

EPSB Mission Statement

The Education Professional Standards Board, in full collaboration and cooperation with its education partners, promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky.

**EPSB Meeting Agenda
Kentucky Department of Education
300 Sower Boulevard, 5th Floor, Frankfort, KY 40601**

Monday, August 19, 2019

EPSB Waiver Committee

8:30 AM ET – Conference Room 516

EPSB Regular Meeting Agenda

9:00 AM ET – State Board Room

Call to Order

Swearing in of EPSB Members

Roll Call

Open Speak

Approval of Consent Items

- A. Approval of June 17, 2019, EPSB Meeting Minutes
- B. Board Approval for the Kentucky Education Association’s Professional Ethics Training and Cultural Diversity Training (Ms. Chelsea Young)
- C. Morehead State University: Approval of Proficiency Plan (Ms. Allison Bell)
- D. University of Pikeville: Approval of Proficiency Plan (Ms. Bell)
- E. Request to Offer Programs at an Off-Site Location, Campbellsville University (Ms. Bell)
- F. Emergency Noncertified Personnel, Augusta Independent (Mr. Daniel Clark)

Report of the Commissioner

- A. Report from the Education and Workforce Development Cabinet
- B. Report from the Council on Postsecondary Education
- C. Report of the Associate Commissioner
- D. Other Updates

Report of the Chair

- A. Recognition of Former Board Members
- B. Appointments to the Nominating Committee for Chair and Vice Chair

Information/Discussion Items

Action Items

- A. Guidelines for Continuing Education Option, Plan II (Ms. Sharon Salsman)
- B. Kentucky Standards for School Counselor Preparation Programs (Dr. Eve Profit)
- C. 16 KAR 6:031, Notice of Repeal of 16 KAR 6:030 (Ms. Cassie Trueblood)
- D. Morehead State University: Accreditation of the Educator Preparation Provider and Approval of Programs (Ms. Margaret Hockensmith)
- E. Spalding University: Accreditation of the Educator Preparation Provider and Approval of Programs (Ms. Hockensmith)

Waivers

- A. 16 KAR 5:040. Request to Waive Cooperating Teacher Eligibility Requirements for Alyssa Jones (Ms. Cathy Jackson)
- B. 16 KAR 5:020. Request to Waive Required GPA for Admission to an Option 6 Program for Middle School Science Certification (Ms. Bell)
- C. 16 KAR 3:090. Request to Waive Teaching Experience Requirement for Admission to a Principal Preparation Program for Carolyn Burke (Ms. Bell)
- D. 16 KAR 3:090. Request to Waive Teaching Experience Requirement for Issuance of Principal Certification for Jacquelyn Scruggs (Ms. Crystal Hord)
- E. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Casey Smith (Ms. Hord)
- F. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Sean Mestan (Ms. Hord)
- G. 16 KAR 2:010. Request to Waive Grade Level Requirements for Two Bell County Teachers (Ms. Hord)
- H. 16 KAR 2:010. Request to Waive Grade Level Requirements for Three Knott County Teachers (Ms. Hord)
- I. 16 KAR 8:010. Request to Waive Requirement for Approved Rank I Coursework for Tara Smith (Ms. Hord)
- J. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Amie Huff (Ms. Hord)
- K. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Kimberly Williams (Ms. Hord)

- L. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Two Christian County Teachers (Ms. Hord)
- M. 16 KAR 2:120. Request to Waive Required GPA for Issuance of an Emergency Certificate (Ms. Hord)

Alternative Route to Certification Applications

- A. Kevin Tackett, Health and PE, All Grades (Ms. Hord)
- B. James Duckworth, Math, Grades 8-12 (Ms. Hord)
- C. Jane Jones, Theater, Grades K-12 (Ms. Hord)

Board Comments

Closed Session Review

Following a motion in open session pursuant to KRS 61.810 (1) (c) and (1)(j), it is anticipated that the Board will move into closed session to conduct a character and fitness review and to review potential actions relating to complaints and reports.

Case Decisions

Following the closed session review, the Board shall move into open session. All decisions will be made in open session.

Adjournment

Next Regular Meeting:

October 14, 2019
300 Sower Blvd
Frankfort, KY 40601

The actions delineated below were taken in open session of the EPSB at the June 17th, meeting. This information is provided in summary form; an official record of the meeting is available in the permanent records of the Education Professional Standards Board (EPSB), 300 Sower Boulevard, 5th Floor, Frankfort, KY 40601.

**Education Professional Standards Board (EPSB)
Minutes
Kentucky Department of Education
300 Sower Boulevard, 5th Floor, Frankfort, KY 40601**

Call to Order

Chair Sarah Burnett called the meeting to order at 9:03 a.m. ET. She read the mission statement to the Board and audience.

Roll Call

The following Board members were present during the June 17, 2019, EPSB meeting:

Melissa Bell, Sarah Burnett, David Graham, Donna Hedgepath, Ellen Murphy, Mike Nemes, Sherry Powers, Jamie Stickler, Steven Thomas, and Rachel Watson.

Open Speak

There were no requests for Open Speak.

Approval of Consent Items

Approval of April 8, 2019, EPSB Meeting Minutes

Board Approval for KEA/NEA Online Trainings

Asbury University: Approval of Proficiency Plan

Eastern Kentucky University: Approval of Proficiency Plan

Georgetown College: Approval of Proficiency Plan

Northern Kentucky University: Approval of Proficiency Plan

Murray State University: Approval of Proficiency Plan

University of the Cumberlands: Approval of Proficiency Plan

Western Kentucky University: Approval of Proficiency Plan

Asbury University Program Approval: Superintendent

Murray State University Program Approval: Rank I in Communication Disorders Rank I

2019-027

Motion made by Mr. Michael Nemes, seconded by Dr. Sherry Powers, to approve the consent agenda items.

Vote: *Unanimous*

Report of the Commissioner

Report from the Education and Workforce Development Cabinet

Deputy Secretary Nemes shared updates from the Education and Workforce Development Cabinet. He reported that the Cabinet's reorganization is going well and that the Office for Early Childhood is now with the Cabinet. Deputy Secretary Nemes also reported that adult education is working with prisons to assist inmates in obtaining their GED's to aid in their transition back into society.

Report from the Council on Postsecondary Education

Dr. Melissa Bell reported that Dr. Aaron Thompson's Listening Tour continued throughout the state in Bowling Green and Frankfort. She noted that students do not feel prepared for college and are concerned about affordability and student debt. Businesses want the council to focus on essential skills or "soft-skills." Dr. Bell noted that the institutions and CPE are monitoring a potential special session on pensions because the issue is critical to the institutions. She noted the Council is making changes to the Statewide Strategic Plan. Dr. Bell noted that the Governor's Symposium on Post-Secondary Education Trusteeship will be held September 16th-17th.

Report of the Associate Commissioner

Associate Commissioner Rob Akers greeted the Board and reported on the transition to an electronic submission process for certification. The Office of Educator Licensure and Effectiveness (OELE) has begun the process to build a comprehensive, online platform. He also reported that OELE brought in leaders from the Urban Schools Human Capital Academy to work with districts on how to develop systems and skills around recruiting and retaining effective teachers. Associate Commissioner Akers reported that in the 2016-2017 academic year, the state's educator preparation providers prepared roughly 4,800 teachers and in the 2017-2018 year, that number dropped to 4,300. He reported that staff will be attending the upcoming KACTE conference to conduct a collaborative work session on improving and streamlining the educator preparation program review process. Mr. Akers stated that the office is continuing work on the "State-Only" accreditation process and will present updates to the Board at the August meeting.

Other Updates

Dr. Lewis spoke about the new summer 'Stride, Don't Slide' program to help families help their children fight summer reading and math regression. The Commissioner also reported on significant shortages of teachers in critical areas. He said the leadership of the EPSB is critical in helping to address this issue and asked the Board to help find ways to better prepare elementary school teachers to meet the content needs of students without putting a greater burden on teachers. Commissioner Lewis said that the Kentucky Department of Education (KDE) will soon undertake a campaign to recruit teachers to the profession. One element of that campaign will focus on highlighting alternative routes to the classroom, especially in critical shortage areas like career and technical education and special education. The campaign will launch in early fall.

Commissioner Lewis introduced KDE Chief Digital Officer Marty Park to discuss the need for more computer science teachers in KY. Mr. Park said the next step is ensuring there are enough teachers to keep up with the demand for courses. Mr. Park said KDE's recommendation for filling

the need centers on:

- Expanding the opportunities for high-quality endorsements, perhaps through cohort models and peer coaching models;
- Re-examining LEAD content areas within the new definition of computer science; and
- Moving away from manual clearances to a formal, performance-based, incentivized model for computer sciences as a whole rather than individual courses.

Chair Burnett applauded KDE's efforts, saying that another important component of combating the teacher shortage is to encourage K-12 students to enter the teaching profession.

Report of the Chair

Chair Burnett recognized Steven Thomas for serving as the EPSB representative to Kentucky Career and Technical Education Task Force.

Information/Discussion Items

Guidelines for Continuing Education Option, Plan II

Ms. Sharon Salsman presented information about CEO, Plan II Guidelines.

Kentucky Standards for School Counselor Preparation Programs

Dr. Eve Proffitt and Dr. Damien Sweeney reported on the progress of the School Counselor Standards Review Committee, and presented the proposed Kentucky Standards for School Counselor Preparation Programs.

16 KAR 6:031, Notice of Repeal of 16 KAR 6:030

Ms. Cassie Trueblood presented the proposed regulation 16 KAR 6:031 to repeal 16 KAR 6:030.

Action Items

EPSB Regulation Review, Part II

2019-028

Motion made by Dr. Powers, seconded by Mr. Nemes, to approve.

Vote: *Unanimous*

Council for the Accreditation of Educator Preparation Standards for Advanced Programs

2019-029

Motion made by Dr. Donna Hedgepath, seconded by Mr. David Graham, to approve.

Vote: *Unanimous*

16 KAR 5:040. Request to Waive Use of the Kentucky Field Experience Tracking System

2019-030

Motion made by Dr. Powers, seconded by Dr. Hedgepath, to approve.

Vote: *Unanimous*

Waivers

16 KAR 5:040. Request to Place an Out-of-State Student Teacher in a Kentucky District

2019-031

Motion made by Mr. Graham, seconded by Ms. Ellen Murphy, to approve the waiver.

Vote: *Unanimous*

16 KAR 4:060. Request to Waive Renewal Requirements due to Work Related Injury

2019-032

Motion made by Ms. Murphy, seconded by Mr. Graham, to deny the waiver.

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Hope Lacefield

2019-033

Motion made by Mr. Nemes, seconded by Mr. Steven Thomas, to approve the waiver.

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Ashley Smith

2019-034

Motion made by Dr. Hedgepath, seconded by Mr. Graham, to approve the waiver.

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Samantha Fowler

2019-035

Motion made by Ms. Murphy, seconded by Mr. Stickler, to approve the waiver.

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Michael Bramlett

2019-036

Motion made by Mr. Thomas, seconded by Ms. Rachel Watson, to approve the waiver.

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Jason Jennings

2019-037

Motion made by Mr. Thomas, seconded by Mr. Graham, to approve the waiver.

Vote: *Unanimous*

16 KAR 2:010. Request to Waive Grade Level Restrictions for Two Owsley County Teachers

2019-038

Motion made by Mr. Jamie Stickler, seconded by Ms. Watson, to approve the waiver.

Vote: *Unanimous*

Alternative Route to Certification Applications

Benjamin Evans, Science, Grades 5-9

2019-039

Motion made by Mr. Graham, seconded by Ms. Watson, to approve the certification.

Vote: Unanimous

Tatyana Pinyayev, Chemistry, Grades 8-12

2019-040

Motion made by Ms. Murphy, seconded by Dr. Hedgepath, to approve the certification.

Vote: Unanimous

Board Comments

There were no Board comments.

Motion made by Mr. Thomas seconded by Dr. Powers, to go into closed session to conduct a character and fitness review and to review potential actions relating to complaints and reports in accordance with KRS 61.810(1) (c) & (j).

Vote: Unanimous

Motion made by Ms. Watson seconded by Dr. Powers, to return to open session.

Vote: Unanimous

The following board members concurred with the actions as listed below with the noted exceptions:

Sarah Burnett, David Graham, Donna Hedgepath, Ellen Murphy, Sherry Powers, Jamie Stickler, Steven Thomas, Rachel Watson, Melissa Bell and Mike Nemes.

Attorneys present were Luke Gilbert, BreAnna Listermann, Cassie Trueblood, and Chelsea Young.

Initial Case Review

<u>Case Number</u>	<u>Decision</u>
190153	Attorney Review
1902171	Admonish
1902169	Admonish
1904393	Admonish
1902175	Admonish
1902173	Admonish
1902177	Admonish
1903297	Attorney Review
18111337	Attorney Review
1903295	Attorney Review
190115	Attorney Review
1902155	Admonish & Training
1902151	Attorney Review
1902153	Admonish & Training
1902163	Admonish

1902161	Attorney Review
190133	Dismissed
1902231	Defer for Training
1902229	Defer for Training
1903281	Admonish & Training
1903279	Attorney Review
1903299	Attorney Review
1902159	Attorney Review
1903315	Attorney Review
1903291	Attorney Review
190111	Attorney Review
1902199	Admonish
190151	Attorney Review
1902207	Dismissed
1903277	Admonish & Training
1902205	Defer for Training
1903275	Attorney Review
1903301	Dismissed
1904403	Dismissed
1902227	Admonish & Training
1902217	Admonish & Training
1903283	Admonish & Training
18111325	Attorney Review
1902201	Admonish & Training
1902197	Dismissed
190147	Admonish
190161	Defer for Training
190175	Dismissed
1904357	Dismissed
1902219	Dismissed
1903285	Admonish & Training
1902189	Attorney Review
1902203	Attorney Review
1902215	Attorney Review
1902221	Attorney Review
1903287	Attorney Review
1903289	Attorney Review
19013	Attorney Review
1903305	Attorney Review
1903311	Dismissed
1902193	Admonish & Training
1902183	Attorney Review
1902195	Admonish & Training
1902209	Admonish & Training
1903313	Dismissed
190113	Admonish

110121	Refer to Hearing
1412847	Refer to Hearing
1407440	Refer to Hearing
1407475	Refer to Hearing
16121057	Refer to Hearing
1902211	Refer to Hearing
18071053	Attorney Review
1806875	Attorney Review
1803323	Attorney Review
1103235	Dismissed
1202140	Dismissed
1207429	Dismissed
1507483	Dismissed
1705938	Dismissed
1412831	Dismissed
17121699	Dismissed
16121099	Dismissed
1806889	Dismissed
190127	Dismissed
18071031	Dismissed
1902213	Dismissed
18081161	Dismissed
18081187	Dismissed
18081169	Dismissed
190181	Dismissed
190173	Dismissed

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
19354	Deny
19391	Approve
19450	Approve
19504	Approve
19503	Approve
19502	Approve
19522	Approve
19529	Approve
19525	Approve
19555	Approve
19583	Approve
19596	Approve
19597	Defer
19589	Approve on the condition that the allegations may be reviewed by the Board at a later date pursuant to the Board's Procedures Relating to Board Action on an Educator's Certification.
19663	Approve

19641	Approve
19725	Deny
19721	Approve
19789	Approve
19307	Approve
19812	Approve
19640	Approve on the condition that the allegations may be reviewed by the Board at a later date pursuant to the Board's Procedures Relating to Board Action on an Educator's Certification.
19882	Approve
19893	Approve
19389	Approve
19396	Approve
181491	Approve
19456	Approve
19459	Approve
19514	Approve
19673	Defer

Agreed Orders

Case Number

18101279 Maria Cabalza Cruz

Decision

Accept Agreed Order stating Cabalza Cruz shall not apply for nor be issued any emergency teaching certificate, including emergency substitute certification. Cabalza Cruz shall be issued a temporary provisional or statement of eligibility upon providing proof that she has met the academic and testing requirements necessary for issuance of a certificate and upon providing proof that she has complied with the following conditions:

1. Cabalza Cruz shall provide written proof to the Board that she has completed a course on educator ethics training as approved by the Board. Cabalza Cruz shall pay any expense incurred.
2. Cabalza Cruz shall provide written proof to the Board that she has successfully completed a course on classroom management/de-escalation as approved by the Board. Cabalza Cruz shall pay any expense incurred.

