail, postage-paid to:

Eric Brinkman
825 S. 23rd St.
St. Joseph, MO 64507

R. Scott Gordon, KS Bar
#23858
General Counsel
Kansas State Department of Education

Form 8 – Emergency Substitute License

For use only if you have held a prior emergency substitute license during or after the 1999-2000 school year

APPLICANT PORTION			
1. Social Security Number [REDACTED]			
Legal Name	2.(First)	3.(Middle)	4.(Last)
	Eric	Warren	Brinkman
5. List all prior names (maiden, alias, previous married, etc.)			
6. Mailing Address	7. City	8. State	9. Zip Code
825 S 23rd Street	St Joseph	MO	64507
10. Birthdate	11. Gender	12. Ethnicity	13. Race
[REDACTED] 1974	Male	<input type="checkbox"/> Hispanic/Latino	<input type="radio"/> American Indian or Alaska Native <input type="radio"/> Black or African American <input checked="" type="radio"/> White <input type="radio"/> Asian <input type="radio"/> Native Hawaiian or Other Pacific Islander <input type="radio"/> Refuse to Designate
14. Home Phone [REDACTED]			
15. Work Phone			
16. Where are you completing your preparation program?			
17. Have you honorably served in any branch of the US Armed Forces, including the National Guard and Reserves?			
<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes			
If Yes, please enter total years below in a and b.			
a. Total years of active duty service in any branch of the US Armed Forces (if none enter "0")			
b. Total years of national guard/reserve service (if none enter "0")			
18. Email Address 1 [REDACTED] (Please provide your personal email address(es) that will be active throughout the application process so that we may notify you of the changing status of your application.)			
19. Email Address 2			
20. Have you ever been convicted of a felony?			
<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes			
21. Have you ever been convicted of ANY crime involving theft, drugs, or a child?			
<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes			
22. Have you entered into a criminal diversion agreement after being charged with any offense described in question 20 or 21?			

EXHIBIT

1

No Yes

23. Are criminal charges pending against you in any state involving any of the offenses described in question 20 or 21?

No Yes

24. Have you had a teacher's or school administrator's certificate or license denied, suspended, revoked or been the subject of other disciplinary action in any state?

No Yes

25. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked or been the subject of other disciplinary action regarding any profession in Kansas or any other state?

No Yes

26. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?

No Yes

27. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?

No Yes

28. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?

No Yes

29. * By clicking on the checkbox I certify that I am of good moral character and that the information on this application is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial or revocation of my certificate or license, AND I hereby give my employing school district and verifying licensing institution permission to release any and all information needed.

I hereby grant the permission and authorize the Kansas State Department of Education to verify all responses with any mental health facility or governmental agency including a release of any information concerning myself in the child abuse and neglect central registry records, and to obtain and review all records maintained by any criminal justice agency, including a criminal history record information check, regarding any of my criminal charges, adjudications, or convictions, and to contact previous employers for information regarding the term of my employment. I hereby release, discharge, and exonerate the Kansas State Department of Education, its employees, and any person so furnishing information from any and all liability of every nature and kind arising out of the furnishing of such records and information. I understand that any material submitted in connection with this application will become the property of the Kansas State Department of Education, and may be considered a public record.

In order to be hired as a substitute teacher, you must contact the local district office in the district where you want to substitute teach. The district will provide instructions on their substitute requirements and hiring process. Issuance of the emergency substitute license does not guarantee that you will be hired as a substitute teacher. You are eligible to work as a substitute teacher in more than one school district. Emergency substitute licenses are valid for the current school year only. A new emergency substitute license must be obtained each school year. Apply after June 15 for the upcoming school year.

Scott Gordon

From: OGC
Sent: Monday, October 1, 2018 9:11 AM
To: 'Eric Brinkman'; OGC
Cc: Cheryl D. Austin
Subject: RE: Requesting records

Mr. Brinkman,

The Kansas State Board of Education has not taken any action on your application. I do not know why the online system indicates it was denied. I'm looking into that this morning and will have the status changed from DENIED to PENDING/LEGAL REVIEW.

We are currently scheduling hearings for the end of November. If your application is scheduled for that date, we'll let you know.



R. Scott Gordon

General Counsel
Office of General Counsel

(785) 296-3204

sgordon@ksde.org

www.ksde.org

Kansas State Department of Education

From: Eric Brinkman <brinkmane82@yahoo.com>
Sent: Friday, September 28, 2018 6:12 AM
To: OGC <OGC@ksde.org>
Subject: Requesting records

Dear Mr. Gordon:

This is Eric Brinkman ID #7393353733. I see my file went from review to denied. Will I ever get a letter from your office explaining why I was denied with the chance to appeal the decision? Since I applied for my application I have not gotten a single letter or anything from your department. I spoke to you 2 weeks ago over the phone. You told me I would receive a letter with date and time to appear. You originally schedule an appearance on the 27th of Sept. and I told you I could not make it. You said you would reschedule and send me a letter with dates and time. I have not received anything. I'd also like a copy of any back ground reports you may have.

Thank you.

Eric Brinkman

ogc@ksde.org



Eric Brinkman
825 s 23rd Street
St Joseph, MO 64507
Cell# 815-715-1038
BrinkmanE82@yahoo.com

October 12, 2018

Scott Gordon
General Counsel
Teacher Licensure and Accreditation
Landon State Office Building
900 SW Jackson, Suite 106
Topeka, KS 66612

Dear Mr. Gordon:

Due to the fact my application has been under review for a long period of time, I am requesting my file to be reviewed by the board with out me being present, I substitute teach for the St Joseph school district and the district has me very busy. I tend to take a lot of special education classes, which can be very hard to find substitutes willing to cover the classes. In addition, it would be very costly for me to take a trip up to Topeka.

With it being so late in the year, if the board did grant me a teaching license, It would be useless since all the application deadlines have passed. I had hoped to be able to teach both in Kansas and Missouri in an effort to expand my options. However, if the board denies me a license due to a very old criminal record, I will accept it and continue to teach in Missouri instead of Kansas. Included in this letter is statements regarding my criminal record, my activities since my criminal record, why I want to teach and references. All of which was submitted to the Missouri department of education conduct committee. After the committee reviewed all my records, I was issued a license. I'm going on my 3rd year teaching, I really enjoy the work. I sincerely hope the board takes in to consideration how old my record has become and all of the changes I've made, as well as, my activities over the last 13 years. Thank you for you time.

Sincerely,


Eric Brinkman



Office of the General Counsel

785-296-3204
785-296-7933 (fax)

900 SW Jackson Ave, Suite 102 Topeka, KS 66612-1182 • www.ksde.org

November 20, 2018

Eric Brinkman
825 S. 23rd Street
St. Joseph, Missouri 64507

PPC# 18-PPC-51

RE: Application for Kansas Teaching License

Dear Mr. Brinkman:

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

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

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

The Commission specifically requests your attendance at their next meeting **November 30, 2018, at 10:10 a.m.** for them to hear testimony from yourself and anyone else who may speak on your behalf. **Failure to appear for this hearing may result in a default judgment and denial of your application.** The hearings will take place at the Kansas State Board of Education Boardroom, 900 SW Jackson, Suite 102, Topeka, Kansas, 66612. Attendees may wait in the lobby until their hearing is called.

Under K.S.A. 72-1397(b) and (c), it is your responsibility to present at the hearing all relevant evidence as to your rehabilitation, if any. In the past the Commission has received information from past or present employers or anyone else who may speak to the applicant's fitness to work in the classroom and who has knowledge of the underlying criminal misconduct.

EXHIBIT

tabbies

4

If you have any documentation you wish to submit to the Commission, such as letters of recommendation or drug and alcohol evaluations, those must be received by Gwen Kramer, Secretary to the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Suite 102, Topeka, Kansas 66612, no later than Wednesday, November 28, at 3:00 p.m. The Commission will not review documents received after that date. Documents can also be submitted via e-mail to gkramer@ksde.org.

Sincerely,



R. Scott Gordon
General Counsel

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the Application
Eric Brinkman

18-PPC-51

FINAL ORDER

NOW, on this 12th day of February 2019, the above-captioned matter comes for consideration by the Kansas State Board of Education (Board). Appearing for the Board are Chairman, Kathy Busch, and members, Jean Clifford, Michelle Dombrosky, Deena Horst, Ben Jones, Jim McNiece, Ann Mah, Jim Porter, Steve Roberts, and Janet Waugh

WHEREUPON the Professional Practices Commission (Commission) considered the matter on November 30, 2018. Eric Brinkman appeared not. The Kansas State Department of Education appeared through its attorney, R. Scott Gordon. After reviewing the evidence, the Commission voted **6 – 0**, to recommend the Board deny Eric Brinkman’s application for an emergency substitute teaching license.

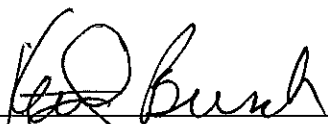
WHEREUPON the Board reviewed the Commission’s Initial Order and after considering the presentation by Linda Sieck, Commission Chair, who was available to answer the Board’s questions and being otherwise duly advised in the premises, the Board adopted the Commission’s findings of fact and conclusions of law by a vote of **6 – 3, with 1 abstention**.

All findings set forth in the Commission’s Initial Order attached hereto are incorporated by reference and made a part of this Final Order as though fully set forth at length herein.

IT IS THEREFORE CONCLUDED by the Kansas State Board of Education that Eric Brinkman’s application for an emergency substitute teaching license be denied.

This Final Order is made and entered this 12th day of February 2019.

Kansas State Board of Education


BY: Kathy Busch, Chairman
Signed February 12, 2019

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

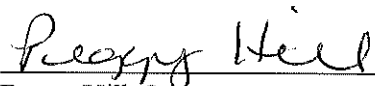
CERTIFICATE OF SERVICE

I hereby certify that on this 12th day of February 2019, a true and correct copy of the above and foregoing was mailed by certified mail, return receipt requested, to:

Eric Brinkman
825 S 23rd Street
St. Joseph, Missouri 64507

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

Eric Brinkman
825 s 23rd Street
St Joseph, MO 64507
Cell Number (815)715-1038
BrinkmanE82@yahoo.com

RECEIVED
MAR 25 2019
KS State Dept of Education

March 21, 2019

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

Dear Board of Education:

Enclosed is a list of references and a letter of recommendation of my character for your consideration. I have been working on getting letters of recommendation from current teachers who I have substitute taught for. But I'm unable to get those letters together in the time frame required. We are currently on Spring Break. If I receive those letters, I will send them electronically.

I am not the best nor am I the worst substitute teacher. I am however, very reliable and trust worthy. I substitute teach primarily at high school level. Once and a while I teach at the middle school level. However, I find the behavior at the middle schools a bit overwhelming. I have provided a list of assignments over the past 60 days. I wanted to provide you my entire list; however, it would have consisted of over 32 pages. If I was given at least 30 days notice of the PPC hearing, I would have appeared in person.

Please accept my apologies if it appeared I tried to mislead any facts regarding my criminal history. I did not intend to falsify anything. I waited very patiently over the summer for Mr. Gordan office to send me a list of materials he needed. After waiting several weeks, I voluntarily sent a letter along with materials I sent to the Missouri Department of Education. The criminal record in question is 18 years old and there has been no further criminal activity. I own a house and have too much to lose and spent too much time earning peoples trust to even consider getting involved in anything illegal. In fact, the block I live on has lots of crime. I frequently assist the police in providing information to the drug strike force and report crimes.

I hope the board will consider these facts and issue a substitute teaching license for next school year. I enjoy working with kids and have a lot to offer. My long-term goal is to obtain a full-time teaching license to teach welding technology or some other field. Please let me know if you need anymore information. Thank you for your time.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eric Brinkman', with a long horizontal flourish extending to the right.

Eric Brinkman

List of references:

Dr. Terri Godfrey

Principal at Central High School

2602 Edmond St

St Joseph MO 64501

(816)671-4080

Mark Juhl

Wood Shop teacher

Central High School

Email address:

Mark.juhl@sjsd.k12.mo.us

Amanda Moyers

Teacher/Department Chair

Central High School

Email address:

Amanda.moyers@sjsd.k12.mo.us

Karen Franklin

Special Education Teacher

Central High School

Email address:

Karen.franklin@sjsd.k12.mo.us

Phone number: (816)244-9790

Dennis Snethen

Former school board member

Inter-Serv

1412 N. 3rd street

St Joseph, MO 64505

(816)232-8080

RECEIVED
MAR 25 2019
KS State Dept of Education

To whom it may concern,

I have known Eric Brinkman for just about a decade, and it is my delight to write about someone I have known and admired for so long. We met in church, and soon became friends. Over our decade of friendship, I've gotten to see many aspects of his character.

Eric has a quiet, sensitive side. He has two pets, a dog and a cat, that he takes great care of. He bought a house in a low-income area of St. Joseph, and has been an exemplary homeowner. He has repainted the house, planted a garden, dug out and exposed the original beautiful brick sidewalk that had been buried, and planted flowering plants across the front of his property. He even excavated his side yard to better address storm drainage.

Eric has given fresh tomatoes from his garden to children in the neighborhood, many of whom don't get fresh produce very often. He is a serious and excellent steward of the land, people, and animals around him. He is as upstanding a citizen and neighbor as I have ever met. He is a quiet force of strength and stability to the environment around him. Most importantly, he has taken his conversion to Christianity seriously, and tangibly reflects the heart of Christ to his community around him.

Eric has a loud, fun-loving, classic-rock-loving side as well. He can be hot-headed at times, and can be loudly critical of conditions and situations that he finds unjust. While this can be off-putting to people around him, I truly think it reflects a desire for justice and fairness. He channels this passion in positive ways, for instance pursuing and attaining his academic degrees.

Overall, I heartily recommend Eric to you and would be glad to discuss him more over the phone or by email. He has been a great and loyal friend, someone I could rely on throughout the years. He has his rough edges, but he possesses a nurturing heart and a strong desire for fairness.

It is my honor and privilege to unreservedly recommend him to you.