Cabalza Cruz will not be issued any certification until such conditions are satisfied.

Vote: *Unanimous*

18071047 Johnathan Rogers

Accept Agreed Order admonishing Rogers for exercising poor professional judgment. The Board will not tolerate any further incidents of misconduct from Rogers. The Board reminds Rogers of his ethical duty to take reasonable measures to protect the health, safety and emotional well-being of his students. The Board will not tolerate any further incidents of misconduct from Rogers.

Rogers is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1803357 Yael Bass

Accept Agreed Order stating Case No. 1803357 shall be dismissed conditional upon Bass providing proof that she has completed a course on classroom management. Bass shall pay for any expense incurred.

Bass is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

18111329 Paul Cestarcic

Accept Agreed Order admonishing Cestarcic for exercising poor professional judgment. The Board reminds Cestarcic of his ethical duty to take reasonable measures to protect the health, safety and emotional well-being of his students. The Board will not tolerate any further incidents of misconduct from Cestarcic.

Certificate Number 200218422 including any and all endorsements, is hereby subject to the following probationary conditions for a period of one (1) year from the date the Board accepts this Agreed Order:

1. On or before October 1, 2019, Cestarcic shall provide written proof to the Board that he has completed a course on educator ethics training as approved by the Board. Cestarcic shall pay any expense incurred. If Cestarcic fails to satisfy this condition, Certificate Number 200218422 shall be administratively suspended until such condition is satisfied.
2. On or before October 1, 2019, Cestarcic shall provide written proof to the Board from a Kentucky licensed

or certified psychiatrist or mental health professional that he has complied with a comprehensive evaluation and is fit to be in the classroom, is not a danger to himself or others, and is compliant with all treatment recommendations. If the evaluating psychiatrist or mental health professional recommends ongoing treatment, Cestarc shall provide the Board with yearly written reports that he is compliant with all treatment recommendations and is not a danger to himself or others. Cestarc shall pay any expense incurred. If Cestarc fails to satisfy this condition, Certificate Number 200218422 shall be administratively suspended until such condition is satisfied.

3. For the entirety of the probationary period, Cestarc shall not receive any disciplinary action related to threatening statements or physical contact from any school district he is employed. "Disciplinary action" is defined as any termination, suspension, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. If Cestarc fails to satisfy this condition, Certificate Number 200218422 shall be administratively suspended pending review and disposition by the Board.

Cestarc is aware that should he violate KRS 161.120, either during or following this probation, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

190143 Tim Whitis

Accept Agreed Order admonishing Whitis for exercising poor professional judgment. The Board reminds Whitis of his ethical duty to take reasonable measures to protect the health, safety and emotional well-being of his students. The Board will not tolerate any further incidents of misconduct from Whitis.

Certificate Number 199603758, including any and all endorsements, is hereby subject to the following probationary conditions for a period of two (2) years:

1. On or before January 1, 2020, Whitis shall provide written proof to the Board that he has completed a course on educator ethics training with an emphasis on student teacher boundaries, as approved by the Board. Whitis shall pay any expense incurred. If Whitis fails to satisfy this condition, Certificate Number 199603758 shall be administratively suspended until such condition is satisfied.
2. During the probationary period, Whitis shall not receive any disciplinary action from any school district he is employed. "Disciplinary action" is defined as any termination, suspension, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. If Whitis fails to satisfy this condition, Certificate Number 199603758 shall be automatically suspended pending review and disposition by the Board.

Whitis is aware that should he violate KRS 161.120, either during or following this probation, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1804669 Jasmine Collins

Accept Agreed Order retroactively suspending Certificate Number 201163622 for a period of 45 days from May 15, 2018 to June 29, 2018.

Collins is not currently employed in a position that requires Kentucky teacher certification. Prior to beginning a position that requires certification, Collins shall undergo a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board and shall present written evidence to the Board that she has complied with the assessment process and has successfully completed any and all treatment recommendations. If Collins requires continued treatment as recommended by the counselor, she shall submit quarterly written progress reports from her chemical dependency counselor until such time as the counselor releases her from her treatments. If Collins fails to provide this written proof prior to beginning a position that requires certification,

Certificate 201163622 shall be administratively suspended until the proof is provided.

Prior to beginning a position that requires certification, Collins shall provide written proof to the Board that she has taken a course of professional development/training on the topic of the Professional Code of Ethics for Kentucky School Certified Personnel as approved by the Board. Any expense for this professional development/training shall be paid for by Collins. If Collins fails to provide this written proof prior to beginning a position that requires certification, Certificate 201163622 shall be administratively suspended until the proof is provided.

If Collins should accept a position that requires Kentucky Teacher certification, Certificate 201163622 shall be under a two (2) year probationary period starting from the date she begins her employment and shall be subject to the following condition:

For the two (2) year probationary period, Collins shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) involving the use and/or possession of any controlled substance or alcohol. If Collins is convicted of, or enters a guilty or no contest plea, to any criminal charge involving the use and/or possession of any controlled substance or alcohol, she shall submit this information to the Board, in writing, within thirty (30) days.

Failure to uphold this condition will result in Certificate 201163622 being administratively suspended pending further Board review and disposition.

Collins is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1902167 Joshua Preece

Accept Agreed Order suspending Certificate 200222609 from June 1, 2019, to July 15, 2019, a period of 45 days. Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky during the suspension period.

Preece has provided proof that he has completed a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board, that he has complied with the assessment process, and that he has successfully completed any and all treatment recommendations.

On or before June 1, 2020, Respondent shall provide written proof to the Board that he has taken a course of professional development/training on the topic of educator ethics as approved by the Board. Any expense for this professional development/training shall be paid for by Respondent. If Respondent fails to provide this written proof by June 1, 2020, Certificate 200222609 shall be administratively suspended pending Board review and disposition.

At the end of the 45 day suspension period, Certificate 200222609 shall be under a two (2) year probationary period and subject to the following conditions:

During the first year of the probationary period, Respondent shall be subject to random drug testing, to be administered by a provider approved by the Board, and shall receive no drug test that is positive for any illegal substance or that is in excess of therapeutic levels generally accepted in the medical community. Respondent shall pay any expense incurred.

For the two (2) year probationary period, Respondent shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) involving the use and/or possession of any controlled substance or alcohol. If Respondent is convicted of, or enters a guilty or no contest plea, to any criminal charge involving the use and/or possession of any controlled substance or alcohol, he shall submit this information to the Board, in writing, within thirty (30) days.

Failure to comply with any the above probationary conditions will result in Certificate 200222609 being automatically suspended pending Board review and disposition.

Preece is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: Unanimous

0912629 Darrell Patrick

Accept Agreed Order revoking Certificate Number 200005010 for a period of twenty (20) years from the date the Board approves this Order. Patrick shall neither apply for nor be issued a teaching or administrative certificate in the Commonwealth of Kentucky during the revocation period. Upon acceptance of this agreement by the Board, Patrick shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

In addition to the standard requirements of the application process, before Patrick shall be reissued any certificate, he must comply with the following:

1. Patrick shall provide written proof to the Board that he has completed a comprehensive alcohol/substance abuse assessment by a Kentucky licensed or certified chemical dependency counselor, as approved by the Board. Patrick shall also submit written proof to the Board that he has successfully completed any and all treatment recommendations proposed by the counselor and is competent to fulfill his duties as a certified educator. Any expense for the assessment, treatment, and/or written reports shall be paid by Patrick.
2. Patrick shall provide written proof to the Board that he has successfully completed twelve (12) hours of training on the Professional Code of Ethics for Kentucky Certified School Personnel. Any expense incurred for said training shall be paid by Patrick.

Should Patrick fail to satisfy either of these conditions, the Board shall automatically deny any application submitted by Patrick or on his behalf.

Upon reissuance of Certificate Number 200005010, Patrick shall be on permanent probation and subject to the following probationary conditions:

1. Patrick shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) other than minor traffic violations. Patrick shall submit a copy

of his current national and state criminal record check by January 1st of each year of the probationary period. Any expense required to satisfy this condition shall be paid by Patrick. If Patrick fails to satisfy this condition, Certificate Number 200005010 shall be automatically suspended pending Board review and disposition.

2. In accordance with KRS 161.175, Patrick shall submit to random drug testing during the probationary period, to be administered by a provider approved by the Board, and shall receive no drug test positive for illegal substances or in excess of therapeutic levels generally acceptable in the medical community. Any expense required for the drug testing shall be paid by Patrick. If Patrick fails to satisfy this condition, Certificate Number 200005010 shall be automatically permanently revoked.

Patrick is aware that should he violate KRS 161.120, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1412864 Julie Murray

Accept Agreed Order suspending Certificate Number 201126740 for ninety (90) days. Murray shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky during the suspension period.

Murray is admonished for conduct unbecoming of an educator. The Board reminds Murray that as a certified educator in the Commonwealth of Kentucky, she has a duty to uphold the Professional Code of Ethics in the future. The Board will not tolerate any further incidents of misconduct by Murray.

Additionally, prior to accepting any teaching or administrative position, Murray must complete a drug and alcohol assessment by a Board approved provider and follow any recommendations provided.

Upon reinstatement, Certificate number 201126740 will be on probation for a period of two (2) years with the following condition:

1. Murray shall not receive any disciplinary action from any school district in the Commonwealth of Kentucky.

“Disciplinary action” is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested by either tribunal/ or arbitration process. If Murray fails to satisfy this condition, any certificate issued to Murray shall be automatically suspended pending further board review and disposition.

Failure to abide by the probationary condition will result in an automatic suspension pending Board review and disposition.

Murray is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1408632 Michael McLane

Accept Agreed Order suspending Certificate Number 200166665 for a period of two (2) years.

McLane is admonished by the Board for failing to maintain the dignity and integrity of the profession. McLane is reminded that a teacher must set the correct example for students. The Board will not tolerate any further misconduct from McLane.

McLane is not currently teaching and has no immediate plans to re-enter the profession. However, upon completion of his suspension period but prior to accepting a certified position, in addition to any educational requirements, reinstatement is expressly conditioned upon the following:

1. McLane shall provide written proof to the Board that he has completed a comprehensive alcohol/substance abuse assessment by a Kentucky licensed or certified chemical dependency counselor as approved by the

Board. McLane shall also submit written proof to the Board that he has successfully completed the assessment and proof of any recommendations provided by the counselor. Any expense for the assessment, treatment, and/or written reports shall be paid by McLane.

2. McLane shall provide written proof to the Board that he has completed a fit for duty assessment, by a Kentucky licensed or certified mental health provider, as approved by the Board, and is found competent to fulfill his duties as a certified educator. Any expense for assessment, treatment or written reports shall be paid by McLane.
3. McLane shall provide written proof to the Board that he has completed twelve (12) hours of professional development training in the areas of anger management and educator ethics. Any expense incurred for said training shall be paid for by McLane.

Upon reinstatement, McLane's certificate number 200166665, and any future endorsements or new areas of certification, shall be on probation for a period of five (5) years and subject to the following probationary conditions:

1. McLane shall not be convicted of, nor enter a guilty or no contest plea to any criminal charge(s).
2. McLane shall submit a copy of his state background check, as prepared by the Kentucky State Police or Administrative Office of the Courts, to the Board by July 1st of every year during the probationary period. Any expense shall be paid for by McLane.

If McLane fails to satisfy any of these conditions his certificate shall be immediately suspended ending Board review and disposition.

McLane is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1405280 Karen Treece

Accept Agreed Order stating By May 1, 2019, Treece shall provide written proof to the Board that she has completed proper reporting utilization training, as approved by the Board. Treece shall pay any expense incurred. If Treece fails to satisfy this condition by May 1, 2019, Certificate Number 200301655 shall be administratively suspended until such condition is satisfied.

Treece is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1511741 Blair Butler

Accept Agreed Order suspending Certificate Number 199701395 for a period thirty (30) days.

Furthermore, upon acceptance of this agreement by the Board, Butler is admonished for neglect of duties as an assistant principal. The Board reminds Butler that as a certified educator in the Commonwealth of Kentucky, he has a duty to uphold the Professional Code of Ethics in the future. The Board will not tolerate any other incidents of misconduct by Butler.

Butler has retired and has no immediate plans to return to the classroom. Should Butler accept a certified position in the future, Butler shall comply with the following conditions prior to accepting a certified position in the Commonwealth of Kentucky:

1. Butler shall provide written proof to the Board that he has completed a training course on ethics for educators. Any expense involved in meeting this requirement shall be paid by Butler. If Butler fails to satisfy this condition, Certificate Number 199701395 shall be automatically suspended until the condition is met.

Furthermore, upon acceptance of a certified position, Certificate Number 199701395 shall be on five (5) year probation with the following condition:

1. During the probationary period, Butler shall not receive any disciplinary action. "Disciplinary action" is defined as any suspension, termination, or public

reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested by either tribunal or arbitration process. If Butler fails to satisfy this condition, Certificate Number 199701395 shall be automatically suspended pending further investigation by the Board.

Butler is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1702107 Tabatha Hoover

Accept Agreed Order stating Case No. 17-02107 shall be dismissed without prejudice.

1. Hoover has provided written proof to the Board that she completed 12 hours of Listening to the Learners, Elements of Student Engagement.
2. Hoover has provided written proof to the Board that she has completed 18 hours of Special Education training and 3 hours of Safe Crisis Management training.
3. Hoover has provided written proof to the Board that she has completed an additional 36.5 hours of professional development for the 2017-2018 school year on topics such as Literacy, Math, and Using Standards to Develop IEPs.