Sincerely,



William McCullough, J.D., M.B.A.
16 Strong Place #3
Brooklyn, NY 11231
785-218-2540
willrmccullough@gmail.com

Select a date range: Last 60 days Last 90 days Last 120 days This School Year Last School Year Custom

23 Jobs

1 Non Work Days

Date	Time	Duration	Location	
Kirkendoll, Jill Art	Report to: Main Office			CONFIRMATION #343450025
Tue, 1/22/2019	7:20 AM - 3:20 PM	Full Day	Central High School	
Herrington, Samantha Math	Report to: Main Office			CONFIRMATION #343630749
Thu, 1/24/2019	7:20 AM - 3:20 PM	Full Day	Central High School	
Moyers, Amanda English Language Arts Office	Report to: Main			CONFIRMATION #344454470
Fri, 1/25/2019	7:20 AM - 3:20 PM	Full Day	Central High School	
Nold, Erin English Language Arts Office	Report to: Main			CONFIRMATION #344805590
Mon, 1/28/2019	7:20 AM - 11:20 AM	Half Day AM	Central High School	
Brelsford, Chasity Special Education Office	Report to: Main			CONFIRMATION #345175382
Tue, 1/29/2019	11:30 AM - 3:20 PM	03:50	Central High School	
Haanni, Stephanie Family/Consumer Science	Report to: Main Office			CONFIRMATION #344753981
Fri, 2/1/2019	7:20 AM - 3:20 PM	Full Day	Central High School	
Cook, Calyn English Language Arts Main Office	Report to:			CONFIRMATION #346649342
Wed, 2/6/2019	7:20 AM - 3:20 PM	Full Day	Central High School	
Moyers, Amanda English Language Arts Office	Report to: Main			CONFIRMATION #346418119
Fri, 2/8/2019	7:20 AM - 3:20 PM	Full Day	Central High School	
Ward, Russell SPECIAL EDUCATION Main Office	Report to:			CONFIRMATION #348369956
Wed, 2/13/2019	7:20 AM - 3:05 PM	Full Day	Central High School	
Stobaugh, Ryan Industrial Technology Office	Report to: Main			CONFIRMATION #348476809
Thu, 2/14/2019	7:20 AM - 3:20 PM	Full Day	Central High School	
Paolitto, Adam Special Education Office	Report to: Main			CONFIRMATION #349883729

Date ▲	Time	Duration	Location		
Thu, 2/21/2019	7:20 AM - 3:20 PM	Full Day	Central High School		
Halling, Cassie	Business	Report to: Main Office		CONFIRMATION #350235168	
Mon, 2/25/2019	7:20 AM - 3:20 PM	Full Day	Central High School		
Punzo, Ross	Special Education Office	Report to: Main		CONFIRMATION #350822080	
Tue, 2/26/2019	7:20 AM - 3:20 PM	Full Day	Central High School		
Stroud, David	Special Education Office	Report to: Main		CONFIRMATION #350605371	
Wed, 2/27/2019	7:20 AM - 3:05 PM	Full Day	Central High School		
Clardy, Blaine	Social Studies	Report to: Main Office		CONFIRMATION #351046452	
Thu, 2/28/2019	7:20 AM - 11:30 AM	04:10	Central High School		
Halling, Cassie	Business	Report to: Main Office		CONFIRMATION #351047895	
Thu, 2/28/2019	12:00 PM - 3:20 PM	03:20	Central High School		
Peek, Rachel	Special Education Office	Report to: Main		CONFIRMATION #350442036	
Fri, 3/1/2019	12:20 PM - 3:20 PM	03:00	Central High School		
Ward, Kyla	English Language Arts Office	Report to: Main		CONFIRMATION #352448344	
Tue, 3/5/2019	7:20 AM - 3:20 PM	Full Day	Central High School		
Clardy, Blaine	Social Studies Office	Report to: Main		CONFIRMATION #352757566	
Wed, 3/6/2019	7:20 AM - 3:20 PM	Full Day	Central High School		
Juhl, Mark	Industrial Technology Office	Report to: Main		CONFIRMATION #353047243	Leave Feedback
Thu, 3/7/2019	7:20 AM - 3:20 PM	Full Day	Central High School		
Lyons, Cale	Math	Report to: Main Office		CONFIRMATION #344886067	Leave Feedback
Fri, 3/8/2019	7:20 AM - 3:20 PM	Full Day	Central High School		
Lewis, Jacob	Spanish	Report to: MAIN OFFICE		CONFIRMATION #353604579	Leave Feedback
Mon, 3/11/2019	7:20 AM - 3:20 PM	Full Day	Central High School		
Blazer, Catherine	Business	Report to: Main Office		CONFIRMATION #354517353	Leave Feedback

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the License of
Eric Brinkman

Case No. 18-PPC-51

Kansas State Department of Education Response to
Applicant's Petition for Reconsideration

For the last nineteen years, the Kansas State Board of Education ("State Board") has required any person who has been denied a license or who has had a license revoked to submit evidence of rehabilitation to the Professional Practices Commission. The evidence must demonstrate that the grounds for denial or revocation have ceased to be a factor in the fitness of the person seeking licensure. This requirement was codified by the State Board when it adopted K.A.R. 91-22-1a(g)(1).

Eric Brinkman first applied for an Emergency Substitute Teaching License on July 3, 2003. According to the Professional Practices Commission ("PPC"), Mr. Brinkman indicated on that application that he had never been convicted of any crime involving dishonesty, a controlled substance, or a child. The PPC reviewed court documents proving that Mr. Brinkman had in fact been convicted on two separate occasions of crimes involving a controlled substance. According to the PPC's December 1, 2003 Initial Order, attached as Exhibit A, Mr. Brinkman was served with a Complaint/Notice of Hearing by certified mail to which he did not submit an Answer nor did he appear before the PPC. The PPC – and subsequently the State Board – determined that Mr. Brinkman had not only engaged in acts which constituted the commission of crimes involving a controlled substance but had also misrepresented material facts by not disclosing that information on his application.

Fifteen years later, Mr. Brinkman is back before the Kansas State Board of Education. Once again Mr. Brinkman indicated on his application for an Emergency Substitute Teaching license that he has never been convicted of any crime involving theft, drugs, or a Child. (See Exhibit B, attached). Fifteen years after having had a license denied by the Kansas State Board of Education Mr. Brinkman indicated that he has never had a teacher's certificate or license denied in any state. The history of the Kansas State Department of Education's efforts to provide Mr. Brinkman with an opportunity to appear before the PPC are well documented and do not need repeating here. The PPC conducted a hearing without his presence – as he had requested – and the PPC voted unanimously to recommend denial of his license due to dishonesty on his application. A recommendation for denial was made that same day for the same exact reason in a different case, so the PPC's recommendations that day were consistent.

Now Mr. Brinkman asks this Board to reconsider their decision to deny his application. In support of his request he provides you with a written statement and the same reference letter previously reviewed by the PPC and this Board. It is worth noting that nowhere within Mr. Brinkman's letter does he explain why he denied having had a previous denial or his prior drug convictions on either his 2003 or his 2018 applications. It is also worth noting that nowhere within Mr. McCullough's letter does he address the underlying allegations of misconduct or prior criminal record other than to say it occurred 18 years ago and he has no other criminal activity.

While reviewing Mr. Brinkman's application during its February meeting, one or more members of the State Board asked if KSDE called the school where Mr. Brinkman taught. At that time, no such phone calls or emails had been sent. The policy of the Office of General Counsel is to only contact those individuals whose contact information has been provided by an applicant or licensee. The reason for that policy is to prevent the disclosure of somewhat sensitive information unless the applicant or licensee uses someone as a reference. It has also been a long-standing policy, as requested by the PPC, for KSDE to contact those who write letters of reference or are listed as professional references to find out the following information:

- 1) Does the reference know the purpose for which their letter/name has been used?
- 2) Is the reference aware of the alleged misconduct for which the applicant/licensee is under review?
- 3) Does knowledge of the misconduct change the person's desire to be used as a reference?

The PPC and the State Board have endorsed this policy since at least 2012.

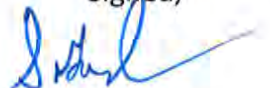
Within his written statement, Mr. Brinkman provided contact information for five individuals who purportedly could speak to his rehabilitation, remorse, and efforts to move past the reasons for which his license has been denied. Based upon the question asked by the State Board and long-standing agency policy, KSDE reached out by phone to those whose phone numbers were provided. As of the submission of this Response, the Office of General Counsel spoke only to Karen Franklin.

Ms. Franklin acknowledged having previously worked with Mr. Brinkman as she was formerly responsible for contacting and arranging for substitute teachers. She also acknowledged that Mr. Brinkman had requested a letter of reference that she had not yet written. She was completely unaware of the current proceedings before the Kansas State Board of Education. She was completely unaware of his prior convictions, and when asked if that knowledge changed whether she supports his pending application for licensure she said she was not sure and said she would call back. Any additional information received from Ms. Franklin or any other named reference will be shared with the State Board.

A video recording of the hearing conducted by the Professional Practices Commission is available online at <https://ksde.org/videos/ppc1118.mp4>

For the reasons outlined above as well as those described in the Initial Order, the Kansas State Department of Education requests the State Board deny his application.

Signed,



R. Scott Gordon,
KS Bar #23858
General Counsel

Kansas State Department of Education

CERTIFICATE OF SERVICE

I hereby certify that on March 29, 2019, a true and correct copy of the above and foregoing was filed with the Secretary to the Kansas State Board of Education and mailed by first class mail, postage-paid to:

Eric Brinkman
825 S. 23rd St.
St. Joseph, MO 64507



R. Scott Gordon, KS Bar
#23858
General Counsel
Kansas State Department of Education



BEFORE THE PROFESSIONAL PRACTICES COMMISSION
OF THE STATE OF KANSAS

Kansas State Education Building
120 Southeast Tenth Avenue, Topeka, Kansas 66612-1182
(785) 296-3204

In the Matter of the Application)
of Eric W. Brinkman.)
_____)

Case No. 03-O-15

INITIAL ORDER

NOW, on this 1st day of December, 2003, the above-captioned matter comes on for hearing before the Professional Practices Commission. The Respondent, Eric W. Brinkman, does not appear in person or by representative.

WHEREUPON, the Professional Practices Commission, after reviewing the file, considering the evidence and being otherwise duly advised in the premises, finds and concludes as follows:

FINDINGS OF FACT

1. The Applicant has submitted an application to the State Board of Education for an emergency substitute teacher's license. The Applicant signed and dated the application on July 3, 2003.

2. The Applicant indicated in Paragraph 8b of his application that he has not been convicted of "any crime involving dishonesty, a controlled substance or a child."

3. The Applicant certified in Paragraph 10 of his application that the information provided in the application was true and correct to the best of his knowledge. The Applicant also acknowledged that any misrepresentation of the facts may result in the denial of his application.

4. Court documents on file in the Circuit Court of Winnebago County, Wisconsin, Case No. 1999 CM 001452, indicate that in September 1999 the Applicant was convicted of the misdemeanor offense of Possession of a Controlled Substance.

5. Court documents on file in the Circuit Court of Winnebago County, Wisconsin, Case No. 2001 CM 000345, indicate that in May 2001 the Applicant was convicted of the misdemeanor offenses of Possession of THC and Possession of Drug Paraphernalia.

6. Court documents on file in the Circuit Court of Winnebago County, Wisconsin, Case No. 2003 CF 000366, also indicate the Applicant was charged on August 11, 2003 with the felony crime of the Manufacture/Delivery Non-Narcotics.

7. The Professional Practices Commission has filed a Complaint/Notice of Hearing in this case requesting the Applicant to show cause why his application for an emergency substitute teacher's license should not be denied as a consequence of his drug-related conduct and in failing to disclose on his application the material fact that he has been convicted of crimes involving a controlled substance.

8. The Applicant was served with a copy of the Complaint/ Notice of Hearing by certified mail.

9. The Applicant did not file an Answer in response to the Complaint/Notice of Hearing and does not appear in person or by representative.

10. The Applicant has knowingly misrepresented on his application the material facts of his drug-related convictions.

CONCLUSIONS

1. Pursuant to K.A.R. 91-22-1a, the State Board of Education may deny a license to any person who has been convicted of any misdemeanor involving drug-related conduct.

2. The State Board of Education may deny a license to any person who has attempted to obtain a license by fraudulent means or through misrepresentation of material facts. K.A.R. 91-22-1a.

3. Teaching is a profession in Kansas with all the similar rights, responsibilities and privileges accorded other legally recognized professions.

4. The Applicant's convictions of the crimes of Possession of a Controlled Substance, Possession of THC and Possession of Drug Paraphernalia are convictions involving drug-related conduct.

5. The Applicant's conduct in engaging in acts which constitute the commission of the crimes of Possession of a Controlled Substance, Possession of THC and Possession of Drug Paraphernalia is inconsistent with the commonly held perceptions of the duties and responsibilities of a member of the teaching profession and violates the public's trust and confidence placed in members of the profession.

6. The Applicant's conduct in failing to disclose on his application that he has been convicted of crimes involving a controlled substance is a misrepresentation of material facts.

7. The Applicant's conduct in engaging in acts which constitute the commission of the crimes of Possession of a Controlled Substance, Possession of THC and Possession of Drug Paraphernalia and in failing to disclose on his application the material fact that he has been convicted of crimes involving a controlled substance clearly demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching profession and is sufficient and just cause for denying his application for an emergency substitute teacher's license.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission, subject to review by the State Board of Education, that the application of Eric W. Brinkman for an emergency substitute teacher's license be denied.

IT IS FURTHER RECOMMENDED by the Professional Practices Commission that, if the State Board issues a Final Order denying the Applicant's request for licensure, notice of such action be provided to all local education agencies of the State of Kansas and to the agency responsible for issuing teacher's certificates/licenses in each of the other states.

This Initial Order is made and entered this 1 day of December 2003.

PROFESSIONAL PRACTICES COMMISSION

By: David Torbett
David Torbett, Chairperson

NOTICE TO APPLICANT:

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

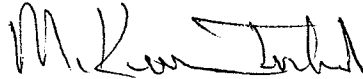
You may submit to the State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The legal brief must be filed with the Secretary to the Professional Practices Commission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

Initial Order
Eric W. Brinkman
Page 4

CERTIFICATE OF SERVICE

I hereby certify that on this 2nd day of December, 2003, a true and correct copy of the above and foregoing Initial Order was deposited in the U.S. Mail, postage prepaid, addressed to:

Eric W. Brinkman
3347 SW 34th Street Court
Topeka, Kansas 66614



M. Kevin Ireland, Attorney
Professional Practices Commission

No Yes

23. Are criminal charges pending against you in any state involving any of the offenses described in question 20 or 21?

No Yes

24. Have you had a teacher's or school administrator's certificate or license denied, suspended, revoked or been the subject of other disciplinary action in any state?

No Yes

25. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked or been the subject of other disciplinary action regarding any profession in Kansas or any other state?

No Yes

26. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?

No Yes

27. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?

No Yes

28. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?

No Yes

29. ■ * By clicking on the checkbox I certify that I am of good moral character and that the information on this application is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial or revocation of my certificate or license, AND I hereby give my employing school district and verifying licensing institution permission to release any and all information needed.

I hereby grant the permission and authorize the Kansas State Department of Education to verify all responses with any mental health facility or governmental agency including a release of any information concerning myself in the child abuse and neglect central registry records, and to obtain and review all records maintained by any criminal justice agency, including a criminal history record information check, regarding any of my criminal charges, adjudications, or convictions, and to contact previous employers for information regarding the term of my employment. I hereby release, discharge, and exonerate the Kansas State Department of Education, its employees, and any person so furnishing information from any and all liability of every nature and kind arising out of the furnishing of such records and information. I understand that any material submitted in connection with this application will become the property of the Kansas State Department of Education, and may be considered a public record.

In order to be hired as a substitute teacher, you must contact the local district office in the district where you want to substitute teach. The district will provide instructions on their substitute requirements and hiring process. Issuance of the emergency substitute license does not guarantee that you will be hired as a substitute teacher. You are eligible to work as a substitute teacher in more than one school district. Emergency substitute licenses are valid for the current school year only. A new emergency substitute license must be obtained each school year. Apply after June 15 for the upcoming school year.

Subject:

FW: Regarding review

From: Eric Brinkman [REDACTED]

Sent: Sunday, March 31, 2019 9:53:34 AM

To: Scott Gordon

Subject: Regarding review

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Mr. Gordon:

I waited very patiently for several months to get a response to my application in May, I sent letters and several emails to your office asking if you needed anymore information from me. I two cases I was aware of the PCC hearing date I was given less than 2 weeks notice of the hearing. The first I told you I couldn't make it because I was at a conference all week. I paid \$4000 to attend in June. The second notice I was given 10 days notice and I was already scheduled to cover a special education class.