Hoover is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

16121131 Francis O'Hara

Accept Agreed Order stating O'Hara has provided two (2) professional recommendation letters.

O'Hara shall provide written proof to the Board that he has completed twelve (12) hours of professional development by September 1, 2019. Any expense required for said training shall be paid by O'Hara. If O'Hara fails to satisfy this condition, certificate number 200004248 shall be

automatically suspended until O'Hara completes the required training and provides the appropriate written proof to the Board.

O'Hara is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous (Ms. Bell recused)*

1210610 Walkyria Davila-Beegle Accept Agreed Order admonishing Beegle for exercising poor professional judgment, and for failing to maintain the dignity and integrity of the profession by creating an unprofessional work/school environment and permitting others to do the same. Beegle is reminded that as principal, she has a duty to carry herself in a dignified, respectful, professional, and ethical manner and ensure her staff do the same. The Board will not tolerate any further misconduct from Beegle.

By October 1, 2019, Beegle shall provide written proof to the Board that she has successfully completed twelve (12) hours of educator ethics training, as approved by the Board. Any training completed in the last two (2) years will be considered to satisfy this requirement. Any expense incurred for said training shall be paid by Beegle. If Beegle fails to satisfy this condition, Certificate Number 200117824 shall be administratively suspended until Beegle provides the appropriate written proof to the Board.

Should Beegle violate the above conditions, certificate number 20011782 shall be automatically suspended pending Board review and disposition.

Beegle is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

140277 Michel Stephens Accept Agreed Order retroactively suspending Stephen's teaching certificate, number 201153651 for a period of forty-five (45) days from October 12, 2012 until November 27, 2012.

Further, upon accepting any teaching and/or administrative position, in any capacity, in any school district in the Commonwealth of Kentucky, Stephens' teaching certificate shall be on probation for a period of two (2) years and subject to the following probationary condition:

1. In accordance with KRS 161.175, Stephens shall submit to random drug testing during the probationary period, to be administered by a provider approved by the Board, and shall receive no drug test positive for illegal substances or in excess of therapeutic levels generally acceptable in the medical community. Any expense required for the drug testing shall be paid by Stephens. Failure to comply with this condition will result in the automatic suspension of Stephens' license pending Board review and disposition.

Stephens is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

18111359 Roger Williams

Accept Agreed Order stating Certificate Number 200234802 is expired. Williams shall neither apply for nor be issued any teaching, administrative or emergency certificate in the Commonwealth of Kentucky at any time in the future. Any future application submitted by Williams, or on his behalf, shall be denied.

Vote: *Unanimous*

1804633 Charanda Fugate

Accept Agreed Order stating Certificate Number 201106057 is expired. Fugate shall neither apply for nor be issued any teaching, administrative or emergency certificate in the Commonwealth of Kentucky at any time in the future. Any future application submitted by Fugate, or on her behalf, shall be denied.

Vote: *Unanimous*

1804557 Clara Perez

Accept Agreed Order stating Perez shall not participate in state testing until she provides written proof to the Board that she has completed Administration Code training. If Perez fails to satisfy this condition, Certificate Number 201199075

shall be administratively suspended until she provides the appropriate written proof to the Board.

Vote: *Unanimous*

18111321 Kathy McGinnis

Accept Agreed Order stating McGinnis is currently retired, and has no immediate plans to return to the education profession. Within one (1) year of accepting a certified position in Kentucky:

1. McGinnis shall provide written proof to the Board that she has completed educator ethics training, as approved by the Board. McGinnis shall pay any expense incurred. If McGinnis fails to satisfy this condition, Certificate Number 15013 shall be administratively suspended until such condition is satisfied.
2. McGinnis shall provide written proof to the Board that she has completed professionalism training, as approved by the Board. McGinnis shall pay any expense incurred. If McGinnis fails to satisfy this condition, Certificate Number 15013 shall be administratively suspended until such condition is satisfied.

McGinnis is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action.

Vote: *Unanimous*

1309681 Jared Murray

Accept Agreed Order stating Murray is not currently employed in the classroom. Murray shall neither apply for nor accept a position that requires certification in the Commonwealth of Kentucky at any time in the future. Should Murray fail to satisfy this condition, Certificate Number 000078359 shall be automatically and permanently revoked.

Murray is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

190139 Victor Jenkins

Accept Agreed Order stating on or before June 1, 2020,

Jenkins shall provide written proof to the Board that he has taken a course of training on the subject of Appropriate Student-Teacher Boundaries, as approved by the Board. Any cost for said training shall be paid for by Jenkins. If Jenkins fails to provide the proof by June 1, 2020, Certificate 201186258 will be administratively suspended until such time as Jenkins provides the proof.

On or before June 1, 2020, Jenkins shall provide written proof to the Board that he has taken a course of training on the subject of the Professional Code of Ethics for Kentucky School Certified Personnel, as approved by the Board. Any cost for said training shall be paid for by Jenkins. If Jenkins fails to provide the proof by June 1, 2020, Certificate 201186258 will be administratively suspended until such time as Jenkins provides the proof.

Upon the Board's acceptance of this Agreed Order, Certificate 201186258 shall be under a two (2) year probationary period, and subject to the following condition:

Jenkins shall receive no disciplinary action related to student-teacher boundaries during the probationary period. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. If Jenkins receives disciplinary action related to student-teacher boundaries during the probationary period, Certificate Number 201186258 will be automatically suspended pending Board review and disposition.

Jenkins is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

CF181844 Freddie Greene

Accept Agreed Order stating Greene shall be issued a Kentucky teaching certificate after providing written proof that his Kentucky license to practice law has been reinstated, and that he has met the academic and testing requirements necessary for issuance of a certificate, and has completed the following:

Prior to or within six (6) months of issuance of a Kentucky teaching certificate, Greene shall submit written proof to the Board that he has completed three (3) hours of educator ethics professional development or training, as approved by the Board. Greene shall pay any expense incurred. Failure to comply with this condition will result in Greene's certificate being administratively suspended until said condition is satisfied.

Any and all certificates issued to Greene shall be subject to the following permanent probationary condition:

During the probationary period, Greene shall not receive any discipline from a Kentucky school district. If Greene fails to uphold this condition, any certificates issued to him shall be administratively suspended pending further Board review and disposition.

"Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process, including any appeal therefrom. If the tribunal amends the disciplinary action or if Respondent agrees to amend the disciplinary action through arbitration, the new disciplinary action if a suspension, termination, or public reprimand shall be considered a violation of this condition.

Vote: *Unanimous*

18081123 Regina Saulsberry

Accept Agreed Order stating Certificate Number 201206265 has expired and Saulsberry is not currently teaching. Prior to renewing any certification, Saulsberry shall provide written proof to the Board that she has successfully completed training in educator ethics and in classroom management. Any expense incurred for said training shall be paid by Saulsberry.

Saulsberry is aware that should she violate KRS 161.120 the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1402120 Bernard Wicker

Accept Agreed Order stating Wicker voluntarily,

knowingly, and intelligently surrenders his certificate number 000038419, and agrees to not apply for, nor be issued, a teaching or administrative certificate in the Commonwealth of Kentucky at any time in the future. Upon the acceptance of this agreement by the Board, Wicker shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 300 Sower Blvd, 5th floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

1504169 Edwin DeJesus

Accept Agreed Order stating DeJesus shall not apply for nor be issued any emergency teaching certificate, including emergency substitute certification. DeJesus shall be issued a temporary provisional or statement of eligibility upon providing proof that he has met the academic and testing requirements necessary for issuance of a certificate and upon providing proof that he has complied with the following conditions:

1. DeJesus shall provide written proof to the Board that he has successfully completed a course in the area of appropriate student/teacher boundaries, as approved by the Board. Any expense incurred for said training shall be paid by DeJesus.
2. DeJesus shall provide written proof to the Board that he has successfully completed a course in the area of educator ethics, as approved by the Board. Any expense incurred for said training shall be paid by DeJesus.

Any and all certificates issued to DeJesus shall be subject to the following probationary condition for a period of five (5) years.

During the probationary period, DeJesus shall not receive any disciplinary action from any school district in which he is employed. "Disciplinary action" is defined as any termination, suspension, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. If DeJesus fails to satisfy this condition, his certificate shall be automatically suspended pending review and disposition by the Board.

DeJesus is aware that should he violate KRS 161.120, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1405260 Trisha Withey

Accept Agreed Order stating Currently Withey is unable to return to the classroom due to medical issues and her certification expires June 30, 2019. Withey agrees not to renew certificate number 200100994 for a minimum of six (6) months.

The Board directs and Withey acknowledges that she, like all teachers and school administrators, has a professional responsibility to treat colleagues with dignity and respect in all circumstances. Civilly articulated disagreements between educators are not undignified, disrespectful, unprofessional, or unethical, and do not violate the Professional Code of Ethics for Kentucky School Personnel.

Withey is admonished for using excessive force with students. As a professional educator, Withey must treat each and every student with dignity and respect no matter the circumstance. A teacher in the Commonwealth of Kentucky has a duty to protect the health, welfare, and safety of her students. The Board reminds Withey that, as an educator, she must set a positive example for her students. The Board recognizes that students will misbehave and disrupt the classroom; however, certified teachers are expected to handle these situations rationally and judiciously, and not react in a juvenile manner to juvenile behavior.

Finally, Withey is admonished for exercising poor professional judgment, and failing to supervise her students. When an educator fails to supervise her classroom, students are at risk for both emotional and physical harm. Permitting kindergarten students access to scissors without supervision is unacceptable and clear violation of the Professional Code of Ethics for Kentucky School Personnel. Withey must ensure she does not place her students in potentially harmful situations. The Board will not tolerate any further incidents of misconduct from Withey.

If Withey should decide to renew her certification after the six (6) month period, prior to issuance she shall:

1. Provide written proof to the Board, from a licensed/certified psychiatrist or mental health professional, as approved by the Board, that she has complied with a comprehensive evaluation and is fit to return to the classroom, presents as capable of performing her duties as an education, is not a danger to herself or others, and is compliant with all treatment recommendations. Withey shall not be issued a certificate until this condition is satisfied. Any expense incurred for said evaluation and follow-up shall be paid for by Withey.
2. Provide written proof to the Board that she has completed twelve (12) hours of Professional Development training relating to classroom management and educator ethics before a certificate is issued. Any expense for said training shall be paid for by Withey, Withey shall not be issued a certificate until this condition is complete.

Furthermore, upon issuance, any certificate issued to Withey shall be on a two (2) year probation and subject to the following conditions:

1. During the probationary period, Withey shall not receive any disciplinary action from any school district in the Commonwealth of Kentucky.

“Disciplinary action” is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested by either tribunal/ or arbitration process. If Withey fails to satisfy this condition, any certificate issued to Withey shall be automatically suspended pending further board review and disposition.

Withey is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1705902 Daniel Duncan

Accept Agreed Order stating Duncan has submitted written

proof to the Board that he has successfully completed the required Professional Development training.

Duncan is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

Recommended Order

Case Name

CF 181961 Marcel Williams

Decision

Accept the hearing officer's Findings of Fact, and Recommended Order. Modify the hearing officer's Conclusions of Law in paragraph 6 to read: "The Petitioner's 2011 conviction under KRS 218A.1421, trafficking in marijuana, and his 2016 guilty plea to a charge under KRS 218A.210, controlled substance prescription not in original container, constitute fraudulent, corrupt, dishonest or immoral acts in violation of KRS 161.120(1)(c)."

Vote: *Unanimous*

Motion made by Mr. Nemes seconded by Mr. Thomas to adjourn the meeting.

Vote: Unanimous

Meeting adjourned at 1:01 p.m.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Board Approval for the Kentucky Education Association's (KEA) Professional Ethics Training and Cultural Diversity Training.

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve the proposed courses as training for educators with cases before the EPSB.

Rationale:

Staff has reviewed the proposed trainings and found that the courses will address the needs of educators referred for specific training in ethics, professionalism, appropriate use of social media, cultural competency, and diversity. The proposed ethics training contains a component on appropriate social media usage, to address the recurring issues educators face in an increasingly technology based world. The training also contains a component on professionalism in the educational setting, addressing topics such as confidentiality and proper communication. Over the past several years, the EPSB has requested that educators before them take professionalism training with increasing frequency. If approved, this training would provide educators with a comprehensive option to fulfill that request. In addition, the proposed diversity training leads participants from an awareness level of what it means to be culturally competent to a knowledge level, thereby teaching them the skills that will make their classrooms and schools more inclusive for all students. Finally, these trainings will be conducted in-person and will include resources for educators to use in the future.

Action Question:

Should the EPSB approve the Professional Ethics Training and Cultural Diversity Training for individuals with cases before the EPSB?

Applicable Regulation:

KRS 161.028, KRS 161.120, 16 KAR 1:020, 16 KAR 1:030

History/Background:

Existing Policy: Pursuant to KRS 161.120(1), the EPSB may impose probationary or supervisory conditions upon any certificate issued by the EPSB. The EPSB has used this authority to require educators to attend specific training to address the alleged misconduct and prevent further incidents. The EPSB's *Procedures Relating to Action on an Educator's Certification*, includes a Deferral for Training option that allows an educator the opportunity to complete a recommended training and submit written proof to the EPSB for a dismissal of his/her case.

The EPSB currently has seven pre-approved providers offering dozens of trainings; however, the proposed ethics training will provide an intensive, in-person training.

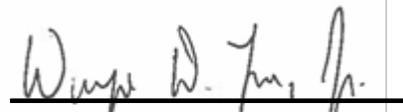
In addition, the EPSB only has two pre-approved providers of Cultural Diversity training, one of which is only provided online. The proposed Cultural Diversity Training would provide an intensive, in-person training option for educators with cases before the EPSB.

Summary: KEA is requesting approval for their in-person Professional Ethics Training and Cultural Diversity Training. Enclosed under separate cover are detailed descriptions, bibliographies, information on the course developers, as well as the ethics presentation and handouts that will be used.

Budget Impact: There is no budgetary impact, as educators are responsible for the cost of any training they are required to take by the EPSB.

Contact Person:

Ms. Chelsea Young, Deputy General Counsel
Office of Legal Services
(502) 564-4606
Email: chelsea.young@education.ky.gov



Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Morehead State University Proficiency Plan Approval: Elementary Education P-5; Middle School Grades 5-9: English/Language Arts, Math, Science, Social Studies; P-12: Art, Integrated Music, Learning and Behavior Disorders, Moderate and Severe Disabilities, Spanish, Theater; and, Grades 8-12: Biology, Chemistry, English, Mathematics, Physics, Social Studies (Certification Only)

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve Morehead State University's submitted proficiency plan.

Rationale:

The proposed educator preparation programs follow the regulatory requirements for program approval as established by the EPSB.