You know god damn well that you never asked me to explain why I didn't admit to my convictions on my 2003 application. Nor did your office ever send me a letter requesting official court documents. It wasn't until I threatened you, I finally got a response from your office. And if I recall, I did admit to those convictions on my current application. I do not remember ever being issued or denied a teaching licenses in 2003. I vaguely recall a request to appear in person to a hearing. I did not know I had an open felony case until my back ground check came back. So I ignored the hearing.

I'm not sure why I didn't admit to my previous convictions at the time, but I'm guessing it was because I wanted someone to give me a chance to prove my self and not have previous mistakes held against me. You can kiss my ass and go fuck your self. I have worked very hard and paid dearly for my past mistakes. The only thing that separates me from %70 of the teachers currently teaching, I got caught and they did not. Period. I personally know teachers who have committed far worst crimes then I would ever consider doing. So fuck you!

Eric Brinkman

Subject:

FW: Regarding recent contact with references and teaching license

From: Eric Brinkman [REDACTED]
Sent: Tuesday, April 2, 2019 12:59 PM
To: Peggy L. Hill <plhill@ksde.org>; Scott Gordon <sgordon@ksde.org>
Cc: Mark Ferguson <markferguson@kanmolegal.com>
Subject: Regarding recent contact with references and teaching license

EXTERNAL: This email originated from outside of KSDE. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Dear Mr. Gordon and The Board of Education:

In regards to my references. Two references who Mr. Gordon contacted and disclosed my past criminal convictions spoke with me today. Those very old convictions did not matter to Dr. Godfrey or Mrs. Franklin. Fact is, I have been working for this school for 3 years. I have proven to be a valuable asset who is reliable and trust worthy. Both Mrs. Franklin and Dr. Godfrey felt Mr. Gordon was talking in circles and very difficult to understand. Neither Mrs. Franklin or Dr. Godfrey will return Mr. Gordon's phone call because they both felt he wasn't looking for a reference but rather fishing. Both Dr. Godfrey and Mrs. Franklin assured me my job with the school is safe, and they don't care about past convictions. Keep in mind, the Missouri Department of Education and the St Joseph school district know about my record. They both agree the individual teachers and administrators do not need to know about my record. The high school loves having me, several teachers request me as their first choice when they need substitutes.

I have tried my best to prove to you I'm fully capable of performing my duties as a teacher. I have spent endless amount of hours working with at risk children helping them out of current drug problems, abuse and many other situations. I can't not stress or prove to you enough, those past drug convictions are in the past and done for. I have no desire to use any illegal drugs. In fact, I very rarely drink alcohol.

Had Mr. Gordon given me at least 30 days notice of the PPC hearing, I would have made a personal appearance. I work two jobs and live 1 hour and 45 minutes away from Topeka. I would have had to request time off from my part time job, as well as many other thing in order to make it.

If the board still refuses to grant me a teaching licenses, than fine. I will have to reply at a later day and make sure the PPC hearing is rescheduled at a time I can make it. As far as I'm concerned, Mr. Gordon and the board can shove the licenses up their ass. My patients and professionalism is totally exhausted. I have worked way too hard to get to where I am today to have people question my integrity, honesty, and loyalty. If the board approves and grants me a teaching license, I will continue to maintain the highest level of integrity, honesty and loyalty and prove to be a valuable asset to whichever district hires me. Think you.

Sincerely,

Eric Brinkman



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: Gayla Randel, Stacy Smith
Subject: Announcement of Kansas Career and Technical Education Scholars for 2019

This annual update announces the Kansas students who have applied and are now recognized by the Kansas State Department of Education as Career and Technical Education Scholars and who exemplify with distinction the characteristics of the successful high school graduate. In addition to the academic, cognitive, technical, employability and civic engagement accomplishments by these students, they also stand out for demonstrated leadership and a vision for their future. The list of honorees for 2019 will be announced and presented at the State Board meeting.



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	4	2	3	5	2	2	1	1	0			
Unclassified	3	2	3	5	2	2	1	1	0			
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0			
Total Separations	7	1	1	1	2	2	0	2	2			
Classified	0	0	0	0	0	0	0	0	1			
Unclassified	7	1	1	1	2	2	1	2	1			
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0			
Recruiting (data on 1st day of month)	11	11	6	4	5	4	2	3	5			
Unclassified	11	11	6	4	5	4	2	3	5			
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0			

Total employees 244 as of pay period ending 3/23/2019. Count does not include Board members. It also excludes classified temporaries and agency relocations, 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: 16 b.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 4/16/2019

Item Title:

Act on recommendations for licensure waivers

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

Licensure Waivers

District	Dist Name	First	Last	Subject	Recomm.
D0202	Turner-Kansas City	Noah	Fugate	High Incidence Special Ed.	Approved
D0259	Wichita	Courtney	Hutson	English as a Second Language	Approved**
D0259	Wichita	Susan	Morgan	Low Incidence Special Ed.	Approved
D0263	Mulvane	Kelli	Pennington	High Incidence Special Ed. - extension on number of days under an emergency substitute license.	Approved
D0418	McPherson	Ashton	Pfannenstiel	English Language Arts - extension on number of days under an emergency substitute license.	Approved
D0419	Canton-Galva	Nicholaus	Sterneker	General Science - extension on number of days under an emergency substitute license.	Approved
D0453	Leavenworth	Kristan	Wilson	High Incidence Special Ed.	Approved
D0453	Leavenworth	La Veda	Tyler	High Incidence Special Ed. - extension on number of days under an emergency substitute license.	Approved
D0469	Lansing	Coral	Jacobson	High Incidence Special Ed. - extension on number of days under an emergency substitute license.	Approved
D0497	Lawrence	Sara	Pursley	Elementary Extension of Days Only	Approved
D0500	Kansas City	Jacob	Olszanski	High Incidence Special Ed. - extension on number of days under an emergency substitute license.	Approved
D0500	Kansas City	Corey	Weibel	General Science - extension on number of days under an emergency substitute license.	Approved
D0602	Northwest KS Educ. Service Center	Cindie	Franz	High Incidence Special Ed.	Approved
D0607	Tri County Special Ed.	Michelle	Landes	Elementary Extension of Days Only	Approved
D0607	Tri County Special Ed. Coop	Jessica	Coda	High Incidence Special Ed. - extension on number of days under an emergency substitute license.	Approved
D0608	Northeast KS Educ. Service Center	Erin	Easum	High Incidence Special Ed. - extension on number of days under an emergency substitute license.	Approved
D0608	Northeast KS Educ. Service Center	Ladonna	Worden	High Incidence Special Ed. - extension on number of days under an emergency substitute license.	Approved
D0618	Sedgwick Co Area Educ. Services	Kimberly	Keene	High Incidence Special Ed.	Approved
	* First Renewal			**Final Renewal	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 c.

Staff Initiating:

Lynn Bechtel

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 4/16/2019

Item Title:

Act on local in-service education plans

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve, with modifications, the in-service education plans for the educational agencies listed below.

Explanation of Situation Requiring Action:

In the provisions of K.S.A.72-2546, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-2544. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective." K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

State department staff have reviewed the five-year in-service education plans of the educational agencies listed below using the standards and criteria determined by the State Board of Education and recommend they be approved with modifications:

USD 229 Blue Valley
USD 231 Gardner-Edgerton
USD 264 Clearwater
USD 275 Triplains
USD 292 Wheatland
USD 332 Cunningham
USD 352 Goodland
USD 388 Ellis
USD 410 Durham-Hillsboro-Lehigh
USD 437 Auburn Washburn
USD 464 Tonganoxie
USD 502 Lewis

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 d.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 4/16/2019

Jessica Noble

Mischel Miller

Randy Watson

Item Title:

Act on recommendations for funding for the 2019 supplemental Volunteer Generation Fund Awards

Recommended Motion:

It is moved that the Kansas State Board of Education approve supplemental funds for the Kansas Volunteer Generation Fund subgrantees for 2019 as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The Kansas Volunteer Commission recommends the following subgrantees be awarded supplemental funding through the 2019 Volunteer Generation Fund (VGF) grant.

List of recommended subgrantees and award amounts:

- United Way of Franklin County Association: \$10,772 in VGF funds, \$11,330 in grantee match funds
- Flint Hills Volunteer Center: \$10,000 in VGF funds, \$10,000 in grantee match funds

Funding is provided by the Corporation for National and Community Service.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 e.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 4/16/2019

Dale Dennis

Dale Dennis

Randy Watson

Item Title:

Act on request from USD 274, Oakley, Logan County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 274, Oakley, Logan County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 274, Oakley, Logan County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 274 plans to use the bond proceeds to: (1) construct, furnish, and equip additions and renovations to the existing Oakley High School including new competition gymnasium and locker rooms/storm shelters, new commons area for concessions, restrooms, storage and other mechanical and electrical spaces, new parking lot, upgrades to the HVAC system, lighting system and ceilings, and any other necessary improvements; and (2) make all other necessary improvements, renovations, and additions to district facilities.

This application does not contain any non-instructional-related items.

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

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

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 274-Oakley	County: Logan
-------------------------------------------	----------------------

1. Current equalized assessed tangible valuation *	<u>\$61,256,453</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$8,575,903</u>
4. State Aid Percentage	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0</u>
6. Amount of bond indebtedness requested	<u>\$9,900,000</u>	<u>16.2</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$9,900,000</u>	<u>16.2</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$8,575,903</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$1,324,097</u>	<u>2.2</u>

Forms Requested

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> (X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation | <ul style="list-style-type: none"> (X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

March 20, 2019
Date

Craig Neuenswander
Director, School Finance

March 20, 2019
Date

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 f.

Staff Initiating:

Dale Dennis

Deputy Commissioner:

Dale Dennis

Commissioner:

Randy Watson

Meeting Date: 4/16/2019

Item Title:

Act on request from USD 274, Oakley, Logan County, 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 USD 274, Oakley, Logan County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 75-72-5461 et seq., as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 274, Oakley, Logan County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 274 plans to use the bond proceeds to: (1) construct, furnish, and equip additions and renovations to the existing Oakley High School including new competition gymnasium and locker rooms/storm shelters, new commons area for concessions, restrooms, storage and other mechanical and electrical spaces, new parking lot, upgrades to the HVAC system, lighting system and ceilings, and any other necessary improvements; and (2) make all other necessary improvements, renovations, and additions to district facilities.

This application does not contain any non-instructional-related items.

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

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

Summary of Appeal to State Board of Education for State Aid

Unified School District 274-Oakley	County: Logan
-------------------------------------------	----------------------

1. Current equalized assessed tangible valuation *	<u>\$61,256,453</u>
2. Percentage of bond debt limit	<u>14.00%</u>
3. Amount of bond debt limit	<u>\$8,575,903</u>
4. State Aid Percentage	<u>0%</u>

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0</u>
6. Amount of bond indebtedness requested	<u>\$9,900,000</u>	<u>16.2</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$9,900,000</u>	<u>16.2</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$8,575,903</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$1,324,097</u>	<u>2.2</u>

Forms Requested

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> (X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation | <ul style="list-style-type: none"> (X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

March 20, 2019
Date

Craig Neuenswander
Director, School Finance

March 20, 2019
Date

Dale M. Dennis
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 g.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 4/16/2019

Scott Gordon

Scott Gordon

Randy Watson

Item Title:

Act on Agreement for Transfer of Territory between Unified School Districts

Recommended Motion:

It is moved that the Kansas State Board of Education approve the transfer of certain territory, effective July 1, 2019 from USD 464 to USD 497 as requested by way of agreement of those two school districts.

Explanation of Situation Requiring Action:

Pursuant to K.S.A. 72-532, the Boards of Education of USD 464 in Leavenworth County and USD 497 in Douglas County have entered into an agreement, subject to approval by the Kansas State Board of Education, to transfer approximately 80 acres from USD 464 to USD 497. A proposed Order, the filed agreement, and its supporting documents are attached.

In summary, the territory to be transferred belongs to a single family with three children. Two of the children already attend schools within USD 497. A third child will enter kindergarten in the fall. Because that family's home has a Lawrence, Kansas address and already attend Lawrence schools, they believe their property should be within USD 497 rather than USD 464. The two school districts agree.

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of the Agreement to)
Transfer Territory from USD No. 464)
to USD No. 497)

File No. 750

ORDER APPROVING AGREEMENT TO
TRANSFER TERRITORY

NOW, on this 16th day of April, 2019, the Agreement to Transfer Territory from Unified School District No. 464, Leavenworth County, Kansas, to Unified School District No. 497, Douglas County, Kansas, comes on for consideration by the State Board of Education pursuant to K.S.A. 72-532.

WHEREUPON, the State Board of Education, after considering the Agreement to transfer territory and being otherwise duly advised in the premises, finds and concludes as follows:

1. The Boards of Education of Unified School District No. 464, Leavenworth County, Kansas and Unified School District No. 497, Douglas County, Kansas, have entered into an Agreement to transfer approximately 80 acres from U.S.D. No. 464 to U.S.D. No. 497.
2. The territory to be transferred from U.S.D. No. 464 to U.S.D. No. 497 is described in Exhibit A to the Agreement, attached hereto.
3. The Agreement to Transfer Territory appears to be complete and in compliance with K.S.A. 72-532.
4. The requested transfer does not appear to significantly affect the cost of bussing, food service, administration, commerce, or any currently or anticipated to be enrolled students other than the three resident children of the property to be transferred.

IT IS THEREFORE ORDERED by the State Board of Education that the Agreement to Transfer Territory from Unified School District No. 464, Leavenworth County, Kansas, to Unified School District No. 497, Douglas County, Kansas is hereby approved.

Order Approving Agreement to
Transfer Territory
File No. 745
Page 2

IT IS FURTHER ORDERED that the effective date of the transfer of territory shall be July 1, 2019 for pupil attendance and election purposes, and for the purpose of determining tax liability for bonds issued and other indebtedness incurred pursuant to K.S.A. 10-119.

IT IS FURTHER ORDERED that the territory transferred herein shall be liable for bonds issued and other indebtedness incurred by the receiving district, U.S.D. No. 497, as of July 1, 2019. The territory transferred shall continue to be liable for bonds issued and other indebtedness incurred by the giving district, U.S.D. No. 464, prior to July 1, 2019.

IT IS FURTHER ORDERED that the territory transferred herein shall be subject to taxes levied, except for bonds and other indebtedness incurred prior to July 1, 2019, by the receiving district, USD No. 497, as of December 31, 2018.

This Order is made and entered this 16th day of April, 2019, at Topeka, Shawnee County, Kansas.

KANSAS STATE BOARD OF EDUCATION

By: _____
Kathy Busch, Chairman

FEB 15 2019

**AGREEMENT FOR TRANSFER OF TERRITORY
BETWEEN UNIFIED SCHOOL DISTRICTS**

KANSAS STATE DEPT OF EDUCATION
Human Resources

The Board of Education of Unified School District No. 464, Leavenworth County, State of Kansas, herein called the transferring district, and the Board of Education of Unified School District No. 497, Douglas County, State of Kansas, herein called the receiving district, do hereby agree that territory be transferred between the unified districts in accordance with this agreement. This agreement is made in accordance with authority conferred by K.S.A. 72-532.