Action Question:

Should the EPSB approve the educator preparation proficiency plan submitted by Morehead State University?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 2:010; 16 KAR 5:030

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require that educators and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation. The traditional means of recognizing competency and proficiency for educator preparation is by earning academic credit. 16 KAR 5:030 provides an alternate means for recognizing competency and proficiency other than academic credit. This regulation outlines the criteria for an educator preparation provider (EPP) to submit a plan for EPSB approval that sets forth the process by which the EPP will conduct proficiency evaluations. The regulation became effective in August 2018. The Guidelines for Approval of Proficiency Evaluation Plans were presented to the EPSB during its December 2018 meeting. The Division of Educator Preparation, Assessment and Internship created an application form with instructions for submission of proficiency plans. Associate Commissioner Akers sent the guidelines and application to all the EPP leaders on January 30.

Summary: Morehead State University is requesting approval for its proficiency evaluation plans for the following programs: Elementary Education P-5; Middle School Grades 5-9: English/Language Arts, Math, Science, Social Studies; P-12: Art, Integrated Music, Learning and Behavior Disorders, Moderate and Severe Disabilities, Spanish, Theater; and, Grades 8-12: Biology, Chemistry, English, Mathematics, Physics, Social Studies (Certification Only). These programs include certification pathways for both initial and advanced teacher certification.

The submitted proficiency plan adequately addresses the components of the application which includes:

1. Identification of the programs for which it intends to have proficiency as a pathway to certification.
2. Description of the process to evaluate a candidate's proficiency, who is involved in the process, and the process used to measure the applicable performance-based standards.
3. Description of how candidates will demonstrate meeting the admission criteria of 16 KAR 5:020 as applicable.
4. Identification of the requirements candidates must demonstrate before being exited from the program. A description of how the exit requirements will be demonstrated is included as well as the process by which the EPP will report candidates in the EPSB Admission/Exit System.
5. Inclusion of a Sample Employment Eligibility letter.

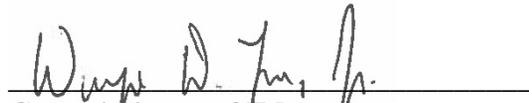
Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Office of Educator Licensure and Effectiveness staff have reviewed the submitted documentation and find it meets the requirements for approval.

Contact Person:

Ms. Allison Bell, Branch Manager
Division of Educator Preparation and Certification
Office of Educator Licensure and Effectiveness
502-564-4606
Email: allison.bell@education.ky.gov



Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

University of Pikeville Proficiency Plan Approval: Elementary Education P-5; Middle School Grades 5-9: English, Math, Science, and Social Studies; and, Secondary Grades 8-12: Biology, Chemistry, English, Mathematics, and Social Studies (Certification Only)

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve the University of Pikeville's submitted proficiency plan.

Rationale:

The proposed educator preparation programs follow the regulatory requirements for program approval as established by the EPSB.

Action Question:

Should the EPSB approve the educator preparation proficiency plan submitted by the University of Pikeville?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 2:010; 16 KAR 5:030

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require that educators and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation. The traditional means of recognizing competency and proficiency for educator preparation is by earning academic credit. 16 KAR 5:030 provides an alternate means for recognizing competency and proficiency other than academic credit. This regulation outlines the criteria for an educator preparation provider (EPP) to submit a plan for EPSB approval that sets forth the process by which the EPP will conduct proficiency evaluations. The regulation became effective in August 2018. The Guidelines for Approval of Proficiency Evaluation Plans were presented to the EPSB during its December 2018 meeting. The Division of Educator Preparation, Assessment and Internship, created an application form with instructions for the submittal of the proficiency plans. Associate Commissioner Akers sent the guidelines and application to all the EPP leaders on January 30.

Summary: The University of Pikeville is requesting approval for its proficiency evaluation plans for the following programs: Elementary Education P-5; Middle School Grades 5-9: English, Math, Science, and Social Studies; and, Secondary Grades 8-12: Biology, Chemistry, English, Mathematics, and Social Studies (Certification Only).

The submitted proficiency plan adequately addresses the components of the application which includes:

1. Identification of the programs for which it intends to have proficiency as a pathway to

certification.

2. Description of the process to evaluate a candidate's proficiency, who is involved in the process, and the process used to measure the applicable performance-based standards.
3. Description of how candidates will demonstrate meeting the admission criteria of 16 KAR 5:020 as applicable.
4. Identification of the requirements candidates must demonstrate before being exited from the program. A description of how the exit requirements will be demonstrated is included as well as the process by which the EPP will report candidates in the EPSB Admission/Exit System.
5. Inclusion of a Sample Employment Eligibility letter.

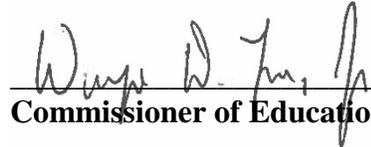
Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Office of Educator Licensure and Effectiveness staff have reviewed the submitted documentation and find it meets the requirements for approval.

Contact Person:

Ms. Allison Bell, Branch Manager
Division of Educator Preparation and Certification
Office of Educator Licensure and Effectiveness
502-564-4606
Email: allison.bell@education.ky.gov



Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Request to Offer Programs at an Off-Site Location, Campbellsville University

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve Campbellsville University's request.

Rationale:

Campbellsville University has addressed the identified components of the applicable regulation in the request. These required components include the location and physical attributes, qualifications of faculty, and identified courses to be offered at the off-site location. Campbellsville University can provide the necessary resources, advisement, and faculty to support the additional off-site location. Candidates will have full access to instructional and technological resources.

Action Question:

Should the EPSB approve the request to allow Campbellsville University to establish an off-site location for its Principal P-12 program?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

Existing Policy: 16 KAR 5:010, Section 28, requires EPSB approval for off-site and online programs established by educator preparation providers. The regulation requires educator preparation providers to seek approval from the EPSB before offering courses or whole programs at an off-campus site. The institution must submit a written request describing the location and physical attributes of the off-campus site, resources to be provided, faculty and their qualifications, and a list of courses or programs to be offered.

Summary: Campbellsville University is requesting approval for an off-site campus. The superintendents from Russellville Independent, Todd County, and Logan County school systems have requested a collaborative agreement with Campbellsville University to offer its Principal P-12 preparation program as part of a Grow Your Own initiative. Coursework will be provided in both campus-based and online formats. Classes will be held at the Logan County Career and Technical Center (CTC) in Russellville. The CTC is a new facility that has numerous classrooms, labs, various offices, a conference room, and a multi-purpose room. Classrooms have tables and chairs or desks that can facilitate individual and group work as well as sufficient technology to support the principal candidates' needs. The available technology includes smart boards, interactive TVs and 30 computers per classroom. The Campbellsville University library collection is available for candidate use through the online database. Advising will be scheduled

face-to-face as well as online with graduate program faculty and enrollment staff. Financial aid and admission supports will be provided by Campbellsville University faculty and staff.

Budget Impact: There is no budgetary impact.

Contact Person:

Ms. Allison Bell, Branch Manager
Division of Educator Preparation and Certification
Office of Educator Licensure and Effectiveness
502-564-4606
Email: allison.bell@education.ky.gov



Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Request to approve the Augusta Independent School District for the Emergency Non-Certified School Personnel Program, 2019-2020

Commissioner's Recommendation:

The Education Professional Standards Board should approve the Augusta Independents' application for the Emergency Non-Certified School Personnel Program for the 2018-2019 school year.

Rationale:

The Augusta Independent School District has met the requirements of 16 KAR 2:030 for participation in the program.

Action Question:

Should the Education Professional Standards Board (EPSB) approve the Augusta Independent School District's application for the Emergency Non-Certified School Personnel Program for the 2019-2020 school year?

Applicable Statute or Regulation:

16 KAR 2:030, Section 3

History/Background:

Existing Policy: Pursuant to 16 KAR 2:030, Section 3, a school district may submit a written application for participation in the Emergency Non-Certified School Personnel Program any time during the school year. The application shall be reviewed based upon the following documented components:

- (a) The number of teaching days not filled with an appropriately certified teacher or appropriately certified emergency substitute in the preceding school year;
- (b) The extent and anticipated usage of emergency school personnel;
- (c) A plan to eliminate the need for emergency school personnel in the future;
- (d) The steps taken by the district to recruit and retain emergency certified personnel;
- (e) The recruitment of persons with a high school diploma or its equivalent as determined by evidence of a passing score on the General Education Development Test, age twenty-five (25) or over, except an individual enrolled in an approved teacher education program who may be less than twenty-five (25) years old;
- (f) Recruitment of parents or other paraprofessionals assigned to the school;
- (g) A detailed outline of a minimum eighteen (18) clock hour orientation program including emphasis on student safety, district policies, and procedures; and
- (h) An outline of the district screening process, including the required criminal record and reference check

Summary: The Augusta Independent School District has submitted a written application for participation in the Emergency Non-Certified School Personnel Program. The application was complete and met the regulatory requirements.

Budget Impact: There is no budgetary impact.

Contact Person:

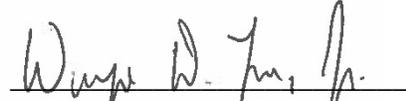
Mr. Daniel Clark

Division of Educator Preparation and Certification

Office of Educator Licensure and Effectiveness

(502) 564-4606

Email: daniel.clark@education.ky.gov



Wayne D. King
Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

Continuing Education Option (CEO), Plan II Guidelines

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve the CEO, Plan II Guidelines.

Rationale:

The CEO, Plan II guidelines provide information for districts, groups of districts (such as educational cooperatives) and institutions of higher education to design and submit a CEO plan that aligns with the filed amendments to 16 KAR 8:030. Those amendments establish the CEO, Plan II pathway for rank change based on a combination of field-based experiences, individual research, and approved professional development.

Action Question:

Should the EPSB approve the CEO, Plan II Guidelines?

Applicable Statute or Regulation:

KRS 161.020, 161.028, 161.030, 161.095, 161.1211, 16 KAR 8:030

History/Background:

Existing Policy: KRS 161.1211 establishes the classifications of teachers. According to the statute, an educator may obtain Rank II by obtaining a master's degree or continuing education. Rank I is obtained by meeting the requirements of Rank II and having an additional 30 hours of graduate work or continuing education. KRS 161.095 provides that the EPSB shall develop standards for continuing education including university courses, an advanced degree or a combination of field-based experiences, individual research, and approved professional development. 16 KAR 8:030 sets forth the current continuing education option for rank change. Amendments to 16 KAR 8:030 filed after the April 2019 meeting of the EPSB, set the requirements of a second CEO option for rank change: CEO, Plan II.

Summary: CEO, Plan II allows districts, groups of districts (such as educational cooperatives), and Kentucky institutions of higher education with EPSB-approved educator preparation programs to submit a CEO plan to the EPSB for approval. These plans would allow educators to achieve rank change and grow in their profession through field-based experience, research and approved professional development. All Plan II programs must be submitted to and approved by the EPSB before they may be offered for rank change. Based upon the statutory and regulatory requirements, as well as input from diverse stakeholders, guidelines have been drafted for CEO, Plan II, which outline the process for the submission of a CEO, Plan II program to the EPSB and the requisite Plan II components (introduction, capstone project, job-embedded professional

development experiences, assessment of candidates and program evaluation). A copy of the draft guidelines are included for review.

Budget Impact: Staff time will be required to provide technical assistance to applicants, review Plan II programs, and prepare submissions for EPSB review and/or approval.

Groups Consulted and Brief Summary of Responses:

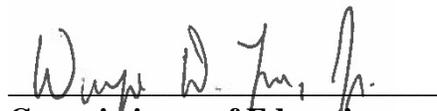
The CEO, Plan II workgroup consisted of Office of Educator Licensure and Effectiveness staff, district representatives, educational cooperative staff, and educator preparation provider leaders. Members included:

Lisa Allen – Campbellsville University
Melissa Biggerstaff – Green River Regional Educational Cooperative
Holly Bloodworth – West Kentucky Educational Cooperative
Bill Bradford (Karen Chesser) – Fort Thomas Independent Schools
Robert Brown – Kentucky Valley Educational Cooperative
Jennifer Carroll – Wolfe County Schools
Kyle Cassidy - Green River Regional Education Cooperative
Jim Evans – Lee County Schools
Margaret Rintamaa (Martha Schroeder) – University of Kentucky
Garet Wells – Woodford County Schools
David Young – Boyle County Schools

The CEO, Plan II work group met face-to-face on two occasions to review the regulation and provide input on the contents and structure of the CEO, Plan II guidelines. Additional feedback was provided by several educational cooperatives. The work group members were also given the opportunity to provide written feedback on the initial draft of the CEO, Plan II guidelines.

Contact Person:

Ms. Sharon Salsman, Program Coordinator
Division of Educator Preparation and Certification
Office of Educator Licensure and Effectiveness
(502) 564-4606
Email: sharon.salsman@education.ky.gov


Commissioner of Education

Date:

August 19, 2019

Education Professional Standards Board

CONTINUING EDUCATION OPTION, PLAN II GUIDELINES

Approved _____

Background

Amendments to 16 KAR 8:030 align the current regulation with statutory amendments and establish a pathway for additional rank change programs. These programs allow educators to grow in their profession and pursue rank change through a combination of field-based experiences, individual research, and approved professional development. Specifically, the amendment creates a second continuing education option (CEO), through CEO, Plan II to allow districts, groups of districts (such as educational cooperatives) and Kentucky institutions of higher education with accredited educator preparation providers (EPPs) to submit CEO, Plan II programs for rank change to the EPSB for approval. Applicants are encouraged to consult the materials related to [Continuing Education Option, Plan I](#), for reference.

Submitting an Application

- A district, a group of districts (such as an educational cooperative) or Kentucky post-secondary institution with an accredited educator preparation program must notify the Kentucky Department of Education of its intent to submit a proposal for a CEO, Plan II program. The email should be directed to Sharon Salsman (Sharon.Salsman@education.ky.gov), program consultant in the Educator Preparation Branch and point of contact for CEO plans.
- The district, group of districts or institution of higher education must submit a CEO, Plan II proposal that meets the requirements outlined below:

The proposal must include the following minimum components:

1. CEO, Plan II Introduction

- Provides a thorough rationale for the targeted educators' professional growth needs in content knowledge, instructional practice, and/or leadership skills, **including** clear supporting evidence of these needs, such as data from the school's or district's comprehensive improvement plan, student assessment results, and/or community context.
- Indicates whether the plan will align to the Kentucky Teacher Standards or the Teacher Leaders Standards.
- Specifies eligibility requirements for the CEO, Plan II cohort (i.e., district employees, open enrollment).
- Identifies and provides justification for rank change (Rank II or Rank I) for successful program completers.
- Includes a letter of support from the district superintendent, cooperative director, or university dean.
- Outlines estimated time commitment for cohort members.
- Lists and justifies how the professional development resources provide high-quality, research-based, expert and/or credentialed service and support that are proven to impact student learning and professional growth.

- Identifies program staff, including administrators, instructors, mentors and evaluators, and provides evidence of each one's credentials and/or qualifications that demonstrate proven impact upon student learning and professional growth.

2. CEO, Plan II Capstone Project

- Outlines clearly the details of the required comprehensive capstone project, including a definition of the action research that is required; how the project addresses needs identified in program justification; how each of the ten (10) Kentucky Teacher Standards established in 16 KAR 1:010 or seven (7) Teacher Leader Standards in 16 KAR 1:016 are met; and how the Capstone Project unifies the plan into a cohesive experience.
- Specifies how the capstone project positively impacts learning/outcomes for candidates and students.
- Explains sequence and targets of professional growth over time in:
 - i. content knowledge;
 - ii. instruction and assessment practices; and
 - iii. professional demonstration and relevant publication skills and strategies for a targeted audience.
- Explains how the Capstone Project will be evaluated and scored, including the scoring rubric/assessment instrument that is aligned to the Kentucky Teacher Standards or Teacher Leaders Standards.
- Defines publication requirements in detail.
- Explains how the provider will protect against plagiarism.

3. CEO, Plan II Job-Embedded Professional Development Experience

- Explains in detail how the program addresses, at a minimum, each of the ten (10) Kentucky Teacher Standards established in 16 KAR 1:010 or seven (7) Teacher Leader Standards in 16 KAR 1:016, including how they align to the needs identified in the plan and ensure that the goals have long-term benefits for students and teachers.
- Includes a detailed 1- to 4-year time line that incorporates major activities aligned to a specific progression of skills/knowledge and explains how each activity is aligned to particular standards and outcomes.
- Enumerates and describes in detail the targeted outcomes and results for cohort members and student learning; may include results related to School or District Comprehensive Improvement Plan and/or community resources.
- Describes in detail how candidates will engage in the following during and throughout the course of study:
 - i. content exploration and research;
 - ii. student instruction and assessment; and
 - iii. professional development and publication.
- Describes how the program's instructional design will integrate a combination of research, field experiences, and professional development activities; the program may also include graduate coursework and/or integration of micro-credentials.
- Describes in detail how candidates will be supported and mentored throughout the program.

4. CEO, Plan II Assessment of Candidates

- Details the provider's comprehensive plan to assess a candidate's demonstrated mastery of the Kentucky Teacher Standards or Teacher Leader Standards and program outcomes throughout and at the end of the program; specifically, identifies multiple assessment measures and the collection of evidence which results in a recommendation of rank change.
- Explains thoroughly the remediation plan for candidates who do not make adequate progress toward standards and outcomes as aligned to interim assessments, mastery of each of the Kentucky Teachers Standards or Teacher Leader Standards, and/or program completion requirements.

5. CEO, Plan II Program Evaluation

- Describes in detail how the provider will administer, monitor and oversee the program.
- Explains how the program demonstrates high-quality professional development as defined by Kentucky's professional learning standards and guidance (704 KAR 3:035).
- Describes how the provider will evaluate the quality of the program, including performance of completers, quality of resources, and performance of program staff, to continuously improve program design; includes identification and analysis of relevant data and the cycle for program review.
- Examines quantity and quality of participant mastery of new knowledge, skill development, and perception of program experience; organizational support; and student learning.

When should applications be submitted?

Applications may be submitted at any time; however, time required for program review and the timing of EPSB meetings may impact the length of time for the approval of the application.

To whom should applications or questions be directed?

Sharon Salsman, Program Consultant
Division of Educator Preparation and Certification
Office of Educator Licensure and Effectiveness
Kentucky Department of Education
300 Sower Complex, 5th Floor
Frankfort, Kentucky 40601
(502) 564-4606 ext. 2159
sharon.salsman@education.ky.gov

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

Kentucky Standards for School Counselor Preparation Programs

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve the proposed Kentucky Standards for School Counselor Preparation Programs aligned with School Counselor Practice Standards and National Council for the Accreditation of Counseling and Related Education Programs (CACREP) Standards.

Rationale:

The EPSB approved the current Guidance Counselor Standards in 2004. CACREP revised their school counselor standards in 2016. The proposed Kentucky Standards for School Counselor Preparation Programs align with the updated CACREP standards. These revised standards are needed to prepare school counselors with the most current professional standards.

Action Question:

Should the EPSB approve the revised standards and replace Kentucky's current Guidance School Counselor Standards?

Applicable Statute or Regulation:

16 KAR 3:060, 16 KAR 5:010

History/Background:

Existing Policy: 16 KAR 5:010, Section 11, identifies Kentucky's Standards for Guidance Counseling Programs as the preparation standards for counselor programs. These standards were approved by the Board in November 2004, and were derived from the CACREP Standards.

Summary: Kentucky's current counseling programs are based upon CACREP's outdated 2004 standards. Following CACREP's revision of the School Counselor Standards in 2016, Kentucky's preparation standards for school counselors should be updated. The proposed Kentucky Standards for School Counselor Preparation Programs align with the updated CACREP standards. These revised standards are needed to prepare school counselors with the most current professional standards. A copy of the proposed Kentucky Standards for School Counselor Preparation Programs is included for review. A crosswalk of the standards will be uploaded to the Document Library.

Budget Impact: There will be some cost associated with updating the regulations and disseminating the new standards.

Groups Consulted and Brief Summary of Responses:

In June 2018, the EPSB appointed a committee including school counselors, representatives from the Kentucky School Counselor Association (KSCA) and representatives from educator preparation programs to review the regulation and propose new preparation standards for school

counselors. Members of this committee are listed below. The committee has met multiple times, including both face to face and virtual meetings, first under the guidance of Sherry Henley, EPSB; then Robin McCoy, KDE; and most recently, Damien Sweeney, KDE. Every Kentucky institution of higher education with a school counselor preparation program had the opportunity to provide feedback. Those universities and contacts are listed below, as well.

Members of the School Counselor Standards Review Committee

Practitioners:

Shonna Gullett, Elementary, Owen County
Lori Dickman, Elementary, Campbell County
Kaet Barron, Elementary, Bullitt County
Gabrielle Hart, Middle, Owensboro Ind.
Amy Riley, Middle, Mercer County
Julie Thomas, High, Nelson County
Maria Lyons, High, Scott County

KSCA

Stacy Russell, Advocacy Chair
Michelle Sircy, President

Educator Preparation Program Faculty

Lacretia Dye, Western Kentucky University
Hong Ryun Woo, University of Louisville
Susana Bloomdahl, Murray State University
Dorea Glance, Northern Kentucky University
Susan Rose, University of the Cumberlands

Universities with School Counselor Programs and Representatives

University

Campbellsville
EKU
Morehead
Murray
NKU
Spalding
Cumberlands
UofL

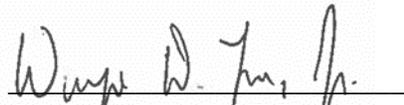
Representative

Peggy C. Richardson
Charles Myers
Beverly M. Klecker
Susana Bloomdahl
Dorea Glance
Christopher Walsh
Susan Rose
Hong Ryun Woo

Additionally, the Commissioner's Counselors Advisory Committee has reviewed the Standards for School Counselor Preparation Programs and has collaborated with the preparation standards committee to prepare an additional set of standards of practice for school counselors, which will be presented to the Kentucky Board of Education.

Contact Person:

Dr. Eve Proffitt, Project Specialist
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Office of Educator Licensure and Effectiveness
502) 564-4606
E-mail: eve.proffitt@education.ky.gov



Commissioner of Education

Date:

August 19, 2019

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**KENTUCKY STANDARDS
OF PREPARATION
FOR**



SCHOOL COUNSELORS



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Section 1: Overview

Introduction/Preamble

Professional school counselors represent a significant and important component of the educational leadership team within the K-12 schools of the Commonwealth. The standards, as authorized by 16 KAR 3:060, School counselor, Provisional and Standard certificates all grades, acknowledge the importance of a common core of knowledge, skills, and abilities as well as the specific skills and knowledge unique to the practice of professional school counseling. The standards for counselor training and preparation represent the foundation for the profession of school counseling in the Commonwealth of Kentucky that will provide candidates with useful feedback and support as they grow and learn professionally.

Defining the Kentucky Professional School Counselor

A Kentucky school counselor is a certified mental health professional supporting all K-12 students in their social/emotional, academic and career development. Through a Comprehensive School Counseling Program, counselors provide data-informed, universal and targeted learning experiences to develop the whole child in a diverse society.

Roles and Responsibilities of the School Counselor

The daily work of a school counselor may differ depending on the setting and context (urban, suburban or rural; elementary, middle, high school or career technical center; and so on). At the core, however, the work of the professional school counselor is always to provide direct and indirect services in support of students' academic, career and social/emotional development.

As they work with students, school counselors maintain their sights on students' developmental levels and short and long-term goals, and provide services accordingly. With the goal of supporting students' academic, career and social/emotional development, school counselors serve as leaders within their schools, advocating on behalf of their students and sharing in the creation of a positive environment for learning. To ensure their effectiveness, school counselors continuously engage in a cycle of improvement in which they adjust their professional learning and practices according to an informed analysis of available data.

Effective school counselors possess a wide body of knowledge and specific personal and professional competencies. With the adoption of the Kentucky Standards of Practice for School Counselors, Kentucky has clearly defined the knowledge, skills and competencies of effective school counselors. These standards promote the most effective school counseling practices and offer a core set of expectations for Kentucky school counselors. Professional school counselors

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offer students access to the kinds of high-quality direct and indirect services described here, which will support students' academic, career and social/emotional development.

Organization and Structure of the Standards

The standards begin with the rationale for and the role of school counselor preparation programs to provide the context for the preparation standards.

Following the rationale and role is a crosswalk table connecting the Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards to the Kentucky Guidance Counselor Standards approved by the Educational Professional Standards Board in 2005, then to the proposed Kentucky School Counselor Standards to show direct alignment of the proposed School Counselor Standards to the nationally recognized CACREP standards for all mental health professionals.

Following the crosswalk, the standards are presented in a manner to allow for the presentation of specific indicators. This presentation is organized as follows:

- **Standard:** The overarching goal of the school counselor preparation program.
- **Narrative Summary:** The Narrative Summary describes the content of and rationale for each Standard.
- **Elements:** The Elements are statements of skills or characteristics that define effectiveness in the Standard.
- **Indicators:** The Indicators show the knowledge and skills of each element to model SMART goals. The Indicators are observable or measurable statements that serve as tools in discussions of effective school counselor preparation programs.

Standards:

Overarching goals and themes that provide a framework for effective preparation

Narrative Summaries:

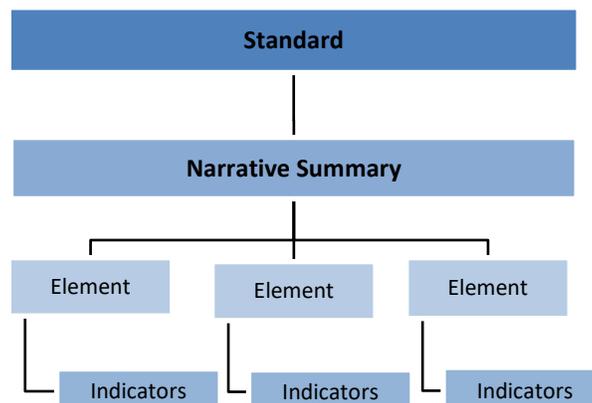
Statements that describe key understandings, assumptions and beliefs related to the standards

Elements:

Specific statements that define the various skills and characteristics that demonstrate the effectiveness in each standard

Indicators:

Observable and/or measurable statements that provide evidence of the standards and elements in action



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Section II: Rationale and Role

The Rationale

School counselors occupy an important leadership role in education and school counseling preparation programs are vital to the appropriate development of that role. School counselors significantly contribute to outcomes used to measure the success of students and schools; therefore students in school counselor preparation programs need direct training and supervision in leadership and the implementation of a comprehensive school counseling program (House & Sears, 2002).

The Professional Code of Ethics for Kentucky Certified Personnel ([16 KAR 1:020](#)) significantly influences both the preparation and the practice standards and are thus enmeshed within the standards. The Standards of Preparation provides the foundation for preparation programs and guides the counselor candidate, while the Standards of Practice guides the practicing counselor. These standards are interrelated as preparation begets practice, hence these documents have been published at the same time as they share a somewhat dependent relationship.

The Standards of Practice and the Standards of Preparation influence the development of the evolving Kentucky Model of Comprehensive School Counseling, which is meant to guide the community in their view and use of the School Counselor and the School Counselor program. The Kentucky Model is due out in Fall 2020, following the American School Counselors Association (ASCA) Conference when a revised ASCA National Model is due to be shared. The sharing the revised ASCA National Model explains the evolving development of the Kentucky Model as we want to use the most current National Model in our development.

These initiatives place significant attention on the preparation of school counselors, ensuring that graduates are well-prepared to design, implement and evaluate a comprehensive school counseling program that is proactive, accountable, and aligned with the mission of the school.

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The Role of Counselor Preparation Programs

Effective school counseling preparation programs provide coursework and training to help school counseling students learn to design and implement a comprehensive school counseling program. These programs help school counseling students develop knowledge, skills and attitudes including:

- Understanding of the organizational structure and governance of the educational system, as well as cultural, political and social influences on current educational practices
- Addressing legal, ethical and professional issues in PK–12 schools
- Understanding of developmental theory, counseling theory, career counseling theory, social justice theory and multiculturalism
- Understanding of the continuum of mental health services, including prevention and intervention strategies for addressing academic, personal/social and career development to enhance student success for all students
- Facilitating individual student planning, school counseling core curriculum, crisis response and counseling programs that ensure equitable access to resources promoting academic achievement, personal/social growth and career development for all students
- Collaborating and consulting with stakeholders (e.g., families/guardians, teachers, administration, community stakeholders) to create learning environments promoting student educational equity and success for all students
- Identifying impediments to student learning, developing strategies to enhance learning and collaborating with stakeholders to improve student achievement
- Using advocacy and data-driven school counseling practices to close the achievement/ opportunity gap
- Understanding of current models of school counseling programs and how they relate to the educational program
- Understanding of outcome research data and best practices as identified in the school counseling research literature
- Understanding the importance of serving on school leadership teams and acting as educational leaders

Field-based experiences are essential to the preparation of school counselors. These experiences should provide training that aligns with the school counselor preparation program and further develops the student's knowledge, skills and attitudes necessary to implement a comprehensive school counseling program. Field-based experiences are ideally supervised by a certified school counselor in the K-12 setting and a university supervisor with the appropriate school counselor educator qualifications.

School counseling preparation programs are facilitated by counselor educators who have the knowledge, skills and attitudes necessary to prepare school counselors to promote the academic, career and personal/social development of all school counseling students. Counselor educators have appropriate preparation including knowledge of school counseling models and school counselor competencies, organization and administration of K-12 schools, counseling children and adolescents, and current issues and trends in school counseling.

Counselor educators should hold an earned doctoral degree in counselor education, counseling psychology, educational leadership or closely related field.