1. It is understood that this agreement is not effective until approved by the State Board of Education.

2. This agreement shall be effective on a date specified by the State Board of Education.

3. The following described territory is agreed to be transferred from the transferring district to the receiving district:

See "Exhibit A" attached hereto.

4. If applicable, the following described territory is agreed to be transferred from the receiving district to the transferring district:

Not applicable.

5. The assessed valuation of the territory described in Paragraph 3 is \$36,223. If applicable, the assessed valuation of the territory described in Paragraph 4 is not applicable.

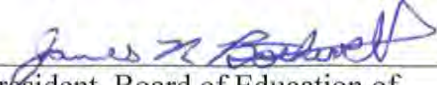
6. If this transfer is approved, the boundary descriptions of the unified districts entering into this agreement will be as follows: (New boundary descriptions are attached.)

7. The Board of the transferring district and the Board of the receiving district do hereby declare that they believe the transfer of territory herein agreed to is in the best interests of their school districts and the State of Kansas.

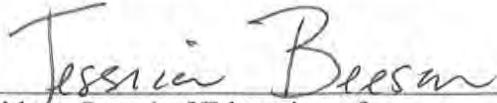
8. The Board of the transferring district has authorized its president to sign this agreement by its resolution adopted on September 10, 2018. The Board of the receiving district

[This area left blank intentionally.]

has authorized its president to sign this agreement by its resolution adopted on October 8, 2018.



President, Board of Education of
Unified School District No. 464
Leavenworth County, State of Kansas



President, Board of Education of
Unified School District No. 497
Douglas County, State of Kansas

NOTE: This Agreement should be prepared with an original and two copies. The original should be sent to the Office of General Counsel, State Department of Education, Landon State Office Building, 900 SW Jackson Street, Suite 102, Topeka, Kansas 66612 and retain one copy in the file of each unified district involved in the requested transfer. Upon approval of the agreement by the State Board of Education, an Order of the approval will be sent to each of the boards involved in the agreement. Such Order of approval will specify effective dates of any transfer.

Exhibit A

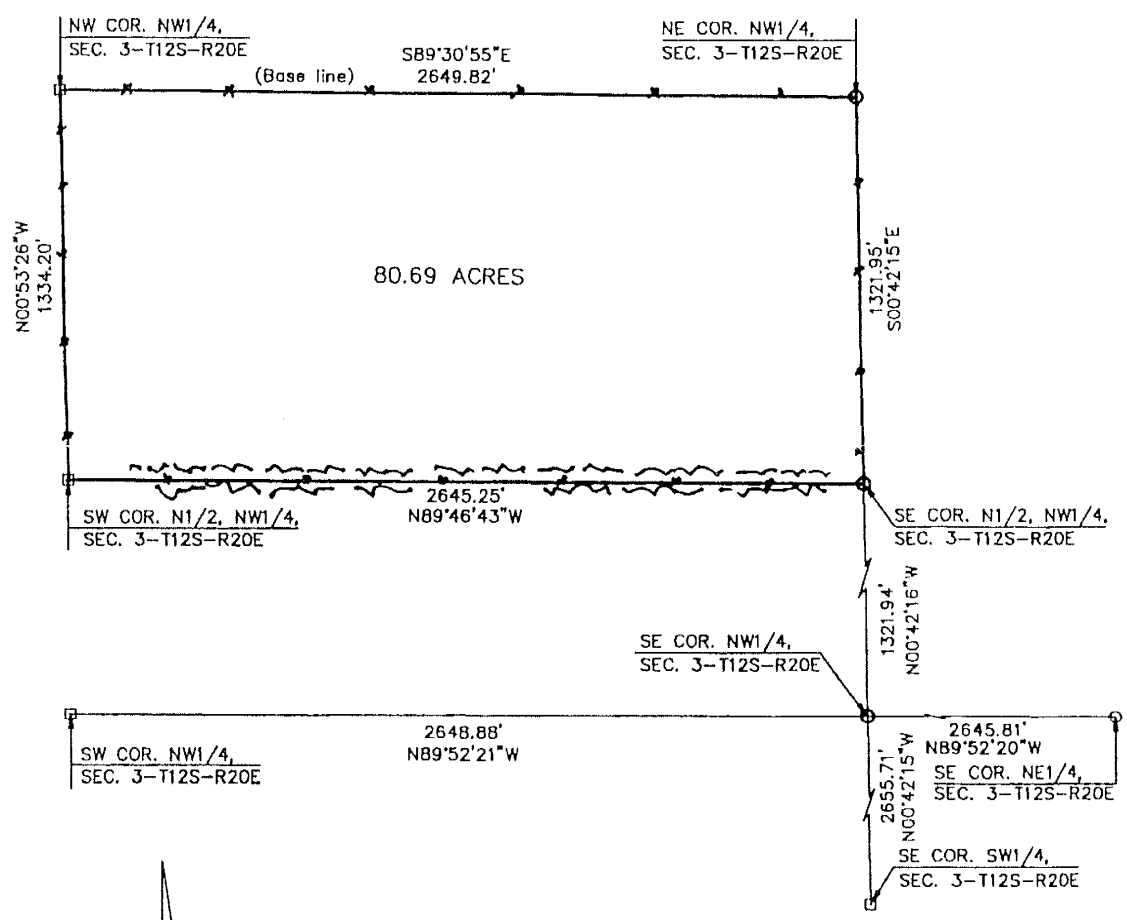
PLAT OF SURVEY

FRED G. ROGERS, 13143 ARROWHEAD DRIVE, PERRY, KS 66073, (785) 597-5436

ORDERED BY RE/MAX Professionals / Glenda Whalen
 DATE OF SURVEY September 3, 2004 JOB NO. 63-04
 DESCRIPTION:

A parcel of land located in the North Half (N $\frac{1}{2}$), of the Northwest Quarter (NW $\frac{1}{4}$) of Section Three (3), Township Twelve South (T12S), Range Twenty East (R20E) of the 6th P.M., Leavenworth County, Kansas, more particularly described as follows: Beginning at the Northwest corner of the Northwest Quarter (NW $\frac{1}{4}$); thence South 89° 30' 55" East a distance of 2649.82 feet, said point being the Northeast corner of the Northwest Quarter (NW $\frac{1}{4}$); thence South 00° 42' 15" East a distance of 1321.95 feet, said point being the Southeast corner of the North Half (N $\frac{1}{2}$), of the Northwest Quarter (NW $\frac{1}{4}$); thence North 89° 46' 43" West a distance of 2645.25 feet, said point being the Southwest corner of the North Half (N $\frac{1}{2}$), of the Northwest Quarter (NW $\frac{1}{4}$); thence North 00° 53' 26" West a distance of 1334.20 feet to the point of beginning, containing 80.69 acres more or less, subject to easements of record.

ALSO KNOWN AS
 The North Half (N $\frac{1}{2}$), of the Northwest Quarter (NW $\frac{1}{4}$) of Section Three (3), Township Twelve South (T12S), Range Twenty East (R20E) of the 6th P.M., Leavenworth County, Kansas.



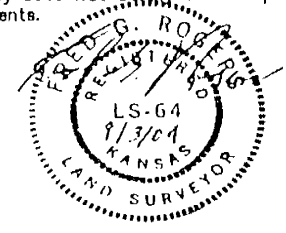
SCALE: 1"=500'

- ALL BEARINGS ARE ASSUMED
- LEGEND
- 5/8" Iron Pin Found (Record Location)
 - 1/2" Iron Pin Found (Record Location)
 - Stone Found (Record Location)
 - ~~~~~ Hedge row
 - - - - - Wire fence

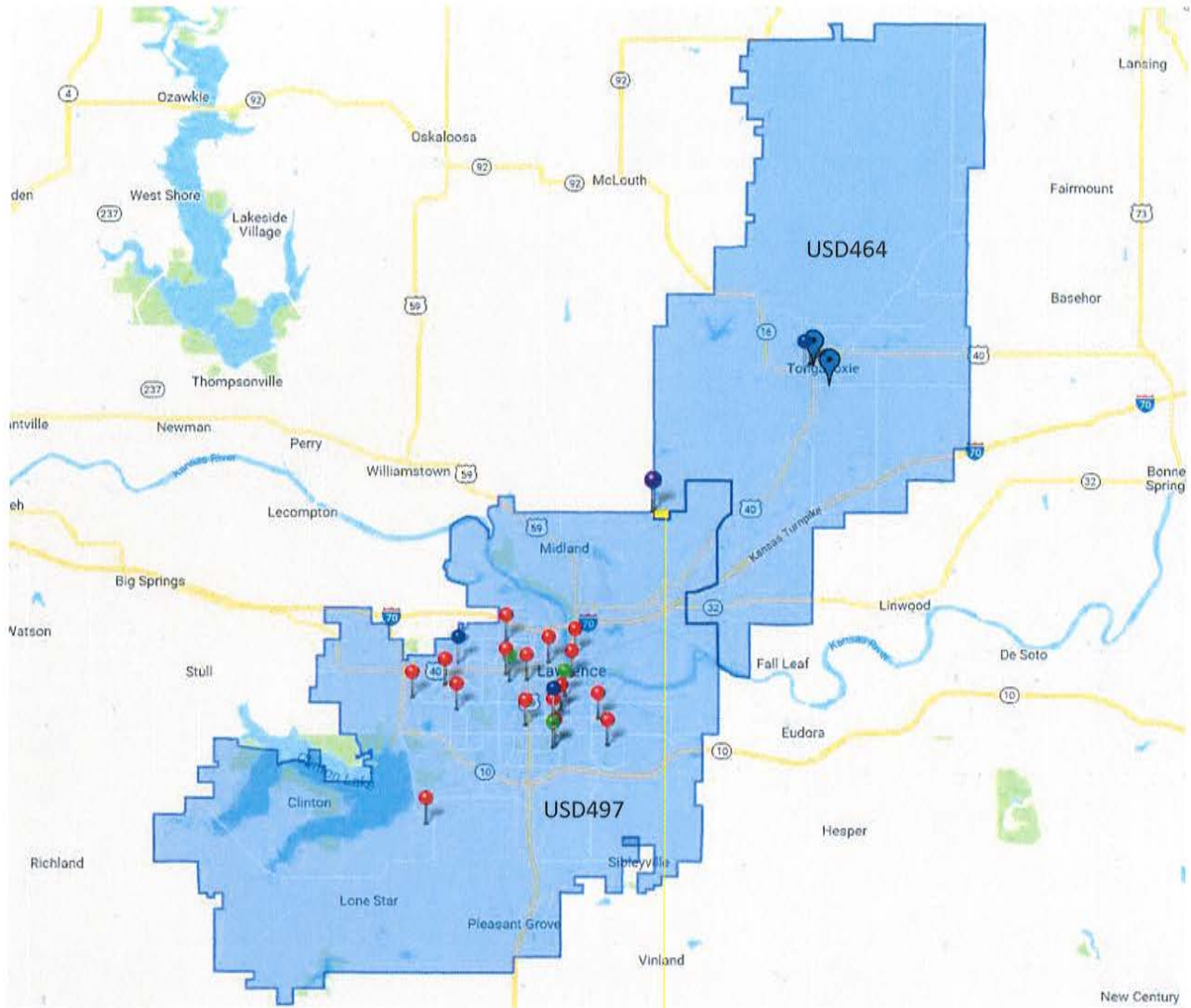
NOTE:
 RECORD LOCATION: Recorded with the Department of Archives Kansas State Historical Society. (K.S.A. 58-2011)

Exterior Boundary
 Closure Precision 1: 917,253

I hereby certify that this survey was conducted under my direct supervision on September 3, 2004, and that all corners were set or found. This survey does not certify ownership or easements.



SURVEYOR
 Fred G. Rogers, LS-64



LEAVENWORTH COUNTY APPRAISER
 300 WALNUT ST STE 202
 LEAVENWORTH, KS 66048
 913-684-0440



VALUATION NOTICE
 THIS IS NOT A TAX BILL

DATE MAILED: 03/01/2018

KRISE, JEFFREY P & JOANNA M
 20599 SNAKE FARM RD
 LAWRENCE KS 66044-9406

TAXING UNIT GROUP : 102

SUBDIVISION:

LOT: THROUGH:

BLOCK:

PROPERTY ADDRESS:
 20599 SNAKE FARM RD
 Lawrence KS

SEC - TWP - RNG: 03 — 12 — 20E

PARCEL NUMBER: 052-212-03-0-00-003.00-0

LEGAL: S03, T12, R20E, ACRES 10.07, N660' OF W660' OF
 NW1/4NW1/4

QUICK REF ID: R28686



This is your official notification of the County Appraiser's estimate of value for your real property. This value has been updated as required by law.

2018 CLASSIFICATION AND VALUE

CLASS	TOTAL APPRAISED	ASSESSED VALUE
R	300,480	34,555
TOTALS:	300,480	34,555

PRIOR YEAR CLASSIFICATION AND VALUE

CLASS	TOTAL APPRAISED	ASSESSED VALUE
R	265,390	30,520
TOTALS:	265,390	30,520

Real property is appraised at "market value" as it exists the first day of January each tax year, except for land devoted to agricultural use, which is appraised at its "use value" not "market value".

Please refer to the back of this document for more information. A guide to the appeals process in Kansas is available free of charge in your County Appraiser's Office.

If you have any questions or wish to schedule an appeal, call the Appraiser's Office customer service number at: **913-684-0440**.

LEAVENWORTH COUNTY APPRAISER
 300 WALNUT ST STE 202
 LEAVENWORTH, KS 66048
 913-684-0440



VALUATION NOTICE
 THIS IS NOT A TAX BILL

DATE MAILED: 03/01/2018

000607-1931



KRISE, JEFFREY P & JOANNA M
 20599 SNAKE FARM RD
 LAWRENCE KS 66044-9406

TAXING UNIT GROUP : 102

SUBDIVISION:

LOT: THROUGH:

BLOCK:

PROPERTY ADDRESS:
 00000 SNAKE FARM RD
 Lawrence KS

SEC - TWP - RNG: 03 — 12 — 20E

PARCEL NUMBER: 052-212-03-0-00-00-002.00-0

LEGAL: S03, T12, R20E, ACRES 70.18, N1/2NW1/4 EXC N660'
 OF W660'

QUICK REF ID: R28685



This is your official notification of the County Appraiser's estimate of value for your real property. This value has been updated as required by law.

2018 CLASSIFICATION AND VALUE

CLASS	TOTAL APPRAISED	ASSESSED VALUE
A	5,560	1,668
TOTALS:	5,560	1,668

PRIOR YEAR CLASSIFICATION AND VALUE

CLASS	TOTAL APPRAISED	ASSESSED VALUE
A	5,310	1,593
TOTALS:	5,310	1,593

Real property is appraised at "market value" as it exists the first day of January each tax year, except for land devoted to agricultural use, which is appraised at its "use value" not "market value".

Please refer to the back of this document for more information. A guide to the appeals process in Kansas is available free of charge in your County Appraiser's Office.

If you have any questions or wish to schedule an appeal, call the Appraiser's Office customer service number at: **913-684-0440**.

Existing

DOUGLAS COUNTY UNIFIED DISTRICT DESCRIPTION

UNIFIED DISTRICT NO. 497

(DOUGLAS, LEAVENWORTH AND JEFFERSON COUNTIES)

Beginning at the NW corner of the NE 1/4 of Section 23, Township 12 South, Range 18 East of the 6th P.M.; thence East 1-1/2 miles, South 1/2 mile, East 1/2 mile, South 1/2 mile, East 1/2 mile, South 1/2 mile to the SE corner of the NE 1/4 of Section 30, Township 12, Range 19; thence East 1 mile, North 1/2 mile, East 1 mile, North 1/2 mile * to also include that part of the NE 1/4 of the SE 1/4 that lies South of County Road #661, and the E 1/2 of the SE 1/4 of the SE 1/4 of Section 21, Township 12, Range 19, less the S 1/2 of the East 20 acres of the SE 1/4 of the SE 1/4 of said Section 21, also less a tract of land lying in the NE 1/4 of the SE 1/4 of Section 21 described as follows: Beginning at a point where the East line of the NE 1/4 of the SE 1/4 of Section 21 intersects the South line of County Road #661, thence West 209 feet, South 315 feet, East 171 feet, North to the point of beginning; * thence East 1/2 mile to the center of Section 22, Township 12, Range 19; thence North 1/2 mile, West 1/2 mile, North to the South bank of Lakeview, follow the Southerly and Western bank of Lakeview to the North-South center line of Section 9, Township 12, Range 19; thence North to the center of the Kansas River, follow the old channel of said river to the point where it intersects the North-South center line of Section 3, Township 12, Range 19; thence curving Easterly and Northerly to a point 1,830 feet West of the NE corner of said Section 3, continue in a Northeasterly direction into Jefferson County to the West line of Section 35, Township 11, Range 19; thence North to the NW corner of the SW 1/4 of said Section 35, East 1/2 mile, South 1/2 mile, East along the Douglas-Jefferson County line 4-1/2 miles to the NE corner of Section 4, Township 12, Range 20; thence South 1/4 mile, East into Leavenworth County 1/2 mile, North 1/4 mile, East 1/2 mile, North 1 mile to the NW corner of Section 35, Township 11, Range 20; thence East approximately 1-1/2 miles less 24 rods, South approximately 1 mile to U.S. Highway 24-40, Southwesterly along said highway to the junction of new U.S. 24-40 and the half section line of Section 2, Township 12, Range 20; thence South 2 miles, West 1 mile, South 1 mile, #to exclude that part of the North one-half (N 1/2) of Section 14, Township 12 South, Range 20 East that lies South and East of the Kansas turnpike - approximately 40 acres# **East 1 mile, South 3 1/2 miles to the SE corner of Section 2, Township 13, Range 20; thence West 1/2 mile, South 1-1/2 miles, West approximately 1/4 mile, South 3/4 mile, East 1/4 mile, South 1-3/4 miles to the SE corner of the SW 1/4 of Section 26, Township 13, Range 20; thence West 3/4 mile, South 1/2 mile, West 1/2 mile, South 1/4 mile, West 1/4 mile, South 1/8 mile, West 1/4 mile, South 1/8 mile to the SW corner of the E 1/2 of the SE 1/4 of Section 33, Township 13, Range 20; thence West 1/4 mile, North 5/8 mile, East 1/2 mile, North 7/8 mile, West 1 mile to the SW corner of the NW 1/4 of Section 28, Township 13,

Range 20; thence North 1/4 mile, East 1/2 mile, South 3/4 mile, West 1/2 mile, South 1 mile, West 1/2 mile, North 1/2 mile to the center of Section 32, Township 13, Range 20; thence West 1 mile, South 1/4 mile, East 1/4 mile, South 1/4 mile, West 3/4 mile to the SW corner of Section 31, Township 13, Range 20; thence ***South 2 miles, West 1-1/2 miles, South 1/2 mile, West ***1-1/2 mile to the SE corner of the NE 1/4 of Section 16, Township 14, Range 19; thence N 00 degrees 00 minutes 00 seconds E, 568.13 feet; thence N 89 degrees 54 minutes 17 seconds W, 782.00 feet; thence S 0 degrees 00 minutes 00 seconds W, 568.13 feet; (as shown by survey by Walter P. Ward, L.S. 606, dated July 6, 1988) thence West along the South line of the NE 1/4 of Section 16, to the center of said section; thence W 4 miles**** South 1/2 mile, West 1 mile to the NE corner of the NW 1/4 of Section 22, Township 14, Range 18; *thence South 1/2 mile, West 1/2 mile, North 1/2 mile, West 1 mile, North 1/4 mile, ##East 1/4 mile, North 1/4 mile, West 1-1/4 miles to the NW corner of the SW 1/4 of Section 17, Township 14, Range 18; thence North 2 miles, East 1/4 mile, North 1/2 mile, West 1/4 mile, South 1/8 mile, West 1/4 mile, North 1/8 mile, ##West 1/4 mile, North 1 mile, West 1-1/2 miles to the SW corner of Section 25, Township 13, Range 17; thence North 1-1/2 miles, East 1 mile, North 1/2 mile, East 1 mile, North 1/2 mile, West 1/2 mile to the center of Section 18, Township 13, Range 18; thence North 1/2 mile, East 1/2 mile, North 7/8 mile (less a 24 acre tract in the SW 1/4 of the SW 1/4 of Section 8), East 1/2 mile, South 1/8 mile, East 1/4 mile, South 1/4 mile, East 1-1/4 miles to the NE corner of the SE 1/4 of Section 9, Township 13 South, Range 18; thence South 1/2 mile, follow the Wakarusa River easterly to the East line of Section 10, Township 13, Range 18, North 1/2 mile, East 3/8 mile, South 1/2 mile, East 1/8 mile, South 1/2 mile to the center of Section 14, Township 13, Range 18; thence East 1-1/2 miles, North 1/2 mile, West 1/4 mile, North 1/8 mile, East 1/4 mile, North 3/8 mile to the NE corner of the SE 1/4 of Section 12, Township 13, Range 18; thence West 1/4 mile, South 1/4 mile, West 1/4 mile, North 3/4 mile, West 1/2 mile, North 1 mile to the NW corner of Section 1, Township 13, Range 18; thence West 1 mile, North 1/2 mile, East 1/4 mile, North 1 mile, East 1/4 mile to the center of Section 26, Township 12, Range 18; thence North 1/2 mile, East 1/2 mile, *****LESS that portion of the NE 1/4 of 26-12-18 described as follows:

Commencing at the Southeast corner of Section 26; thence N 0 degrees 07 minutes 08 seconds W along the East line of said Section, 2974.48 feet; thence N 89 degrees 58 minutes 27 seconds West 1680 feet for the point of beginning; thence continuing N 89 degrees 58 minutes 27 seconds W 968.37 feet; thence N 0 degrees 05 minutes 39 seconds E 1004.38 feet; thence S 89 degrees 59 minutes 29 seconds E 659.10 feet; thence N 00 degrees 07 minutes 01 second W 1282.46 feet to a point 40 feet South of the North line of the Northeast Quarter of Section 26, said point also being on the South line of Road #615, thence S 89 degrees 56 minutes 47 seconds E along said South line parallel with and 40 feet South of the North line of said Northeast Quarter to a point 1066 feet North of the Southeast corner of a tract of land described in Deed Book 482, page 1095; thence South 08 degrees 53 minutes 28 seconds E 1066.28

feet; thence S 30 degrees 01 minute 33 seconds W 1424 feet to the point of beginning *****
thence North 1/2 mile, West 1/2 mile, North 1/2 mile to the point of beginning.

CERTIFICATE

I, the undersigned, a duly licensed abstractor in and for Douglas County, Kansas, do hereby certify to the correction of the official boundary descriptions of the districts reflecting the alterations thereof by the proposed transfer of property as set out above, to replace the portion between the designated areas ***** of the above description.

Dated at Lawrence, Kansas this 15th day of May, 1995.

DOUGLAS COUNTY TITLE CO.

By: Barbara A. Seiwald
Barbara A. Seiwald
Licensed Bonded Abstractor

- * Transfer of territory from U.S.D. 343 to U.S.D. 497 2/28/68
File #124
- ** Transfer of territory 8/18/66
- *** Mutual agreement transfer from U.S.D. 348 to U.S.D. 497
1/2/67 File #275
- # Mutual agreement from U.S.D. 497 to U.S.D. 464 File #621
- ## Mutual agreement U.S.D. 497 to U.S.D. 434 File #640 10/16/79
- **** Mutual agreement from U.S.D. 497 to U.S.D. 348 File # 725
01/05/95
- ***** Mutual agreement from U.S.D. 497 to U.S.D. 343 File # 730
05/08/95

EXHIBIT A

CERTIFIED LEGAL DESCRIPTION

I, the undersigned, a duly licensed abstractor in and for the State of Kansas, do hereby certify that the following is a true and correct description of the land which is proposed to be transferred from Unified School District #497 to Unified School District #343, to-wit:

Commencing at the Southeast corner of Section 26, Township 12 South, Range 18 East of the 6th Principal Meridian; thence North 0 degrees 07 minutes 08 seconds West along the East line of said Section, 2974.48 feet; thence North 89 degrees 58 minutes 27 seconds West, 1680 feet for the point of beginning; thence continuing North 89 degrees 58 minutes 27 seconds West, 968.37 feet; thence North 00 degrees 05 minutes 39 seconds East, 1004.38 feet; thence South 89 degrees 59 minutes 29 seconds East, 659.10 feet; thence North 00 degrees 07 minutes 01 seconds West, 1282.46 feet to a point 40 feet South of the North line of the Northeast Quarter of Section 26, said point also being on the South line of Road #615; thence South 89 degrees 56 minutes 47 seconds East along said South line, parallel with and 40 feet South of the North line of said Northeast Quarter, 711.96 feet; thence North 0 degrees 47 minutes 27 seconds West along the East line of the North Extension of said Road #615, 906.75 feet to a point on the Southerly line of U.S. Highway 40; thence South 55 degrees 32 minutes 10 seconds East along said Southerly line, 697.89 feet; thence South 39 degrees 09 minutes 27 seconds West, 660.13 feet; thence South 08 degrees 53 minutes 28 seconds East, 1066.28 feet; thence South 30 degrees 01 minute 33 seconds West, 1424.00 feet to the point of beginning, all in Douglas County, Kansas.

Dated at Lawrence, Kansas, this 15th day of May, 1995.

DOUGLAS COUNTY TITLE COMPANY
Lawrence, Kansas

By Barbara A. Seiwald
Barbara A. Seiwald
Bonded Abstractor

FILED

JUL 25 1995

LEAVENWORTH COUNTY
CLERK 1995

TONGANOXIE UNIFIED SCHOOL DISTRICT NO. 464

TONGANOXIE, KANSAS

BOUNDARY DESCRIPTION OF THE DISTRICT

Beginning at the Northwest corner of the Northeast Quarter of Section 24, Township 9 South, Range 20 East; thence East approximately 2-3/4 miles to Stranger Creek, follow said creek Northwesterly to the East-West center line of Section 16-9-21; thence East to the center of said Section 16, South 1/2 mile, East 1 mile, North 1/2 mile, East 3-1/2 miles, South 4-1/2 miles to the Southeast corner of Section 6-10-22; thence West 1/2 mile, South 5 miles, East to the Northeast corner of Section 6-11-22; South 4 miles, West 1/2 mile, South 1 mile, West 1-1/2 miles to the Southwest corner of Section 25-11-21; thence South 1 mile, West 2 miles, South 1/2 mile, West 1 mile, South 3 miles, West 2 miles to the Northwest corner of the Southwest Quarter of Section 19-12-21; thence South approximately 1-1/2 miles to the Kansas River, follow said river Northwesterly to the West line of Section 25-12-20, North to the Southeast corner of the Northeast Quarter of Section 23-12-20; thence West 1 mile, North 1 mile, East 1 mile, North to the point where U.S. Highway 24-40 intersects the East line of Section 2-12-20; *to also include that part of the North one-half of Section 14-12-20 that lies South and East of the Kansas Turnpike - approximately 40 acres*
**** LESS A Tract of land in the Northeast Quarter of Section 14, Township 12 South, Range 20 East in Leavenworth County, Kansas, more fully described as follows:**

Beginning at a point 818.01 feet North of the Southeast corner of the Northeast Quarter of said Section 14; thence West 917.52 feet to a point on the Southeasterly right-of-way line of the Kansas Turnpike; thence Northeasterly along the Southeasterly right-of-way line of said Kansas Turnpike 1020.00 feet to a point on the East line of said Northeast Quarter; thence South 450.00 feet to the point of beginning** follow said highway Northeasterly to a point 24 rods West of the Southwest corner of the Southeast Quarter of Section 36-11-20; thence North 1 mile, West to the Northwest corner of Section 35-11-20; thence South 1 mile, West 1/2 mile, South 1/4 mile, West 1/2 mile, North along the Leavenworth-Jefferson County line 6-1/4 miles, East to the Southwest corner of Section 34-10-20; thence North 1 mile, East 1-1/2 miles, North 1-1/2 miles, East 1 mile, North 3/4 mile, East 1/4 mile, North 1/4 mile, West 1/4 mile to the center of Section 13-10-20; thence North 1 mile, East 1/4 mile, North 3/4 mile, East 1/4 mile, North 3/4 mile to the Northwest corner of Section 6-10-21; thence West 1/4 mile, North 1/4 mile, East 1/4 mile, North 1/4 mile, West 1/2 mile, North 1/2 mile, West 1/2 mile to the Southwest corner of Section 25-9-20; thence North 1/2 mile, East 1/2 mile, North 1/2 mile, West 1/4 mile, North 1/2 mile, East 1/4 mile, North 1/2 mile to the point of beginning.