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Summary

School counselor preparation programs emphasize development of the attitudes, knowledge and skills essential for the implementation of effective comprehensive school counseling programs. These programs align with the philosophy and vision of the Kentucky Model of Comprehensive School Counseling, the Kentucky Standards of Practice for School Counselors, the Professional Code of Ethics for Kentucky Certified Personnel ([16 KAR 1:020](#)), and the Kentucky Standards for School Counselor Preparation Programs creating a program empowering every student to succeed and achieve in his/her K-12 experiences. Counselor educators have the appropriate background, experience and commitment to prepare school counselors who are able to respond to the changing expectations and dynamics of students, families, schools and communities.

Section III: Standards for School Counselor Preparation Programs

STANDARD 1. PROFESSIONAL IDENTITY/RESPONSIBILITY

The School Counselor Education Preparation Program infuses a professional identity of ethical and legal practices for the school counselor candidates to be able to practice effective school counseling.

NARRATIVE SUMMARY:

Professional identity is defined as including both personal and professional development. It involves the internalization of core values and perspectives recognized as integral to the school counseling role. How a school counselor thinks of herself or himself as a school counselor is often defined as a professional self-concept based on attributes, beliefs, values, motives, and experiences. Internalization of ethical codes of conduct is imperative. It is the preparation program's responsibility to foster a positive, proactive professional identity of the program as well as each individual within the program.

STANDARD 1 ELEMENTS		INDICATORS
1.1	The school counselor education program has a publicly available mission statement in alignment with the School of Education in which the program is housed.	<ul style="list-style-type: none"> a. Analyze personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do. b. Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission. c. Analyze a school's particular educational beliefs, vision and mission. d. Create a school counseling vision statement describing a future world where student outcomes are being successfully achieved, stating the best possible outcomes desired for students that are five to fifteen years away and aligned with the school and district vision. e. Create a school counseling mission statement aligned with the school, district and state mission that is specific, concise, clear and comprehensive; emphasizes equity, access and success for every student; and indicates long-range results desired for all students. f. Communicate the vision and mission of the school counseling program to all appropriate stakeholders.
1.2	The program has relevant objectives to carry out the mission.	<ul style="list-style-type: none"> a. The objectives reflect current knowledge and skills as provided in Standard 2.

		<ul style="list-style-type: none"> b. The objectives reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating school. c. The objectives address student learning. d. The objectives are written so they can be evaluated.
1.3	Students actively identify and participate within the counseling profession.	<ul style="list-style-type: none"> a. Students participating in professional counseling organizations. b. Students participating in seminars, workshops, or other activities that contribute to personal and professional growth.

STANDARD 2. PROGRAM IMPLEMENTATION

Professional Preparation encompasses eight common core areas within an evidenced-based supported curriculum to fully prepare the Counselor Candidate for practice.

NARRATIVE SUMMARY:

Standard 2 in the Program Preparation Standards is based on the curriculum within the program and is thus titled Program Curriculum. As such, the content of the standards provides the rationale.

STANDARD 2 ELEMENTS		INDICATORS
2.1	Current counseling -related research is infused in the curriculum.	<ul style="list-style-type: none">a. Curriculum reflects evidenced-based theoretical foundation.b. Curriculum reflects evidenced-based strategies and techniques.
2.2.1	PROFESSIONAL IDENTITY AND ETHICAL PRACTICE	<ul style="list-style-type: none">a. history and philosophy of the counseling profession, including significant factors and events;b. the multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultationc. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teamsd. the role and process of the professional counselor advocating on behalf of the professione. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clientsf. professional organizations, including but not limited to ASCA/American Counselors Association (ACA), Kentucky School Counselors Association (KSCA)/Kentucky Counselors Association (KCA) its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issuesh. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counselingi. technology's impact on the counseling profession and how to stay up-to-date with technology needed to enhance productivity/efficiency within the professionj. strategies for personal and professional self-evaluation and implications for practice

		<ul style="list-style-type: none"> k. self-care strategies appropriate to the counselor role l. the role of counseling supervision in the profession
2.2.2	SOCIAL AND CULTURAL DIVERSITY	<ul style="list-style-type: none"> a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy c. multicultural counseling competencies d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others e. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; f. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body; g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination h. Apply legal and ethical principles of the school counseling profession
2.2.3	HUMAN GROWTH AND DEVELOPMENT	<ul style="list-style-type: none"> a. theories of individual and family development across the lifespan b. theories of learning c. theories of normal and abnormal personality development d. theories and etiology of addictions and addictive behaviors e. biological, neurological, and physiological factors that affect human development, functioning, and behavior f. systemic and environmental factors that affect human development, functioning, and behavior g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan h. a general framework for understanding differing abilities and strategies for differentiated interventions i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan j. strategies to facilitate school and postsecondary transitions
2.2.4	CAREER DEVELOPMENT	<ul style="list-style-type: none"> a. theories and models of career development, counseling, and decision making b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

		<ul style="list-style-type: none"> c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems d. assessment instruments and techniques that are relevant to career planning and decision making e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development f. strategies for career development program planning, organization, implementation, administration, and evaluation g. career counseling processes, techniques, and resources, including those applicable to specific populations h. strategies for facilitating client skill development for career, educational, life-work planning and management i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making j. ethical and culturally relevant strategies for addressing career development
2.2.5	COUNSELING AND HELPING RELATIONSHIPS	<ul style="list-style-type: none"> a. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling or their theoretical orientation b. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling c. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships e. integration of technological strategies and applications within counseling and consultation processes f. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic

		<p>differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills</p> <ul style="list-style-type: none"> g. essential interviewing, counseling, and case conceptualization skills h. developmentally relevant counseling treatment or intervention plans i. development of measurable outcomes for clients j. evidence-based counseling strategies and techniques for prevention and intervention k. strategies to promote client understanding of and access to a variety of community-based resources l. suicide prevention models and strategies m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid, Youth Mental Health First Aid, Trauma-Informed Training and more n. processes for aiding students in developing a personal model of counseling
2.2.6	GROUP COUNSELING	<ul style="list-style-type: none"> a. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature b. principles of group dynamics, including group process components, developmental stage theories, and groups members' roles and behaviors c. therapeutic factors and how they contribute to group effectiveness d. characteristics and functions of effective group leaders, including characteristics of leadership styles and approaches e. approaches to group formation, including recruiting, screening, and selecting members f. approaches used for other types of group work, including task groups, psycho educational groups, and therapy groups g. ethical and culturally relevant strategies for designing and facilitating groups
2.2.7	ASSESSMENT AND TESTING	<ul style="list-style-type: none"> a. historical perspectives concerning the nature and meaning of assessment and testing in counseling b. methods of effectively preparing for and conducting initial assessment meetings c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide d. procedures for identifying trauma and abuse and for reporting abuse e. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques for diagnostic and intervention planning purposes

		<ul style="list-style-type: none"> f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations h. reliability and validity in the use of assessments i. use of assessments relevant to academic/educational, career, personal, and social development j. use of environmental assessments and systematic behavioral observations k. use of symptom checklists, and personality and psychological testing l. use of assessment results to diagnose developmental, behavioral, and mental disorders m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
<p>2.2.8</p>	<p>RESEARCH AND PROGRAM EVALUATION</p>	<ul style="list-style-type: none"> a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice b. identification of evidence-based counseling practices c. needs assessments d. development of outcome measures for counseling programs e. evaluation of counseling interventions and programs f. qualitative, quantitative, and mixed research methods g. designs used in research and program evaluation h. statistical methods used in conducting research and program evaluation i. analysis and use of data in counseling j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

STANDARD 3. PROGRAM REFLECTION AND EVALUATION

The school counselor preparation program measures the candidate's knowledge and skills in ability to develop the Comprehensive School Counseling program ready for implementation. The school counselor preparation program infuses the practice of reflection and evaluation so that candidates engage in a cycle of continuous improvement using data to identify needs, plan and implement the CSCP aligned with the Kentucky Standards of Practice and refine their work through reflective analysis.

NARRATIVE SUMMARY:

The elements within the preparation program measure the candidate's knowledge and skills in the ability to develop the Comprehensive School Counseling program ready for implementation. It is both the school counselor candidates' and the practicing school counselors' role to understand the importance of using data to plan, implement and continually improve. Data are a key element in accountability of the comprehensive school counseling program.

STANDARD 3 ELEMENTS		INDICATORS
3.1	The preparation program monitors student performance and progress.	<ul style="list-style-type: none">a. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas within Standard 2 as well as the remaining standards to support the design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs, (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.b. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.c. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.
3.2	The preparation program monitors the effectiveness of the school counselor education program.	<ul style="list-style-type: none">a. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learningb. For each of the types of data listed in 3.3a, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.

		<ul style="list-style-type: none"> c. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications. d. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.
<p>3.3</p>	<p>The preparation program uses data to recommend changes and adjustments to the program</p>	<ul style="list-style-type: none"> a. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

STANDARD 4. CONTEXTUAL DIMENSIONS OF THE LEADERSHIP/ADVOCACY ROLE

The school counselor preparation program infuses the role of leader and advocate into the program modeling effective leadership, vision, collaboration with all stakeholders and equitable practices.

NARRATIVE SUMMARY:

School Counselor candidates demonstrate their proficiencies to lead and advocate for both the school counselor role and the K-12 students within their care so that learning and development opportunities for all K-12 students are enhanced. School counselors are prepared to lead and participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.

STANDARD 4 ELEMENTS		INDICATORS
4.1	Advocacy for all K-12 students	<ul style="list-style-type: none"> a. school counselor roles as leaders, advocates, and systems change agents in K-12 schools b. school counselor roles in consultation with families, K-12 and postsecondary school personnel, and community agencies c. school counselor roles in relation to college and career readiness
4.2	Advocacy for effective school counseling programs	<ul style="list-style-type: none"> a. competencies to advocate for school counseling roles b. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community c. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development. d. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate e. professional organizations, preparation standards, and credentials relevant to the practice of school counseling f. legislation and government policy relevant to school counseling g. legal and ethical considerations specific to school counseling
4.3	Strategies of Leadership designed to enhance the learning environment of K-12 schools	<ul style="list-style-type: none"> a. school counselor roles in school leadership and multidisciplinary teams b. qualities and styles of effective leadership in schools c. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders d. common medications that affect learning, behavior, and mood in children and adolescents e. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

		<ul style="list-style-type: none"> f. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students g. professional organizations, preparation standards, and credentials relevant to the practice of school counseling h. legislation and government policy relevant to school counseling i. legal and ethical considerations specific to school counseling
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STANDARD 5. CLINICAL INSTRUCTION

Candidates will be provided a clinical experience within a K-12 school that allows the candidate to practice and demonstrate their developing skills and competencies in school counseling.

NARRATIVE SUMMARY:

Clinical Instruction aligns with Council for the Accreditation of Educator Preparation (CAEP) Standard 2, Clinical Partnerships and Practice, to provide a beneficial K-12 school counseling experience for clinical preparation co-constructed by University and K-12 school partnerships. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

University faculty works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions that are associated with a positive impact on the learning and development of all K-12 students.

STANDARD 5 ELEMENTS		INDICATORS
5.1	The program must clearly define and measure the outcomes expected of practicum/intern students, using appropriate professional resources that address the Kentucky School Counselor Standards of Practice.	<ul style="list-style-type: none"> a. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. b. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship. c. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. d. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group. e. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. f. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. g. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement. h. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum.

		Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.
5.2	Practicum/ internship experiences must occur in a school counseling setting under the supervision of a site supervisor.	<ul style="list-style-type: none"> a. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience. b. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed EPSB school counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty. c. Site supervisors have (1) a minimum of a master’s degree in school counseling; (2) relevant certifications and/or licenses; (3) a minimum of two years of professional experience in school counseling; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. d. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors. e. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

***The creators of this document recognize that each Kentucky college or university has its own diverse and unique needs. As a result, we wanted to provide standards that each college or university would follow but chose not to provide a rubric for how these standards would be evaluated. By not providing a rubric, we offer each Kentucky college or university the autonomy to create their own evaluation system.**

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

16 KAR 6:031, Notice of Repeal of 16 KAR 6:030

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve the repeal of 16 KAR 6:030.

Rationale:

The requirements of 16 KAR 6:030 were incorporated into the new administrative regulation 16 KAR 3:090. Therefore, 16 KAR 6:030 is no longer necessary and should be repealed.

Action Question:

Should the EPSB approve 16 KAR 6:031 to repeal 16 KAR 6:030?

Applicable Statute or Regulation:

KRS 161.027, 16 KAR 3:090, 16 KAR 6:030

History/Background:

Existing Policy: 16 KAR 6:030 establishes the examination requirements for principal certification in accordance with KRS 161.027.

Summary: At the April 8, 2019 meeting, the EPSB approved an agency amendment to 16 KAR 3:090 to include relevant portions of 16 KAR 6:030. 16 KAR 3:090 became effective July 5, 2019. With the inclusion of this information in 16 KAR 3:090, 16 KAR 6:030 is no longer necessary. Therefore, staff has drafted 16 KAR 6:031 to repeal 16 KAR 6:030. The proposed repealer is included for review.

Budget Impact: There is no budgetary impact.

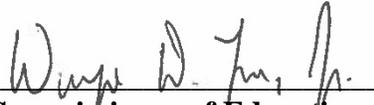
Groups Consulted and Brief Summary of Responses:

UPPI Stakeholder Group

The UPPI stakeholder group brought together all related organizations for principal development, preparation, and professional training. The stakeholder group supported the inclusion of relevant portions of 16 KAR 6:030 in the new regulation 16 KAR 3:090.

Contact Person:

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Commissioner of Education

Date:

August 19, 2019

1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Education Professional Standards Board

3 (Repealer)

4 16 KAR 6:031. Repeal of 16 KAR 6:030.

5 RELATES TO: KRS 13A.310

6 STATUTORY AUTHORITY: KRS 161.020, KRS 161.027

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires a certificate of le-
8 gal credentials for any public school position for which a certificate is issued. KRS 161.027 re-
9 quires the Education Professional Standards Board to develop or select appropriate tests, estab-
10 lish minimum scores for successful completion, and establish a reasonable fee to be charged for
11 actual cost of administration of the tests, for an applicant seeking certification as principal, and
12 further requires that each applicant for certification as school principal with less than two (2)
13 years of appropriate experience complete a one (1) year internship program developed by the
14 Education Professional Standards Board. This administrative regulation repeals the administra-
15 tive regulation on examination prerequisites which has been included in the new administrative
16 regulation 16 KAR 3:090.

17 Section 1. 16 KAR 6:030, Examination prerequisites for principal certification, is hereby re-
18 pealed.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

Morehead State University: Accreditation of the Educator Preparation Provider and Approval of Programs

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should accept the recommendations from the Accreditation Audit Committee (AAC) to grant accreditation for the Educator Preparation Provider (EPP), grant approval for the initial level preparation programs, and grant approval with conditions of the advanced level preparation programs at Morehead State University.

Rationale:

16 KAR 5:010 outlines the role and responsibilities of the AAC. The AAC has followed the regulatory procedures.

Action Question:

Should the EPSB grant continuing CAEP/EPSB state accreditation to the EPP, grant approval for the initial level preparation programs, and grant approval with conditions of the advanced level preparation programs at Morehead State University?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

Existing Policy: 16 KAR 5:010, identifies the requirements and processes for EPPs to demonstrate evidence of meeting the standards for accreditation and program approval.

Summary: A joint CAEP/EPSB Site Visitors team conducted the on-site evaluation of the EPP (College of Education) at Morehead State University on November 11 - 13, 2018. Under the new CAEP guidelines, the site visitors make recommendations on Areas for Improvement (AFI) and do not recommend status on the standards. The CAEP Accreditation Council made its accreditation decision and found all standards were met by the EPP at Morehead State University.

NCATE AFI's from previous visit: The site visitors recommended removal of two previous AFIs in NCATE Standard 2 related to initial programs, but continued one of those AFIs related to advanced programs because Morehead State University's advanced programs were not part of the review. The site visitors removed the two AFIs in Standard 4.

CAEP AFI's: The site visitors recommended no AFIs in CAEP Standards 1, 2, and 3. The site visitors recommend one AFI in CAEP Standard 4 and two AFIs in Standard 5. The CAEP Accreditation Council removed all AFIs in Standard 4 and 5. The site visitors reviewed evidence of compliance with the EPSB regulations as part of the on-site visit and found the EPP at Morehead

State University to be in compliance with the regulations as established and approved by the EPSB except for the completion of the program review process for the advanced programs.

On July 2, 2019, the AAC met and reviewed the accreditation materials including the Institutional Self-Study Report, the Formative Feedback Report, the Addendum, the On-Site Report, the Report Rejoinder, and the Team Chair's Response to the Rejoinder. Below is a summary of the committee's recommendations:

Areas for Improvement

Standard 5: Provider Quality Assurance and Continuous Improvement

1. (Continued) The unit does not utilize aggregated data across advanced programs for unit improvement. (Advanced)

16 KAR 5:010 requires an EPP to submit each of its program review documents prior to its on-site accreditation visit. Due to the transition from NCATE to CAEP, and the redesign of the program review requirements by EPSB, it was agreed that Morehead State University would only be required to submit its initial certification programs prior to the on-site visit. Morehead State University did so and received written notification, dated November 8, 2018, of the initial certification programs submitted for continued approval. On July 2, 2019, the AAC voted to recommend approval of all the submitted initial certification programs. While Morehead State University submitted their advanced programs for review, the institution has requested an extension for review and approval.

Budget Impact: KDE resources (staff) to facilitate the review and accreditation processes.

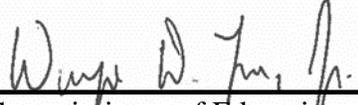
Groups Consulted and Brief Summary of Responses:

Content Area Program Reviewers
Program Review Committee
Joint CAEP/EPSB Site Visitors
AAC

The AAC agreed with the CAEP Accreditation Council findings that all accreditation standards are met. Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation and (2) Approval of the Initial Level Educator Preparation Programs and (3) Approval with Conditions of the Advanced Level Educator Preparation Programs at Morehead State University. The recommended condition is that Morehead State University must submit all of its advanced programs for which it intends to seek continued approval by December 2019.

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Commissioner of Education

Date:
August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

Spalding University: Accreditation of the Educator Preparation Provider and Approval of Programs

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should accept the recommendations from the Accreditation Audit Committee (AAC) to grant accreditation for the Educator Preparation Provider (EPP), grant approval for the initial level preparation programs, and grant approval with conditions of the advanced level preparation programs at Spalding University.

Rationale:

16 KAR 5:010 outlines the role and responsibilities of the AAC. The AAC has followed the regulatory procedures.

Action Question:

Should the EPSB grant continuing CAEP/EPSB state accreditation to the EPP, grant approval for the initial level preparation programs, and grant approval with conditions of the advanced level preparation programs at Spalding University?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

Existing Policy: 16 KAR 5:010, identifies the requirements and processes for EPPs to demonstrate evidence of meeting the standards for accreditation and program approval.

Summary: A joint CAEP/EPSB Site Visitors team conducted the on-site evaluation of the EPP (College of Education) at Spalding University on December 2 - 4, 2018. Under the new CAEP guidelines, the site visitors make recommendations on Areas for Improvement (AFI) and do not recommend status on the standards. The CAEP Accreditation Council made its accreditation decision and found all standards were met by the EPP at Spalding University.

NCATE AFIs from previous visit: The site visitors recommended removal of one previous AFI in NCATE Standard 2 for initial programs. The AFI for advanced programs is recommended continued because Spalding University's advanced programs were not part of the review.

CAEP AFIs: The site visitors recommended no AFIs in CAEP Standard 1. The site visitors recommend one AFI in CAEP Standard 2; one AFI in Standard 3; one AFI in Standard 4; and 3 AFIs in Standard 5. The CAEP Accreditation Council removed the AFI in Standard 2, maintained the AFIs in Standards 3 and 4, and maintained two AFIs and removed one AFI in Standard 5. The site visitors reviewed evidence of compliance with the EPSB regulations as part of the on-site visit and found the EPP at Spalding University to be in compliance with the regulations as established

and approved by the EPSB except for the completion of the program review process for the advanced programs.

On July 2, 2019, the AAC met and reviewed the accreditation materials including the Institutional Self-Study Report, the Formative Feedback Report, the Addendum, the On-Site Report, the Report Rejoinder, and the Team Chair's Response to the Rejoinder. Below is a summary of the committee's recommendations:

Areas for Improvement

Standard 3: Candidate Quality, Recruitment, and Selectivity

1. The EPP provides an insufficient plan to recruit candidates (Component 3.1).

Standard 4: Program Impact

1. The EPP provides an insufficient plan to document program completer impact of P-12 student learning and development (Component 4.1).

Standard 5: Provider Quality Assurance and Continuous Improvement

1. There is insufficient evidence the EPPs quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures (Component 5.2).
2. The EPP has an insufficient plan to document completer impact on P-12 learning (Component 5.4).
3. (Continued) The unit does not regularly and systematically involve the professional community in the evaluation of its assessment system. (Advanced)

16 KAR 5:010 requires an EPP to submit each of its program review documents prior to its on-site accreditation visit. Due to the transition from NCATE to CAEP, and the redesign of the program review requirements by EPSB, it was agreed that Spalding University would only be required to submit its initial certification programs prior to the on-site visit. Spalding University did so and received written notification, dated October 17, 2018, of the initial certification programs submitted for continued approval. On July 2, 2019, the AAC met and recommended approval of all the submitted initial certification programs. While Spalding University submitted their advanced programs for review, several of the advanced programs had concerns that have not been sufficiently addressed. The institution has requested an extension for review and approval of their advanced programs.

Budget Impact: KDE resources (staff) to facilitate the review and accreditation processes.

Groups Consulted and Brief Summary of Responses:

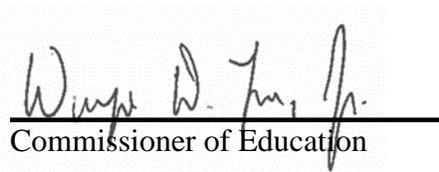
Content Area Program Reviewers
Program Review Committee
Joint CAEP/EPSB Site Visitors
AAC

The AAC agreed with the CAEP Accreditation Council findings that all accreditation standards are met. Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation and (2) Approval of the Initial Level Educator Preparation Programs and (3) Approval with Conditions of the Advanced Level Educator Preparation Programs at Spalding University. The recommended

condition is that Spalding University be granted an extension until September 1, 2020, to submit their advanced programs for review.

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Wayne D. Lewis, Jr.
Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 5:040. Request to Waive Cooperating Teacher Eligibility Requirements for Alyssa Jones

Action Question:

Should the Education Professional Standards Board approve the waiver request from the University of Louisville (UL) for Ms. Alyssa Jones?

Applicable Statute or Regulation:

KRS 161.028, 161.042, 16 KAR 5:040

History/Background:

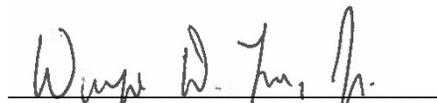
Existing Policy: 16 KAR 5:040, Section 1 (1)(b), requires a Cooperating Teacher to have at least three (3) years of teaching experience as a certified educator.

Summary: UL has requested that one of their student teachers be placed in Ms. Alyssa Jones' classroom in the Fall 2019. At that time, Ms. Jones will have one and a half of the required three years of teaching experience as a certified educator. According to the attached letters of support, she has proven to be an exceptional teacher and she demonstrates the qualifications that UL requires for their student teachers. Ms. Jones has also demonstrated a high degree of competency in her practice and the qualities needed for mentoring. She is employed at Portland Elementary which is a partnership school and closely supervised by a university supervisor who has 19 years of experience.

Budget Impact: There is no budgetary impact.

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Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 5:020. Request to Waive Required GPA for Admission to an Option 6 Program for Middle School Science Certification

Action Question:

Should the Education Professional Standards Board approve Western Kentucky University's (WKU) request to waive the grade point average requirement for an applicant's admission to WKU's Option 6 program for Middle School Science certification?

Applicable Statute or Regulation:

KRS 161.020, 161.028, 161.048, 16 KAR 5:020, 16 KAR 9:080

History/Background:

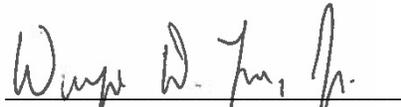
Existing Policy: 16 KAR 5:020 establishes the standards for admission to an educator preparation program for certification. Section 1 outlines the criteria for admission to initial and advanced teacher preparation programs. In addition to the requirements for undergraduate initial certification programs, it identifies requirements for a graduate level initial certification program. These requirements include a bachelor's degree or advanced degree from a regionally accredited college or university with a cumulative grade point average of 2.75 on a 4.0 scale or a 3.0 on a 4.0 scale on the last thirty hours; successful completion of either the Praxis Core Academic Skills for Educators exams or Graduate Record Exam; evidence of candidate's critical thinking, communication, creativity and collaboration skills; evidence of candidate's understanding of the professional dispositions expected of professional educators; and a review of the Professional Code of Ethics for Kentucky School Certified Personnel.

Summary: In collaboration with Metcalfe County Public Schools, WKU is requesting a waiver of the GPA admission requirements for an applicant. Metcalfe County Public Schools is interested in hiring the applicant as a 9th grade Integrated Science teacher. She has a degree in Agriculture and has been working in the field of animal science for a number of years. WKU wishes to admit her to the Option 6 program for Middle School Science certification; however, the applicant's current GPA on the last thirty hours (2.83 as calculated by WKU) does not meet the admission regulation requirement. Included in the request are letters of support from the Dean of the WKU College of Education and Behavioral Sciences and the Superintendent of the Metcalfe County Public Schools.

Budget Impact: There is no budgetary impact.

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Commissioner of Education

Date:
August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 3:090. Request to Waive Teaching Experience Requirement for Admission to a Principal Preparation Program Carolyn Burke

Action Question:

Should the Education Professional Standards Board (EPSB) approve the University of Kentucky's (UK) request to waive the teaching experience requirement for Carolyn Burke to allow her to be admitted to UK's School Principal P-12 program?

Applicable Statute or Regulation:

KRS 161.020, 161.027, 161.028, 16 KAR 3:090

History/Background:

Existing Policy: 16 KAR 3:090 establishes the preparation and certification requirements for all advanced educational leaders. Section 2 of the regulation outlines the prerequisites for admission to all Advanced Educational Leadership certification programs. These prerequisites include qualifications for a Kentucky teaching certificate; admission to the program identified by the approved program; Rank II; and completion of at least three years of full-time, documented teaching experience in a public school or a nonpublic school which meets the state performance standards or which has been accredited by a regional or national accrediting association.

Summary: Ms. Carolyn Burke is applying for admission to UK's School Principal P-12 preparation program. She does not have the three years teaching experience as required by 16 KAR 3:090 Section 2(d). UK has submitted a request to the EPSB to waive the required teaching experience for Ms. Burke and allow her to be admitted to the School Principal P-12 preparation program. Ms. Burke has been a school psychologist with the Fayette County Schools for the past six years and holds a Kentucky Standard Certificate for School Psychologist and Rank I. During her employment in the Fayette County Schools, she has assessed students and developed a variety of plans to support their academic and behavioral progress, engaging regularly with school leaders, educators, families and students. Ms. Burke's role as a school psychologist is aligned to the work of teacher leaders, instructional and behavioral coaches, and assistant principals. UK believes Ms. Burke's experience should be accepted as meeting the three years teaching requirement. Ms. Burke has also submitted a statement detailing her roles to further justify the request. Included in the request are letters of support from the Dean of the UK College of Education, the Director of Human Resources of the Fayette County Schools, the Special Education Department Chair, and the Principal of Tates Creek High School.

Budget Impact: There is no budgetary impact.

Contact Person:

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Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 3:090. Request to Waive Teaching Experience Requirement for Issuance of a Principal Certificate to Jacquelyn Scruggs

Action Question:

Should the Education Professional Standards Board (EPSB) approve the request that the teaching experience requirement of 16 KAR 3:090 Section 9 be waived for Jacquelyn Scruggs and that her Statement of Eligibility for Advanced Educational Leader-School Principal be issued?

Applicable Statute or Regulation:

KRS 161.027, 161.028, 16 KAR 3:090

History/Background:

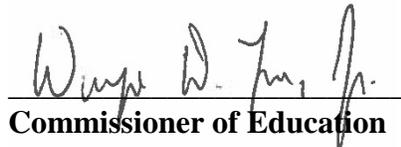
Existing Policy: 16 KAR 3:090 establishes the preparation and certification requirements for all advanced educational leaders. Section 9(4) of the regulation outlines the prerequisites for issuance of a Statement of Eligibility for Advanced Educational Leader-School Principal. These prerequisites include successful completion of an approved program of preparation; three years of full-time teaching experience; and, successful completion of the appropriate assessments.

Summary: Jacquelyn Scruggs is a certified and licensed school social worker. She has three years of school social worker experience in the Covington Independent Schools and experience as a licensed social worker. Ms. Scruggs attended Xavier University in Cincinnati and completed the principal preparation program approved for Ohio certification. She was subsequently issued the Ohio principal certification, and has completed the principal testing requirements for the state of Kentucky. Ms. Scruggs is requesting that her three years of school social work experience be recognized and that the EPSB issue her Statement of Eligibility for Advanced Educational Leader-School Principal.

Budget Impact: There is no budgetary impact.

Contact Person:

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Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Casey Smith

Action Question:

Should the Education Professional Standards Board approve the request that the requirements of 16 KAR 2:120 be waived for a second issuance of an emergency certification?

Applicable Statute or Regulation:

KRS 161.028, 161.100, 16 KAR 2:120

History/Background:

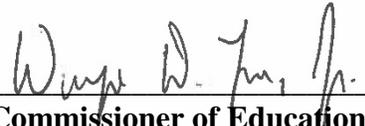
Existing Policy: 16 KAR 2:120 only allows issuance of a subsequent emergency certification if the first emergency certificate was issued after February 15th of a school year or if it was issued for less than fifty (50) percent of the person's class schedule.