* Mutual Agreement from U.S.D. No. 497 to U.S.D. No. 464
File #621 January 16, 1978.

** Mutual Agreement from U.S.D. No. 464 to U.S.D. No. 497
File # _____ as of June 5, 1995.

CERTIFICATE

I, the undersigned, a duly licensed abstractor in and for Douglas County, Kansas, do hereby certify to the official boundary descriptions of the districts reflecting the alterations thereof by the proposed transfer of property as set out above, to replace the portion between the designated areas ** of the above description.

Dated at Lawrence, Kansas this 5th day of June, 1995.

Barbara A. Seiwald

By: Barbara A. Seiwald
Licensed-Bonded Abstractor

**COMPARISON OF DISTRICTS
(BEFORE TRANSFER)**

		USD No. 464	USD No. 497
Area (Sq. Miles):		142_____	175.2_____
Enrollment:		1936_____	12,017_____
Assessed Valuation:		117,316,518_____	1,135,357,092_____
Tax Levy:		60.418_____	54.427_____
Teachers (FTE):		137_____	997.034_____
Enrollment by Grade:	K	129_____	830_____
	1	135_____	836_____
	2	112_____	790_____
	3	142_____	834_____
	4	148_____	771_____
	5	167_____	848_____
	6	152.1_____	893_____
	7	161_____	930_____
	8	143.1_____	873_____
	9	179_____	976_____
	10	161.5_____	993_____
	11	133_____	926_____
	12	157.3_____	956_____

**COMPARISON OF DISTRICTS
(AFTER TRANSFER)
ESTIMATE**

		USD No. 464	USD No. 497
497			
Area (Sq. Miles):		141.874_____	175.326_____
Enrollment:		1936_____	12,017_____
Assessed Valuation:		117,280,295_____	1,135,393,315_____
Tax Levy:		60.420_____	54.425_____
Teachers (FTE):		137_____	997.034_____
Enrollment by Grade:	K	129_____	831_____
	1	135_____	836_____
	2	112_____	790_____
	3	142_____	834_____
	4	148_____	771_____
	5	167_____	848_____
	6	152.1_____	893_____
	7	161_____	931_____
	8	143.1_____	873_____
	9	179_____	977_____
	10	161.5_____	993_____
	11	133_____	926_____
	12	157.3_____	956_____

DOUGLAS COUNTY UNIFIED DISTRICT DESCRIPTION
UNIFIED DISTRICT NO. 497
(DOUGLAS, LEAVENWORTH AND JEFFERSON COUNTIES)

Beginning at the NW corner of the NE 1/4 of Section 23, Township 12 South, Range 18 East of the 6th P.M.; thence East 1-1/2 miles, South 1/2 mile, East 1/2 mile, South 1/2 mile, East 1/2 mile, South 1/2 mile to the SE corner of the NE 1/4 of Section 30, Township 12, Range 19; thence East 1 mile, North 1/2 mile, East 1 mile, North 1/2 mile * to also include that part of the NE 1/4 of the SE 1/4 that lies South of County Road #661, and the E 1/2 of the SE 1/4 of the SE 1/4 of Section 21, Township 12, Range 19, less the S 1/2 of the East 20 acres of the SE 1/4 of the SE 1/4 of said Section 21, also less a tract of land lying in the NE 1/4 of the SE 1/4 of Section 21 described as follows: Beginning at a point where the East line of the NE 1/4 of the SE 1/4 of Section 21 intersects the South line of County Road #661, thence West 209 feet, South 315 feet, East 171 feet, North to the point of beginning; * thence East 1/2 mile to the center of Section 22, Township 12, Range 19; thence North 1/2 mile, West 1/2 mile, North to the South bank of Lakeview, follow the Southerly and Western bank of Lakeview to the North-South center line of Section 9, Township 12, Range 19; thence North to the center of the Kansas River, follow the old channel of said river to the point where it intersects the North-South center line of Section 3, Township 12, Range 19; thence curving Easterly and Northerly to a point 1,830 feet West of the NE corner of said Section 3, continue in a Northeasterly direction into Jefferson County to the West line of Section 35, Township 11, Range 19; thence North to the NW corner of the SW 1/4 of said Section 35, East 1/2 mile, South 1/2 mile, East along the Douglas-Jefferson County line 4-1/2 miles to the NE corner of Section 4, Township 12, Range 20; ***** thence East 1 mile into Leavenworth County, thence North 1 mile to the NW corner of Section 35, Township 11, Range 20; thence East approximately 11/2 miles less 24 rods, South approximately 1 mile to U.S. Highway 24-40, Southwesterly along said highway to the junction of new U.S. 24-40 and the half section line of Section 2, Township 12, Range 20; thence South 2 miles, West 1 mile, South 1 mile, #to exclude that part of the North one-half (N 1/2) of Section 14, Township 12 South, Range 20 East that lies South and East of the Kansas turnpike - approximately 40 acres# **East 1 mile, South 3 1/2 miles to the SE corner of Section 2, Township 13, Range 20; thence West 1/2 mile, South 1-1/2 miles, West approximately 1/4 mile, South 3/4 mile, East 1/4 mile, South 1-3/4 miles to the SE corner of the SW 1/4 of Section 26, Township 13, Range 20; thence West 3/4 mile, South 1/2 mile, West 1/2 mile, South 1/4 mile, West 1/4 mile, South 1/8 mile, West 1/4 mile, South 1/8 mile to the SW corner of the E 1/2 of the SE 1/4 of Section 33, Township 13, Range 20; thence West 1/4 mile, North 5/8 mile, East 1/2 mile, North 7/8 mile, West 1 mile to the SW corner of the NW 1/4 of Section 28, Township 13,

Range 20; thence North 1/4 mile, East 1/2 mile, South 3/4 mile, West 1/2 mile, South 1 mile, West 1/2 mile, North 1/2 mile to the center of Section 32, Township 13, Range 20; thence West 1 mile, South 1/4 mile, East 1/4 mile, South 1/4 mile, West 3/4 mile to the SW corner of Section 31, Township 13, Range 20; thence ***South 2 miles, West 1-1/2 miles, South 1/2 mile, West ***1-1/2 mile to the SE corner of the NE 1/4 of Section 16, Township 14, Range 19; thence N 00 degrees 00 minutes 00 seconds 8, 568.13 feet; thence N 89 degrees 54 minutes 17 seconds W, 782.00 feet; thence S 0 degrees 00 minutes 00 seconds W, 568.13 feet; (as shown by survey by Walter P. Ward, L.S. 606, dated July 6, 1988) thence West along the South line of the NE 1/4 of Section 16, to the center of said section; thence W 4 miles**** South 1/2 mile, West 1 mile to the NE corner of the NW 1/4 of Section 22, Township 14, Range 18; *thence South 1/2 mile, West 1/2 mile, North 1/2 mile, West 1 mile, North 1/4 mile, ##East 1/4 mile, North 1/4 mile, West 1-1/4 miles to the NW corner of the SW 1/4 of Section 17, Township 14, Range 18; thence North 2 miles, East 1/4 mile, North 1/2 mile, West 1/4 mile, South 1/8 mile, West 1/4 mile, North 1/8 mile, ##West 1/4 mile, North 1 mile, West 1-1/2 miles to the SW corner of Section 25, Township 13, Range 17; thence North 1-1/2 miles, East 1 mile, North 1/2 mile, East 1 mile, North 1/2 mile, West 1/2 mile to the center of Section 18, Township 13, Range 18; thence North 1/2 mile, East 1/2 mile, North 7/8 mile (less a 24 acre tract in the SW 1/4 of the SW 1/4 of Section 8), East 1/2 mile, South 1/8 mile, East 1/4 mile, South 1/4 mile, East 1-1/4 miles to the NE corner of the SE 1/4 of Section 9, Township 13 South, Range 18; thence South 1/2 mile, follow the Wakarusa River easterly to the East line of Section 10, Township 13, Range 18, North 1/2 mile, East 3/8 mile, South 1/2 mile, East 1/8 mile, South 1/2 mile to the center of Section 14, Township 13, Range 18; thence East 1-1/2 miles, North 1/2 mile, West 1/4 mile, North 1/8 mile, East 1/4 mile, North 3/8 mile to the NE corner of the SE 1/4 of Section 12, Township 13, Range 18; thence West 1/4 mile, South 1/4 mile, West 1/4 mile, North 3/4 mile, West 1/2 mile, North 1 mile to the NW corner of Section 1, Township 13, Range 18; thence West 1 mile, North 1/2 mile, East 1/4 mile, North 1 mile, East 1/4 mile to the center of Section 26, Township 12, Range 18; thence North 1/2 mile, East 1/2 mile, *****LESS that portion of the NE 1/4 of 26-12-18 described as follows:

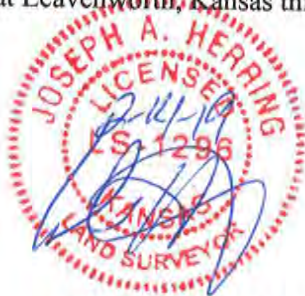
Commencing at the Southeast corner of Section 26; thence N 0 degrees 07 minutes 08 seconds W along the East line of said Section, 2974.48 feet; thence N 89 degrees 58 minutes 27 seconds West 1680 feet for the point of beginning; thence continuing N 89 degrees 58 minutes 27 seconds W 968.37 feet; thence N 0 degrees 05 minutes 39 seconds E 1004.38 feet; thence S 89 degrees 59 minutes 29 seconds E 659.10 feet; thence N 00 degrees 07 minutes 01 second W 1282.46 feet to a point 40 feet South of the North line of the Northeast Quarter of Section 26, said point also being on the South line of Road #615, thence S 89 degrees 56 minutes 47 seconds E along said South line parallel with and 40 feet South of the North line of said Northeast Quarter to a point 1066 feet North of the Southeast corner of a tract of land described in Deed Book 482, Page 1095; thence South 08 degrees 53 minutes 28 seconds E 1066.28


feet; thence S 30 degrees 01 minute 33 seconds W 1424 feet to the point of beginning *****
thence North 1/2 mile, West 1/2 mile, North 1/2 mile to the point of beginning.

CERTIFICATION

I, the undersigned, a duly licensed surveyor in and for the State of Kansas, do hereby certify that the revised boundary description set forth above is a true and correct description of the official boundary of Unified School District No. 497 in the event the proposed Petition/Agreement to transfer territory from Unified School District No. 464 to Unified School District No. 497 is approved by the State Board of Education.

Dated at Leavenworth, Kansas this 14th day of February, 2019.



By: 
Joseph A. Herring
Kansas PS #1296

Transfer of territory from U.S.D. File #124 . 343 to U.S.D. 497 2/28/68
** Transfer of territory 8/18/66
*** Mutual agreement transfer from .S.D. 348 to U.S.D. 497 U 1/2/67 File #275
Mutual agreement from U.S.D. 497 to U.S.D. 464 File #621
Mutual agreement U.S.D. 497 to U.S.D. 434 File #640 10/16/79
**** Mutual agreement from U.S.D. 497 to U.S.D. 348 File # 725 01/05/95
***** Mutual agreement from to U.S.D. 343 File # 730
U.S.D. 497 05/08/95
***** Mutual agreement from U.S.D. 497 to U.S.D. 464 File # _____ dated

TONGANOXIE UNIFIED SCHOOL DISTRICT NO. 464

TONGANOXIE, KANSAS

BOUNDARY DESCRIPTION OF THE DISTRICT

Beginning at the Northwest corner of the Northeast Quarter of Section 24, Township 9 South, Range 20 East; thence East approximately 2-3/4 miles to Stranger Creek, follow said creek Northwesterly to the East-West center line of Section 16-9-21; thence East to the center of said Section 16, South 1/2 mile, East 1 mile, North 1/2 mile, East 3-1/2 miles, South 4-1/2 miles to the Southeast corner of Section 6-10-22; thence West 1/2 mile, South 5 miles, East to the Northeast corner of Section 6-11-22; South 4 miles, West 1/2 mile, South 1 mile, West 1-1/2 miles to the Southwest corner of Section 25-11-21; thence South 1 mile, West 2 miles, South 1/2 mile, West 1 mile, South 3 miles, West 2 miles to the Northwest corner of the Southwest Quarter of Section 19-12-21; thence South approximately 1-1/2 miles to the Kansas River, follow said river Northwesterly to the West line of Section 25-12-20, North to the Southeast corner of the Northeast Quarter of Section 23-12-20; thence West 1 mile, North 1 mile, East 1 mile, North to the point where U.S. Highway 24-40 intersects the East line of Section 2-12-20; *to also include that part of the North one-half of Section 14-12-20 that lies South and East of the Kansas Turnpike - approximately 40 acres* **** LESS A Tract of land in the Northeast Quarter of Section 14, Township 12 South, Range 20 East in Leavenworth County, Kansas, more fully described as follows:**

Beginning at a point 818.01 feet North of the Southeast corner of the Northeast Quarter of said Section 14; thence West 917.52 feet to a point on the Southeasterly right-of-way line of the Kansas Turnpike; thence Northeasterly along the Southeasterly right-of-way line of said Kansas Turnpike 1020.00 feet to a point on

the East line of said Northeast Quarter; thence South 450.00 feet to the point of beginning** follow said highway Northeasterly to a point 24 rods West of the Southwest corner of the Southeast Quarter of Section 36-11-20; thence North 1 mile, West to the Northwest corner of Section 35-11-20; thence South 1 mile, *** West 1 mile, North along the Leavenworth-Jefferson County line 5-3/4 miles ***, East to the Southwest corner of Section 34-10-20; thence North 1 mile, East 1-1/2 miles, North 1-1/2 miles, East 1 mile, North 3/4 mile, East 1/4 mile, North 1/4 mile, West 1/4 mile to the center of Section 13-10-20; thence North 1 mile, East 1/4 mile, North 3/4 mile, East 1/4 mile, North 3/4 mile to the Northwest corner of Section 6-10-21; thence West 1/4 mile, North 1/4 mile, East 1/4 mile, North 1/4 mile, West 1/2 mile, North 1/2 mile, West 1/2 mile to the Southwest corner of Section 25-9-20; thence North 1/2 mile, East 1/2 mile, North 1/2 mile, West 1/4 mile, North 1/2 mile, East 1/4 mile, North 1/2 mile to the point of beginning.

*Mutual Agreement from U.S.D. No. 497 to U.S.D. No. 464 File #621 dated January 16, 1978.

** Mutual Agreement from U.S.D. No. 464 to U.S.D. No. 497 File #____
As of June 5, 1995

*** Mutual Agreement from U.S.D. No 464 to U.S.D. No. 497 File #____
As of

CERTIFICATION

I, the undersigned, a duly licensed surveyor in and for the State of Kansas, do hereby certify that the revised boundary description set forth above is a true and correct description of the official boundary of Unified School District No. 464 in the event the proposed Petition/Agreement to transfer territory from Unified School District No. 464 to Unified School District No. 497 is approved by the State Board of Education.

Dated at Leavenworth, Kansas this 14th day of February, 2019 .

By: 
Joseph A. Herring
Kansas PS # 1296



Regular Meeting of the Board of Education (Monday, September 10, 2018)

Generated by Rebecca Derzinski on Monday, September 10, 2018

Tonganoxie Unified School District No. 464
Tonganoxie Elementary School Library
1180 S. East St.
Tonganoxie, KS 66086
6:00 PM

The following were in attendance:

Mr. Jim Bothwell, President
Mr. Chris Gratton, Vice President
Mrs. Kaija Baldock
Mrs. Karen Bottary
Mr. Drew Overmiller
Mrs. Stephanie Shupe
Mr. Loren Feldkamp, Superintendent
Mrs. Tonya Phillips, Assistant Superintendent
Mrs. Becky Derzinski, Deputy Clerk

Others in attendance: Jill Kietzmann, Chad Kietzmann, Cherie Williams, Darrel Williams, Gail Keifer, Trey Falk, Chuck Mahon, Calesta Blazo, Kris Henry, Chris Coulter, ReAnn French, Mark Farrar, Janet Falk, Jo Krise, and David Saheb.

1. Opening of Meeting**1.1 Call Meeting to Order**

Mr. Bothwell called the meeting to order at 6:00 p.m.

1.2 Pledge of Allegiance

The Board recited the Pledge of Allegiance.

.3 Approve the Agenda

Mrs. Baldock (Gratton) moved to approve the agenda as presented.

Vote: Ayes - 6 Motion carried.

Mrs. Michelle McGhee joined the meeting at 6:06 p.m.

2. Consent Agenda**2.1 Approval of 8/13/2018 Minutes****2.2 Approval of 8/20/2018 Minutes****2.3 Approval of Bills****2.4 Approval of Treasurer's Report****2.5 Approval of Personnel Recommendations****2.6 Approval of Donations****2.7 Approval to Discard Surplus Textbooks****2.8 Approval of Sale of Mini Bus #37**

Mr. Gratton (Bottary) moved to approve the consent agenda as presented.

Vote: Ayes - 7 Motion carried.

. Public Forum**3.1 Patron Comments**

There were no patron comments

4.1 Superintendent's Report - Loren Feldkamp

- City Manager George Brajkovic Meeting
- USD 464 September Administrative Team Meeting
- Grounds & Maintenance Equipment Upgrades
- USD 464 Facilities Tour by Board of Education
- Crime Stoppers Program at the High School
- 2018 Veterans Day Program
- Washburn Tech and Tonganoxie Auto Tech Collaborative Project
- Greenbush North Superintendent Forum

4.2 Assistant Superintendent's Report - Tonya Phillips

- 1 to 1 Initiative Reports
- Professional Development
- 2019 ACT/WorkKeys Information
- Evaluation System Changes
- Homecoming

4.3 The TES Administrative Team Building Report

Mr. Chuck Mahon spoke about activities and events at TES.

4.4 The TES Reading Recovery Team Report

Ms. Chris Coulter, Mrs. ReAnn French, and Mrs. Janet Falk spoke about the Reading Recovery Program growth and success.