Summary: Casey Smith served as a special education teacher in Dayton Independent Schools for the 2018-2019 school year on an emergency certificate for Teaching Learning and Behavior Disorders. Newport Independent has been unable to find qualified applicants who meet all hiring expectations. Ms. Smith has been seeking admission to an Option 6 program, but has not yet been admitted. The district wants to hire Ms. Smith in the area of Learning and Behavior Disorders at Newport Intermediate School, and is requesting a second emergency certification for this teacher for the 2019-2020 school year.

Budget Impact: There is no budgetary impact.

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Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Sean Mestan

Action Question:

Should the Education Professional Standards Board approve the request that the requirements of 16 KAR 2:120 be waived for a second issuance of an emergency certification?

Applicable Statute or Regulation:

KRS 161.028, 161.100, 16 KAR 2:120

History/Background:

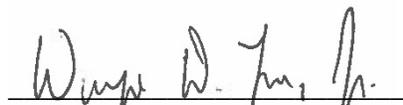
Existing Policy: 16 KAR 2:120 only allows issuance of a subsequent emergency certification if the first emergency certificate was issued after February 15th of a school year or if it was issued for less than fifty (50) percent of the person's class schedule.

Summary: Dawson Springs Independent has been unable to find a certified teacher for a Spanish position despite posting the position multiple times. Sean Mestan previously held a Kentucky Certificate for teaching Spanish, Grades 7-12. Mr. Mestan allowed his certificate to expire due to not completing the previous Rank II requirement. He held two previous emergency certificates for teaching Spanish during the 2004-2005 and 2005-2006 school years. At that time, subsequent emergency certificates could be issued upon completion of an additional six hours towards a certification program. Now that there is no longer a Rank II requirement, Mr. Mestan is working to complete six graduate hours for reissuance of his teaching certificate. The district is requesting issuance of another emergency certification for this teacher while he completes that requirement.

Budget Impact: There is no budgetary impact.

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Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:010. Request to Waive Grade Level Restrictions for Two Bell County Teachers: Lisa Hall and Sarah Napier

Action Question:

Should the Education Professional Standards Board approve the district's request that the grade restriction requirements of 16 KAR 2:010 be waived for the 2019-2020 school year to allow two teachers to teach down to 4th grade in their content area?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 2:010

History/Background:

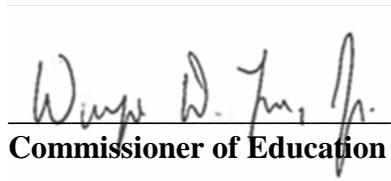
Existing Policy: 16 KAR 2:010 Section 4(1)(c) allows for middle school certified teachers to teach their content in grades 5-9.

Summary: The Bell County Schools has continued to request this waiver as several of their K-8 elementary teachers have reached retirement. Decreased enrollment in the district's K-8 schools prevents the district from hiring additional elementary certified teachers to cover the lower grades. The middle schools in the district are on a seven period day and without this waiver, they are only able to utilize these middle school teachers for four periods of the instructional day. By allowing the teachers to teach their content in a 4th grade class, they can teach an additional periods of instruction. Therefore, the district requests a waiver of the grade restrictions to allow Ms. Hall and Ms. Napier to teach 4th grade in their content area during the 2019-2020 school year.

Budget Impact: There is no budgetary impact.

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Wayne D. Zimmerman
Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:010. Request to Waive Grade Level Restrictions for Three Knott County Teachers: Kennedi Damron, Zachary Mullins and Lisa Slone

Action Question:

Should the Education Professional Standards Board approve the district's request that the grade restriction requirements of 16 KAR 2:010 be waived for the 2019-2020 school year to allow three teachers to teach down to 4th grade in their content area?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 2:010

History/Background:

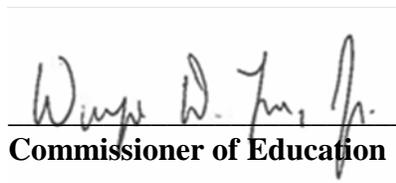
Existing Policy: 16 KAR 2:010 Section 4(1)(c) allows for middle school certified teachers to teach their content in grades 5-9.

Summary: The Knott County Schools has a K-8 school, Emmalena Elementary, which is configured as grades K-3 and 4-8 within the same building. Due to the small number of teachers assigned to the school, the district has tried to build a schedule that would meet the needs of the students with the available number of teachers and the certifications that they possess. The district needs Zachary Mullins to teach 4th grade science and Lisa Slone to teach 4th grade social studies for one period a day, and for Kennedi Damron to teach 4th grade mathematics for two periods a day. The district is requesting a waiver of the grade restrictions to allow Ms. Damron, Mr. Mullins and Ms. Slone to teach 4th grade in their content area during the 2019-2020 school year.

Budget Impact: There is no budgetary impact.

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Wayne D. Zimmerman
Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 8:010. Request to Waive Requirement for Approved Rank I Coursework for Tara Kay Smith

Action Question:

Should the Education Professional Standards Board approve the request that would allow this teacher to receive Rank I?

Applicable Statute or Regulation:

KRS 161.028, 161.1211, 16 KAR 8:010

History/Background:

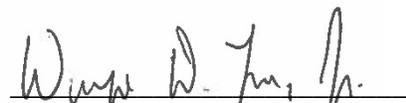
Existing Policy: KRS 161.1211 defines Rank I as educators who have met the requirements for Rank II and who have earned thirty semester hours of approved graduate work or continuing education, or have obtained National Board certification. Continuing education is further defined in KRS 161.095, and set forth in the Board's Continuing Education Option in 16 KAR 8:030. 16 KAR 8:010, sets forth the regulatory requirements for Rank I, and requires the completion of approved graduate coursework.

Summary: Ms. Tara Smith is a certified elementary teacher in Kentucky. She moved to North Carolina and started a Master's in School Counseling program at Campbell University, but did not complete the program or receive the counseling certification in that state. Upon returning to Kentucky, she enrolled in Cumberland's Master's in Literacy program which she completed. Cumberland's allowed her to transfer 9 graduate hours from Campbell University. In total, she has completed 60 graduate hours, however she has not completed a Rank I program. Ms. Smith is requesting that the Board recognize her total number of graduate hours completed for issuance of Rank I.

Budget Impact: There is no budgetary impact.

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August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Amie Huff

Action Question:

Should the Education Professional Standards Board approve the request that the requirements of 16 KAR 2:120 be waived for a second issuance of an emergency certification?

Applicable Statute or Regulation:

KRS 161.028, 161.100, 16 KAR 2:120

History/Background:

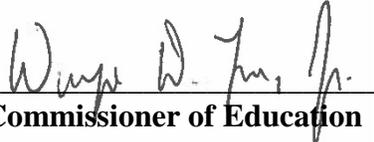
Existing Policy: 16 KAR 2:120 only allows issuance of a subsequent emergency certification if the first emergency certificate was issued after February 15th of a school year or if it was issued for less than fifty (50) percent of the person's class schedule.

Summary: Fulton Independent Schools has been unable to find a certified teacher for a Family and Consumer Sciences position. Amie Huff previously held a Kentucky Statement of Eligibility (SOE) for teaching Family and Consumer Sciences, Grades 5-12. Ms. Huff's SOE expired in 2014, and although she moved to Tennessee and became certified there, she did not have any fully certified teaching experience as a Family and Consumer Sciences teacher. Ms. Huff will be working towards reestablishing eligibility. The district is requesting issuance of another emergency certification for this teacher while she completes that requirement.

Budget Impact: There is no budgetary impact.

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Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Kimberly Williams

Action Question:

Should the Education Professional Standards Board approve the request that the requirements of 16 KAR 2:120 be waived for a second issuance of an emergency certification?

Applicable Statute or Regulation:

KRS 161.028, 161.100, 16 KAR 2:120

History/Background:

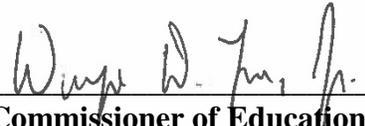
Existing Policy: 16 KAR 2:120 only allows issuance of a subsequent emergency certification if the first emergency certificate was issued after February 15th of a school year or if it was issued for less than fifty (50) percent of the person's class schedule.

Summary: Jefferson County Public Schools has repeatedly posted a middle school science position for Highland Middle School, but has been unable to find a certified teacher for the position. Kimberly Williams is currently pursuing adding certification for middle school science through the CA-HQ route or the Proficiency Evaluation pathway with the University of Louisville. However, the district is in need of a certified teacher while Ms. Williams completes one of the certification pathways to add a new area. The district is requesting issuance of another emergency certification for this teacher while she completes the requirements.

Budget Impact: There is no budgetary impact.

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Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Two Christian County Teachers: Kenneth Ebersole and Scott Seaman

Action Question:

Should the Education Professional Standards Board approve the request that the requirements of 16 KAR 2:120 be waived for a second issuance of an emergency certification?

Applicable Statute or Regulation:

KRS 161.028, 161.100, 16 KAR 2:120

History/Background:

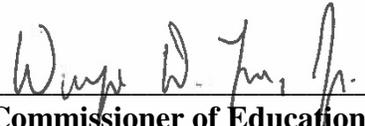
Existing Policy: 16 KAR 2:120 only allows issuance of a subsequent emergency certification if the first emergency certificate was issued after February 15th of a school year or if it was issued for less than fifty (50) percent of the person's class schedule.

Summary: Due to critical shortages in the area of math, Hopkinsville High School has been unable to find certified teachers to fill two math positions for the 2019-2020 school year. Mr. Ebersole and Mr. Seaman were employed at the high school for the previous year and have done superior jobs in their roles. They are both seeking admission to an Option 6 program and are working to complete the admission requirements. The district is requesting issuance of another emergency certification for each of these teachers while they complete the requirements.

Budget Impact: There is no budgetary impact.

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Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:120. Request to Waive Required GPA for Issuance of an Emergency Certificate

Action Question:

Should the Education Professional Standards Board approve Christian County Schools' request to waive the grade point average requirement for issuance of an emergency certificate?

Applicable Statute or Regulation:

KRS 161.028, 161.100, 16 KAR 2:120

History/Background:

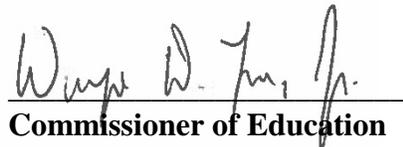
Existing Policy: 16 KAR 2:120 establishes the requirements for issuance of an emergency certificate. These requirements include a minimum of a bachelor's degree from a regionally accredited college or university with a cumulative grade point average of 2.5 on a 4.0 scale or a 3.0 on a 4.0 scale on the last sixty hours of credit completed.

Summary: Christian County Schools has been unsuccessful in obtaining qualified applicants to fill a high school Spanish position. The district is seeking emergency certification for a classified employee to fill this position. The employee is working with a university to meet the requirements for admission to the Option 6 program for certification, but does not currently meet the GPA requirements for admission. He also does not meet the GPA requirement for issuance of an emergency certificate. The district is requesting that the Board waive the required GPA and issue an emergency certificate for this employee while he works to meet the admission requirements for an Option 6 program.

Budget Impact: There is no budgetary impact.

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Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item/Discussion Item:

Option 1 Alternative Route to Certification Application, Kevin Tackett

Action Question:

Should the Education Professional Standards Board (EPSB) approve the alternative route to certification application?

Applicable Statute or Regulation:

KRS 161.048, 161.030, 161.028, 16 KAR 9:010

History/Background:

Existing Policy: The applicant must meet a minimum GPA requirement, and must have either a major in the academic area, or passing score on the academic content assessment. The applicant must also have a job offer in the academic area for which certification is requested in a Kentucky school district.

Summary: Floyd County Public Schools has submitted the CA-265 application and portfolio for Kevin Tackett. The district is requesting that the EPSB approve his application for certification in the area of **Health and Physical Education, All Grades**. The application and portfolio will be included under separate cover.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Todd Davis, Division Director
Crystal Hord, Branch Manager
Melinda Penny, Consultant

The applicant meets the minimum GPA requirement, and has a major in the academic area. Floyd County has offered the applicant a job as a health and physical education teacher. The EPSB will need to determine if the applicant's work experience constitutes exceptional work experience.

Contact Person:

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Commissioner of Education

Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item/Discussion Item:

Option 1 Alternative Route to Certification Application, James Duckworth

Action Question:

Should the Education Professional Standards Board (EPSB) approve the alternative route to certification application?

Applicable Statute or Regulation:

KRS 161.048, 161.030, 161.028, 16 KAR 9:010

History/Background:

Existing Policy: The applicant must meet a minimum GPA requirement, and must have either a major in the academic area, or passing score on the academic content assessment. The applicant must also have a job offer in the academic area for which certification is requested in a Kentucky school district.

Summary: Oldham County Public Schools has submitted the CA-265 application and portfolio for James Duckworth. The district is requesting that the board approve his application for certification in the area of **Math Grades, 8-12**. The application and portfolio will be included under separate cover.

Budget Impact: There is no budgetary impact.

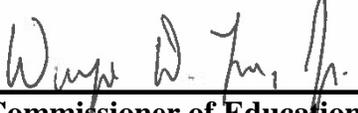
Groups Consulted and Brief Summary of Responses:

Todd Davis, Division Director
Crystal Hord, Branch Manager
Melinda Penny, Consultant

The applicant meets the minimum GPA requirement, and has a passing score on the academic content assessment. Oldham County has offered the applicant a job as a high school math teacher. The EPSB will need to determine if the applicant's work experience constitutes exceptional work experience.

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Date:

August 19, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item/Discussion Item:

Option 1 Alternative Route to Certification Application, Jane Bethel Jones

Action Question:

Should the Education Professional Standards Board (EPSB) approve the alternative route to certification application?

Applicable Statute or Regulation:

KRS 161.048, 161.030, 161.028, 16 KAR 9:010

History/Background:

Existing Policy: The applicant must meet a minimum GPA requirement, and must have either a major in the academic area, or passing score on the academic content assessment. The applicant must also have a job offer in the academic area for which certification is requested in a Kentucky school district.

Summary: Jefferson County Public Schools has submitted the CA-265 application and portfolio for Jane Bethel Jones. The district is requesting that the board approve her application for certification in the area of **Theatre, Grades K-12**. The application and portfolio will be included under separate cover.

Budget Impact: There is no budgetary impact.

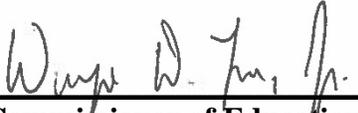
Groups Consulted and Brief Summary of Responses:

Todd Davis, Division Director
Crystal Hord, Branch Manager
Melinda Penny, Consultant

The applicant meets the minimum GPA requirement, and has a major in the academic area. Jefferson County has offered the applicant a job as a Theater teacher. The EPSB will need to determine if the applicant's work experience constitutes exceptional work experience.

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