4.5 Transportation Director Report - Jill Kietzmann

Mrs. Kietzmann spoke about student transportation numbers and staffing so far this year, and the upcoming Touch-A-Bus event in conjunction with the car show.

5. Action Items

5.1 Architectural Services Fee Proposal

Mrs. McGee moved to move forward with HTK on Phase 1, there was no second.

Mrs. Baldock and Mr. Overmiller expressed concerns about using HTK, and the possibility of interviewing other firms was discussed.

Mrs. Baldock (Gratton) moved to table this until a later date.

Vote: Ayes - 6 Nays - 1 (McGhee abstained) Motion carried.

5.2 Request for Land Transfer From USD 464 to USD 497

Mrs. Jo Krise spoke regarding her request to transfer her property to USD 497.

Mrs. Shupe (Baldock) moved to approve the land transfer proposal.

Vote: Ayes - 7 Motion carried

6 Board of Education

7 Executive Session

7.1 Discussion of Executive Session Items

Mr. Gratton (Overmiller) moved to enter into executive session for 15 minutes from 8:05 to 8:20 to discuss a student pursuant to matters relating to actions adversely or favorably affecting a person as a student to protect the privacy rights of a student who was identifiable and also to discuss a classified employee pursuant to personnel matters for non-elected personnel to protect the privacy interest of an identifiable individual. Mr. Feldkamp and Mrs. Phillips were present.

Vote: Ayes - 7 Motion carried.

Mrs. McGee (Gratton) moved to re-enter into executive session for 5 minutes from 8:20 p.m. to 8:25p.m. to discuss a student pursuant to matters relating to actions adversely or favorably affecting a person as a student to protect the privacy rights of a student who was identifiable and also to discuss a classified employee pursuant to personnel matters for non-elected personnel to protect the privacy interest of an identifiable individual. Mr. Feldkamp and Mrs. Phillips were present.

Vote: Ayes - 7 Motion carried.

Board members returned to open session at 8:32 p.m.

7.2 Possible Actions from Executive Session

There was no action.

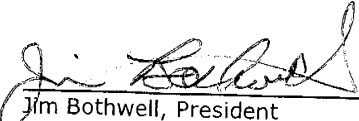
8. General Board Discussion

8.1 Possible Announcements and Upcoming Dates

9. Adjournment

9.1 Adjournment

Mr. Bothwell adjourned the meeting at 8:33 p.m.


Jim Bothwell, President


Audra Boone, Clerk

**MINUTES OF THE MEETING OF THE BOARD OF EDUCATION
OF DISTRICT 497, HELD IN THE LAWRENCE PUBLIC SCHOOLS
INTERACTIVE TECHNOLOGY CENTER,
EDUCATIONAL SUPPORT AND DISTRIBUTION CENTER,
110 McDONALD DRIVE, IN THE CITY OF LAWRENCE**

October 8, 2018

CALL TO ORDER

At 7:01 p.m., Board President Jessica Beeson called to order the regular meeting of the Board of Education.

ROLL CALL

Board Members Present

Jessica Beeson, president
Melissa Johnson, vice president
Jill Fincher

Rick Ingram

Kelly Jones

Shannon Kimball

ELT Members Present

Dr. Anthony Lewis, superintendent of schools
Anna Stubblefield, deputy superintendent
Jerri Kemble, assistant superintendent,
leading, learning & technology

David Cunningham, executive director,
human resources/chief legal counsel

Julie Boyle, executive director,
communications

Kevin Harrell, executive director, student
services/special education

Paula Murrish, executive director, nutrition &
wellness, printing & purchasing

Absent

G.R. Gordon-Ross

Alyse Donnell, board clerk

Others Present (Including Administration and Staff)

Rick Henry	Leah Wisdom	Darcy Kraus	Paula Smith
Jennifer Bessolo	Laurie Folsom	Terry McEwen	Elvin Jones -LJW
Brenda Bandy	Sarah Hamlin	Denise Johnson	Cary Allen
Gary Schmidt	Jo Krise	Kat LeFever	Michael Kesley
Uma Ontka			

APPROVAL OF AGENDA

Upon a motion by Shannon Kimball, seconded by Jill Fincher, the board voted in a unanimous voice vote, to amend and approve the agenda to include executive session.

SPECIAL RECOGNITION

USD 497 Gold-Level Breastfeeding Employee Support Award

Presented by Brenda Bandy, Kansas Breastfeeding Coalition, and Cary Allen, Lawrence-Douglas County Health Department, Denise L. Johnson, USD 497 assistant director of health and wellness

REPORT OF PRESIDENT OF BOARD OF EDUCATION

President Beeson

Thanked everyone for attending the Listening and Learning Tours at Billy Mills Middle School and the Lawrence Public Library. Also acknowledged the City committee meeting taking place on October 9th, in which she would be supporting the Tobacco 21 Initiative.

REPORT OF SUPERINTENDENT LEWIS

Superintendent Lewis

We are thrilled for Principal Tammy Becker and Hillcrest staff, students, and families, that the wonderful work that happens there every day has been recognized with the National Blue Ribbon School Award.

In addition to our ten National Merit Semifinalists, we are celebrating with both high schools the designation of nine National Merit Commended Scholars and two National Hispanic Recognition Program Scholars. Congratulations to all of our nationally recognized scholars.

Three of our high school student journalists are finalists for national design and photography awards from the National Scholastic Press Association for their work on *The Budget* and *The Free Press*. This is in addition to *The Budget* earning a nomination for the prestigious Pacemaker Award. Congratulations to our student journalists and their faculty advisers.

I want to thank everyone – teachers, staff, students, parents, and community members – who has participated in the Listening and Learning Tour. Our next Tour Stop will be from 5:30-7:00 on October 16 at First Presbyterian Church at 2415 Clinton Parkway. We worked with the Interfaith Alliance to select a church that was centrally located and had ample meeting space and parking. All in the community are welcome to attend!

International Walk to School Day is Wednesday. Weather permitting, many of our schools will host special activities to encourage families to walk or bike to school.

October is National Principals Month. We know how important the role of the principal is to the success of our schools. Communications Specialist Rachel Asbury created a short video to thank our principals for their commitment and dedication to student achievement and success. We'd like to share that video tonight.

PATRON COMMENTARY

There was no patron commentary.

BOARD COMMENTARY

Shannon Kimball

Thanked the staff who attended and assisted with the KASB October 1st Regional Meeting. There was great feedback and it was a great learning opportunity for staff.

Update on Board Policy Committee- Kimball and Jones attended the meeting in which they finished some drafts that were on the agenda that night.

Update on Facilities Committee - Gordon-Ross and Kimball attended this meeting and received an update from staff on the outcome of the recent Bond sale. Also received progress updates for turf replacements, grounds and custodial issues.

Jill Fincher

Update on Late Start Committee - The survey for patron insight and focus groups are in the works, including equally geographic areas of Lawrence and 8th graders moving into high school.

Rick Ingram

Added to comments regarding Late Start Committee - Survey will be sent to all 6-11th graders. He is also studying districts that have implemented this late start time and are having positive results.

APPROVAL OF CONSENT AGENDA

Following a motion by Shannon Kimball, seconded by Rick Ingram, the board voted, in a **6-0 roll call vote**, to adopt the items listed on the consent agenda.

The consent agenda included the following:

- The minutes of the September 24, 2018 regular meeting
- The October 8, 2018 personnel report
- The monthly vouchers in the following account totals:

Fund	Fund Description	Amount
001	GENERAL	253,390.27
002	LOCAL OPTION BUDGET	2,583.43
003	FOOD SERVICE	156,246.12
004	VOCATIONAL EDUCATION	3,003.06
005	SPECIAL EDUCATION	27,322.75
009	CAPITAL OUTLAY	511,671.64
015	ADULT BASIC EDUCATION	3,456.00
018	VIRTUAL SCHOOL	3,295.35
020	PROFESSIONAL DEVELP	3,251.50
021	BILINGUAL FUND	13,715.55
022	PARENTS AS TEACHERS	471.86
024	STUDENTS MATLS REVOLVE	3,428.10
025	AT RISK (K-12)	73.08
030	WORK COMP RESERVE	1,757.00
035	2013 BONDS	111,629.00
036	2017 BONDS	107,490.96
038	LEASE TURF 2018 HSOAF	320,412.58
040 19	TITLE 1 2019	4,519.24
043 19	INDIAN EDUC TITLE 2019	115.50
044 18	JOHNSON O'MALLEY 2018	341.06
046 19	TITLE IIA 2019	243.00
047 18	TITLE III ESL 2018	2,713.20
048 19	CARL PERKINS 2019	4,163.50
050 19	TITLE VIBDIS 2019	232.00
053 19	KMSG MIDDLE SCHOOL 2019	2,187.86
056 19	TINY K 2019	286.41
059 18	USDA GRANT 2018	4,000.00
095	PAYROLL FUND	451,668.42
275	SPECTRA-MEDICAID	62,245.84
800	LOC/DON/GRA	48,761.68
GRAND TOTAL		2,104,675.96

Approvals of the following:

1. Employee Assistance Program
2. Land Transfer from USD #464 Tonganoxie Public Schools to USD #497
3. RTU Replacement – New York and Kennedy
4. Board Policy Committee Recommendations - DFK, KH, JL
5. Board Policy Committee Recommendations - GAJ
6. Board Policy Committee Recommendation - Modify Statute References

REPORTS

State Assessment Report - Terry McEwen, director, assessment, research and accountability

Terry McEwen, USD 497's director of assessment, research, and accountability, presented the district's 2017 and 2018 Kansas Assessment Program results, including Mathematics and English Language Arts (grades 3-8, 10), and Science (grades 5, 8 and 11), to the Lawrence Board of Education on Monday. Dr. McEwen shared data for All Students and identified subgroups, including Students Qualifying for Free or Reduced-Price Lunch, Students with Disabilities, English Language Learners, and students grouped by Race/Ethnicity.

Kansas Commissioner of Education Randy Watson will present the state-level assessment results to the Kansas State Board of Education on Tuesday, so only 2017 state results were available Monday. Performance Levels for the Kansas State Assessments are Level 1: The student shows limited ability to understand and use skills and knowledge needed for college and career readiness; Level 2: The student shows a basic ability to understand and use the skills and knowledge needed for college and career readiness; Level 3: The student shows an effective ability to understand and use the skills and knowledge needed for college and career readiness; and Level 4: The student shows an excellent ability to understand and use the skills and knowledge needed for college and career readiness. Kansas's goal is that by 2030, 75% of all students will score at Level 3 and above.

McEwen shared a few examples of the type of assessment questions posed to students, such as identifying proportional relationships in Math or reordering sentences of a story in logical order in ELA. Because the assessments are adaptive, the first 30 questions of the tests are fixed. How students score on those 30 questions determines the level of difficulty for the remaining questions on the test.

He noted that Lawrence demonstrates a percentage of students scoring at Level 3 or 4 that, in most cases, matches or exceeds the state in ELA, Math, and Science. Achievement gaps are narrowing at Grade 10 in both ELA and Math. For many tested groups, performance between 2017 and 2018 was either flat or showing a downward trend, although some groups showed upward momentum.

"We are seeing some achievement gaps narrowing at grade 10," said McEwen. "Achievement gaps between the identified subgroups do still exist at all of our tested grade levels. The district's curriculum work and standards alignment continues to focus on these gaps."

The achievement gap between white and black students decreased by 2.3% in Math and 1.7% in ELA.

In Science, the district saw increases in the performance of the All Students category and for most of the identified subgroups. Achievement gaps, however, widened in most of the racial/ethnic subgroups, except the multi-racial subgroup, where the gap decreased by 7%.

Board member Kelly Jones requested the presentation of assessment data disaggregated by gender in the future. Another key performance measure for the district is Measures of Academic Progress (MAP) data. Those results will also be reported at a future board meeting.

Jessica Beeson left the meeting at 8:37 p.m.

District KESA Goals - Jerri Kemble, assistant superintendent, leading learning & technology

KESA is the state's process that focuses on systems results. The Kansas State Board of Education's new vision for public education has widened beyond state assessment results to include social/emotional growth, kindergarten readiness, individual plans of study, high school graduation rates, and postsecondary completion/attendance. Lawrence entered Year One of the KESA cycle last year, performing a needs assessment to determine two focus areas for the current school year: relationships and relevance.

Assistant Superintendent Jerri Kemble shared the district's Relationship and Relevance goals:

- Relationships: During the 2018-19 school year, we will engage students, staff, school families, and community members, providing them opportunities to share input in district decision-making through various avenues.
- Relevance: During the 2018-19 school year, we will develop, align, and implement consistent and equitable curriculum, instruction, and assessment to raise the achievement of all students as evidenced by state and nationally-normed measures.

Actions steps have been identified for each goal. All schools have developed school improvement plans created with specific, measurable, attainable,

results-focused, and time-bound goals, and developed with equity in mind. Administrators shared with the school board plans for building principal leadership, curriculum review, development, and alignment; and improving special education services, student supports, and interventions; English as a Second Language services, and professional development and instructional coaching for teachers and support staff.

“When there aren't advancements or we're not seeing improvement, as a board member, I want to see some action taken,” said Jones of progress related to eliminating achievement gaps at the building level.

Jennifer Bessolo, director of curriculum, shared that the district is focused on the state standards as it realigns curriculum, instruction, and assessment. ELA is the curriculum focus area this year. Cultural relevance and practices are discussed daily with the evaluation of current and new resources.

“We are keeping the focus on what students need. Do students see themselves in the curriculum?” said Dr. Bessolo.

ADJOURNMENT

At 9:17 p.m., a motion was made by Shannon Kimball, seconded by Rick Ingram, to adjourn the regular meeting of the Board of Education. The motion passed by a unanimous voice vote.

Alyse Donnell
Board Clerk, Board of Education

To: Board of Education

From: David Cunningham, executive director of human resources/chief legal counsel,

Re: Land Transfer from USD #464 Tonganoxie Public Schools to USD #497
Lawrence Public Schools

Date: October 8, 2018

Background:

Joanna Krise has two children who attend Liberty Memorial Central Middle School. She has another child who will begin school as a kindergartener at Woodlawn next fall. Her residence is currently situated within the USD #464 boundaries even though they have a Lawrence address. Ms. Krise has petitioned the USD #464 board of education and they have agreed to transfer the land to USD #497. There is a specific procedure to effect a transfer that includes approval of the State Board of Education. The first step for the USD #497 Board of Education is to agree to receive the land transfer and authorize staff to work with the USD #464 board to complete and file the application and supporting documents with the State Board of Education.

Recommendation:

Staff recommends the board approve the request to transfer the Krise property from USD #464 to USD #497 and to complete and file the application and supporting documents with the State Board of Education.

Motion:

"I move that the Board of Education approve the request to transfer the Krise property from USD #464 to USD #497 and to complete and file the application and supporting documents with the State Board of Education."

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 h.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 4/16/2019

Beth Fultz

Scott Smith

Randy Watson

Item Title:

Act on 2019-20 assessment contract recommendation

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to continue a state assessment contract with the University of Kansas with the contract amount not to exceed \$6,000.000.

Explanation of Situation Requiring Action:

KSDE staff will propose a recommendation to the State Board of Education for an assessment contract for an amount not to exceed \$6,000,000 for the 2019-2020 school year for the purpose of developing, administering, scoring and reporting results from the state's large-scale assessment program. The contract will cover assessments in mathematics, English language arts and science in both general and special education in grades 3-8 and high school, and English language proficiency in grades K-12.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 i.

Staff Initiating:

Christine Macy

Director:

Colleen Riley

Commissioner:

Randy Watson

Meeting Date: 4/16/2019

Item Title:

Act on a contract for grant management and technical assistance for 21st Century Community Learning Centers

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to negotiate and enter into a contract to assist in the grant management and technical assistance of the 21st Century Community Learning Centers (21st CCLC) in an amount not to exceed \$1,500,000 effective July 1, 2019 through June 30, 2024.

Explanation of Situation Requiring Action:

The 21st Century Community Learning Centers Program (21st CCLC) is a federally funded competitive grant for after-school programs. The 21st CCLC programs serve students from PreK through 12th grade. Programs include academic and enrichment opportunities that expand upon regular day curriculum and incorporate components providing students pathways to explore opportunities for additional growth.

The Kansas State Department of Education proposes to contract with an entity, to be selected through the Request for Proposal process, in an amount not to exceed \$1,500,000 to provide the 21st CCLC grantees required technical assistance and to assist with the grant management process from July 1, 2019 through June 30, 2024. The allocation will be approximately \$300,000 per year over the three-year period. The contract will include managing the statewide grant competitions, providing professional development and technical assistance for approximately 90 grantees, conducting site visits, facilitating multiple trainings and meetings and coordinating the sustainability development process.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 j.

Staff Initiating:

Cheryl Johnson

Director:

Cheryl Johnson

Commissioner:

Randy Watson

Meeting Date: 4/16/2019

Item Title:

Act on a request to amend contract with Michelle Pyle, Computer Applications Developer, for continued programming support for Child Nutrition & Wellness grants.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into an amended contract with Michelle Pyle, Computer Applications Developer, in an amount not to exceed \$175,600 and to extend the contract to Sept. 15, 2022, to develop modules per the work plans and timelines in the competitively awarded USDA FY2018 Technology Innovation Grant and the USDA FY2019 Administrative Training Grant if awarded.

Explanation of Situation Requiring Action:

Objective: Over the past five years, the KN-CLAIM claiming and information management system that is integral in the administration of the federal Child Nutrition Programs in Kansas has undergone updates to make it more secure and enhanced to reduce administrative burden for program sponsors and the state agency. During the process, KSDE staff and Program Sponsors have determined that there are enhancements and modules that could be developed to decrease paperwork, reduce error and increase integrity, and these have been written into USDA competitive grant proposals.

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 develop modules per the grant work plans and timelines. Michelle will be paid \$40 per hour through Sept. 15, 2022 to complete the modules, with the total amount of the contract not to exceed \$175,600.

Funding: FY2018 Technology Innovation Grant and FY2019 Administrative Training Grant

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 k.

Staff Initiating:

Kathi Grossenbacher

Director:

Kathi Grossenbacher

Commissioner:

Randy Watson

Meeting Date: 4/16/2019

Item Title:

Act on a request to contract with a vendor to provide trainings and telephone hotline support for E-Rate program

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with a vendor to assist KSDE with the tasks required to enhance and maximize participation of Kansas school districts in the E-Rate program. The contract would be for one year (July 1, 2019- June 30, 2020), with options for three additional one-year renewals. The contract amount is not to exceed \$40,000 per contract year (Hotline telephone support - \$25,000 per year, and trainings - \$15,000 per year).

Explanation of Situation Requiring Action:

School districts in Kansas have previously had access (funded by Kan-Ed) to hotline telephone support regarding questions involving the federal E-Rate program. However, this funding was discontinued in 2014 with the decommissioning of Kan-Ed. Since that time, other funding sources were used. The current contract for services ends June 30, 2019. KSDE will contract with a vendor, to be identified through the state Request for Proposal process, in order to continue this support and provide trainings.

This contract will be paid from Universal Service Fee funds allocated to KSDE by the state legislature to support school access to E-Rate.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 I.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 4/16/2019

Robyn Meinholdt

Mischel Miller

Randy Watson

Item Title:

Act on license for new commercial driver training school

Recommended Motion:

It is moved that the Kansas State Board of Education issue a Calendar Year 2019 license to the following recommended commercial Kansas driver training school to be licensed from date of approval to Dec. 31, 2019: Yost Driving School: Wichita, KS.

Explanation of Situation Requiring Action:

The Driver's Training School License Act (K.S.A. 8-273 et seq.) requires that any person, partnership, or corporation providing driving instruction to ten (10) or more persons per calendar year for the purpose of meeting requirements of licensed driving of motor vehicles in Kansas, must secure a license from the State Board of Education. If approved, the proposed commercial driver training school will be able to provide driving instruction to each qualified enrollee. The Driver's Training School License Act (K.S.A. 8-273 et seq.) was established in 1965. Each year the commercial schools must be audited by the Department of Education.



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

BUDGET RECOMMENDATIONS AND EDUCATION LEGISLATION

Legislative budget recommendations for Fiscal Years 2019 and 2020 will be reviewed with the Kansas State Board of Education as well as a status report of education legislation to date.



Great students. Great teachers. Great leaders. Great citizens.

Janet Waugh <i>District 1</i>	Steve Roberts <i>District 2</i>	Michelle Dombrosky <i>District 3</i>	Ann Mah <i>District 4</i>	Jean Clifford <i>District 5</i>
Deena Horst <i>District 6</i>	Ben Jones <i>District 7</i>	Kathy Busch <i>District 8</i>	Jim Porter <i>District 9</i>	Jim McNiece <i>District 10</i>

To: Kansas State Board of Education
Subject: Chair's Report & Requests for Future Agenda Items

These updates will include:

- a. Act on State Board appointment to the KSHSAA Board of Directors
- b. Act on Board Attorney contract renewal
- c. Committee Reports
- d. Board Attorney's Report
- e. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.

Item Title:

Act on appointment of a State Board of Education member to the Kansas State High School Activities Association (KSHSAA) Board of Directors

Recommended Motion:

It is moved that the Kansas State Board of Education appoint one member of the State Board to a two-year term on the KSHSAA Board of Directors, beginning July 1, 2019.

Explanation of Situation Requiring Action:

The Kansas State High School Activities Association Board of Directors consists of not less than 60 members. At least two directors shall be representatives of the State Board of Education, appointed by the State Board. (K.S.A. 2014 SUPP. 72-130).

KSHSAA Board of Director members are limited to a maximum term of six consecutive years. Current representatives from the State Board of Education are Jim McNiece, who is fulfilling the remainder of Kathy Busch's term on the Board of Directors through June 30, 2019, and Deena Horst, whose term continues until June 30, 2020. Dr. Horst also serves on the KSHSAA Executive Board.

It is time for the State Board of Education to appoint one of its members to serve on the KSHSAA Board of Director for the term 2019-2021.

Item Title:

Act on Board Attorney contract renewal

Recommended Motion:

It is moved that the Kansas State Board of Education approve renewal of Contract ID 40370 with Gates Shields Ferguson Swall Hammond, P.A. for providing legal services for the period July 1, 2019 through June 30, 2020 with no increase in rates.

Explanation of Situation Requiring Action:

The current contract period for legal services provided to the Kansas State Board of Education expires June 30, 2019. Attorney Mark Ferguson, a partner in the firm Gates Shields Ferguson Swall Hammond P.A., has requested a renewal of this contract for the period July 1, 2019 through June 30, 2020 with no increase in rates.

This will be the fourth and final one-year extension option for continued legal services under the contract that was approved by the Board in May 2015.

In addition, the State Board of Education will have to begin the Request For Proposals process with the Kansas Department of Administration, Office of Procurement and Contracts, to secure a contract for legal services after this renewal option expires. It is anticipated the RFP process will begin in the Fall.

GATES SHIELDS FERGUSON
SWALL HAMMOND, P.A.
KANSAS · MISSOURI · STATE · FEDERAL · APPELLATE



Lawrence C. Gates
Eldon J. Shields
Mark A. Ferguson*
Larry V. Swall II*
Thomas E. Hammond II*
Court T. Kennedy*
Jennifer L. Robinson*
Alison L. Collins*
Kaylie E. Schmutz**

*ALSO ADMITTED TO PRACTICE MISSOURI
**ADMITTED TO PRACTICE IN MISSOURI ONLY

Kansas Office
P: 913-661-0222
F: 913-491-6398
Missouri Office
P: 816-792-8700
F: 816-792-8746

Of Counsel
Robert J. Vancrum
Daniel L. Chadwick

March 21, 2019

Via Electronic Mail

Kenna R. Lierz
Procurement Officer III
Office of Procurement and Contracts
Kansas Department of Administration
900 SW Jackson St. Room 451
Topeka, KS 66612
Kenna.Lierz@ks.gov

Re: Legal Services Contract Renewal: through June 30, 2020
Contract ID No. 40370

Dear Ms. Lierz:

I am writing to request an extension of Contract No. 40370. This Contract is between Contractor: Gates Shields Ferguson Swall Hammond, P.A., and the Agency: The Kansas Department of Education. I am writing to confirm our Firm's intent to extend this Contract for another year, through June 30, 2020. The Secretary of the Board, Peggy Hill, has requested that we get this contract extension in line for approval by the Kansas State Board of Education. Please provide the paperwork that is necessary to support the extension request. The Kansas State Board of Education will have this item on their agenda in April.

If you have any questions, please do not hesitate to contact me.

Very truly yours,

GATES SHIELDS FERGUSON
SWALL HAMMOND, P.A.

By:

Mark A. Ferguson

cc (w/enclosures): Peggy Hill

AMENDMENT

Amendment Date: February 25, 2019

Amendment Number: Four

Contract ID: 0000000000000000000040370
Event ID: EVT0003630

Procurement Officer: Trenice N Saunders
Telephone: 785/296-3126
E-Mail Address: Trenice.n.saunders@ks.gov
Web Address: <http://admin.ks.gov/offices/procurement-and-contracts>

Item: Attorney Services BID EXTENDED

Agency / Business Unit: Department of Education

Period of Contract: July 01, 2015 through June 30, 2020
(With the no more options to renew.)

Contractor: GATES SHIELDS, FERGUSON, HAMMOND, PA
10990 QUIVIRA RD STE 200
OVERLAND PARK, KS 66210-1284
Vendor ID: 0000052376
FEIN: 48-0958768
Contact Person: Mark Ferguson
E-Mail: MarkFerguson@gsflegal.com
Local Telephone: 913-661-0222
Cell Phone Number: 913-707-5125
Fax: 913-491-6398

Conditions: By mutual agreement of both parties, this contract is renewed for the period of June 30, 2019 through June 30, 2020.

Contractor: GATES SHIELDS, FERGUSON, HAMMOND, PA **Agency:** Department of Education

By: *MA Ferguson* By: _____

Printed Name: Mark A. Ferguson Printed Name: _____

Title: Attorney and Member Title: _____

I hereby certify that the competitive bid/procurement laws of the State of Kansas have been followed.

State of Kansas

By: _____

TRACY T. DIEL
DIRECTOR OF PURCHASES



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Janet Waugh
District 1

Steve Roberts
District 2

Michelle Dombrosky
District 3

Ann Mah
District 4

Jean Clifford
District 5

Deena Horst
District 6

Ben Jones
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
3/24/2019	4/06/2019	4/04/2019	4/19/2019
4/07/2019	4/20/2019	4/18/2019	5/03/2019
4/21/2019	5/04/2019	5/02/2019	5/17/2019

WEDNESDAY, APRIL 17, 2019 SCHOOL VISITS

- 8:30 a.m.** Kansas State School for the Blind, 1100 State Ave., Kansas City
- 10:45 a.m.** Santa Fe Trail Middle School, 1100 North Ridgeview Road, Olathe (Mercury 7 School)
- 1:00 p.m.** Westview Elementary, 500 South Troost Street, Olathe (Mercury 7 School)
- 3:15 p.m.** Kansas School for the Deaf, 450 East Park Street, Olathe
- 5:00 p.m.** Adjourn

KANSAS STATE BOARD OF EDUCATION

April 17th, 2019

Kansas State School for the Blind

1100 State Ave. Kansas City, KS 66102



Time	Description
8:15	<u>ARRIVAL:</u> Board members park in Circle Drive; Enter Johnson and Walk to <u>Library</u>
8:35	<u>WELCOME / UPDATE</u>
8:40	<u>STUDENT VOICES:</u> My journey to KSSB
9:00	<u>KESA UPDATE:</u> Sandy Short (OVT Chair)
9:15	<u>GOAL 2 OUTREACH:</u> Anna Cyr, Field Services
9:30	<u>BREAK:</u> Technology Displays
9:40	<u>FUTURE OF PERSONNEL TRAINING:</u> Bill Koehler
10:45	<u>DISMISSAL</u>

KSSB

1100 State Ave.
Kansas City, KS 66102
Jon Harding, Supt.

913-645-5456



KANSAS SCHOOLS FOR THE DEAF AND THE BLIND

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

www.KSSDB.org

KANSAS STATE SCHOOL FOR THE DEAF
450 EAST PARK ST. · OLATHE, KS 66061-5497
PHONE: 913-210-8200 FAX: 913-791-0512

KANSAS STATE SCHOOL FOR THE BLIND
1100 STATE AVE. · KANSAS CITY, KS 66102-4411
PHONE: 913-305-3000

KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

Kansas State School for the Deaf

Wednesday, April 17, 2019

3:15 – 5:00 PM

Roth West Wing – 1st Floor Conference Room

AGENDA

- 3:15 – 3:45 ***Welcome*** – Luanne Barron, Superintendent
Parent/Student Panel – Topic: Transition
- 3:45 – 4:00 ***Language Assessment Program (LAP) Report*** – Angie Walker
LAP Coordinator
- 4:00 – 4:15 ***Blended Learning*** – Anthony Bishop, Blended Learning Teacher
- 4:15 – 4:30 ***Early Intervention & Deaf Mentor*** – Erin Schuweiler & Twila Latini
Early Intervention Specialists
- 4:30 – 5:00 ***Tour of the Museum of Deaf History, Arts and Culture (MDHAC)***



EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS

