



# GUIDELINES FOR THE Kansas Seal of Biliteracy





# Contents

- 5 I. Purpose of the Seal of Biliteracy
- 6 II. Definition of Terms/Foundations
- 8 III. Eligibility
- 9 IV. Language Proficiency Requirements
  - 9 Proof of Proficiency in English
  - 9 Proof of Proficiency in Languages Other Than English
- 10 V. State Certification Process
- 11 VI. Suggestions for Implementing the Seal of Biliteracy in Your District
  - 11 Starting the Implementation Process
  - 11 Getting District Board of Education Support
  - 11 District Advertising and Promotion
  - 11 Assessment Timing
  - 12 Recognition Options
  - 12 Take Responsibility as a Department, School and District
- 13 VII. Appendices
  - 14 Appendix A: ACTFL Oral Proficiency Levels in the Workplace
  - 15 Appendix B: ACTFL Inverted Pyramid of Proficiency
  - 16 Appendix C: Validated Assessments for Proof of Proficiency in English
  - 18 Appendix D: Validated Assessments for Proof of Proficiency in Languages Other Than English



# GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

## I. Purpose of the Seal of Biliteracy

The Kansas Seal of Biliteracy will be awarded by the Kansas State Department of Education (KSDE) and a local school district to recognize each student who has attained proficiency in English and one or more other world languages by the time of graduation. It is a statement of accomplishment that recognizes a student's readiness for post-secondary success.

*"Knowledge of more than one language and culture is advantageous for all students ... Bilingualism is an individual and societal asset."<sup>1</sup>*

The student receives a certificate of recognition from KSDE, and the data for students earning the Seal of Biliteracy in Kansas schools is collected and stored by KSDE. Recognition for attaining functional proficiencies in two or more languages becomes part of students' high school records. The Seal of Biliteracy may be noted on a student's transcript. The Kansas Seal of Biliteracy is not an actual seal affixed to a diploma.

Four national organizations originated guidelines for the Seal of Biliteracy in 2015:

- The American Council on the Teaching of Foreign Languages (ACTFL)

- The National Association of Bilingual Education (NABE)

- The National Council of State Supervisors for Languages (NCSSFL)

- Teaching English to Speakers of Other Languages (TESOL) International Association

Since that time, the majority of states have adopted the Seal of Biliteracy.

Students who attend private schools can still earn a Seal of Biliteracy through the [Global Seal of Biliteracy](#).<sup>2</sup>

To ensure consistency, the KSDE Seal of Biliteracy Advisory Council is responsible for adopting, implementing and revising state guidelines.

---

<sup>1</sup> Association, Tesol International. *PreK-12 English Language Proficiency Standards*. Teachers of English to, 2006.

<sup>2</sup> <https://theglobalseal.com/>

# GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

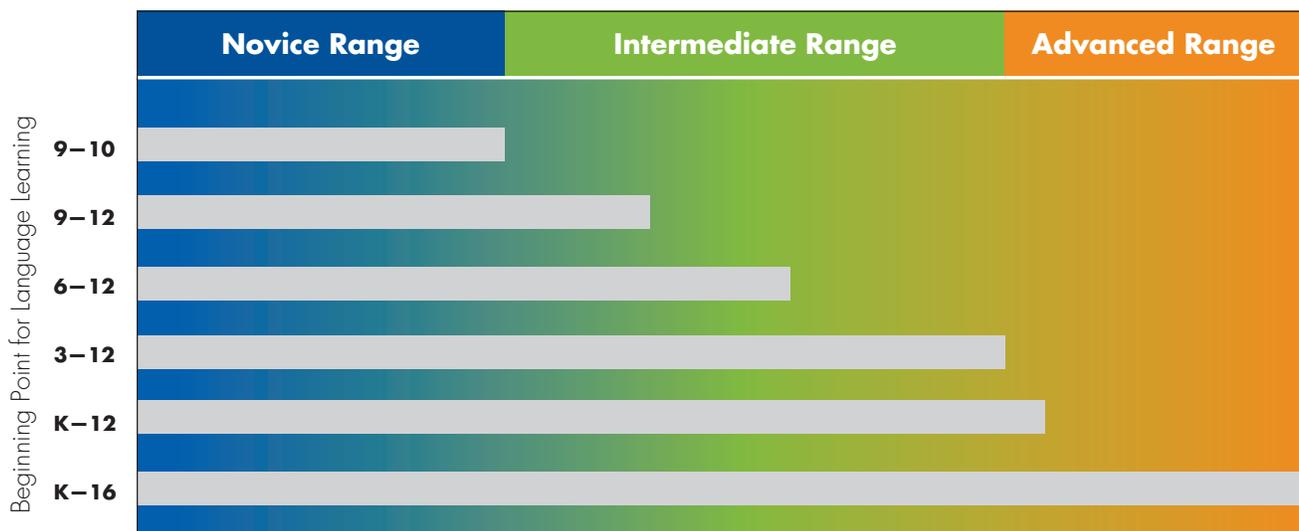
## II. Definition of Terms/Foundations

**Biliteracy refers to having a functional level of proficiency in two or more languages.** Educators, learners and the public need to be realistic regarding the expectation for proficiency outcomes of world language programs. Factors including time, age levels of students, types of programs and intensity and amount of exposure to quality use of the language all contribute to the development of language proficiency.

This award isn't based on a prescribed number of courses offered or taken, number of credits earned or knowledge about grammar rules, but rather their proficiency level. Students who begin the study of a world language in ninth grade can typically expect to achieve proficiency in the novice range after two years and in the intermediate range after three or four years. The level of proficiency is not necessarily identical for all languages.

**Proficiency may vary depending on the language studied and type of program.** For example, English speakers may require more years of study to learn Kickapoo or other language that derives from a language family other than English. For example, there are more similarities between French and English than there are between Kickapoo and English. For a list of the timelines for English speakers to learn a particular second language, see the US Foreign Service Institute website<sup>3</sup>. Students who begin the study of a world language in earlier grades, including immersion programs, have a greater possibility of achieving higher levels of proficiency by graduation.

### Time as a critical component for developing language performance



<sup>3</sup> <https://www.state.gov/bureaus-offices/under-secretary-for-management/foreign-service-institute/>

**Immersion programs beginning at young ages** (i.e., early elementary school or preschool) **can produce students ready to enter secondary school with intermediate-level proficiency.** Traditional high school language programs, however, won't meet the needs of these immersion students without modification. With continuous, appropriately articulated secondary school instruction, former immersion school students can achieve high levels of proficiency by high school graduation.

Foreign Language Elementary School (FLES) programs can lay a foundation for students to achieve intermediate proficiency in secondary school. Secondary school programs that focus on a variety of content-based themes across the curriculum help students to achieve higher levels of proficiency. Examples of programs with content-based themes include International Baccalaureate, Advanced Placement, and many Heritage course curricula.

**Students may have gained proficiency through any number of traditional or nontraditional methods, as a heritage language learner or as a new language learner.**

There are many bilingual and multilingual students who may not take a world language in school setting but have a level of proficiency in their native language. It is important for schools to direct efforts to educate all students regarding the opportunity to obtain the Seal of Biliteracy.

Districts are encouraged to provide other forms of recognition for students learning another language, reflecting progress along the pathway toward achieving the specified level of biliteracy. More ideas for appropriate recognition can be found at the [Seal of Biliteracy website](https://sealofbiliteracy.org/).<sup>4</sup>

---

4 <https://sealofbiliteracy.org/>

# GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

## III. Eligibility

Students must demonstrate the state-determined level of proficiency in English, as well as one or more additional language(s), be they native languages, heritage languages or languages learned in school or other settings. The Kansas State Seal of Biliteracy is only awarded to students who also have met all of the requirements for high school graduation. Students not graduating from high school - or who already have graduated - are eligible to earn the [Global Seal of Biliteracy](#).<sup>2</sup>

*"All students"* means all, regardless of language background or any documented cognitive or physical condition that may exclude demonstration of language proficiency in one of the modes of communication. Accommodations, such as those already in place for state English and English Language Proficiency Assessments, should be available to qualify for the Seal of Biliteracy as applicable and allowable. All students should receive information on the Seal of Biliteracy upon entering middle and high school settings so that they are able to organize their Individual Plan of Study (IPS) to plan in advance to meet the requirements of this credential.

Cost of assessments, which vary, should be discussed with appropriate school personnel. Some districts may be able to help low-income students defray the costs.

Although students may take a language assessment at any time during their high school years, it is recommended to wait until their junior or senior year as some universities may not recognize the Seal of Biliteracy if the language assessment of the non-English language is more than 2 years old.

## GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

# IV. Language Proficiency Requirements

Kansas has adopted a two-tier Seal of Biliteracy, awarding a Kansas Silver Seal of Biliteracy and a Kansas Gold Seal of Biliteracy based on language proficiency levels. Some student assessment scores can be “banked” from earlier high school grades. Assessments can be taken and retaken during their high school years.

For example, if a student takes the STAMP or ACT assessment his/their sophomore or junior year, the student can retake it during their senior year to obtain qualifying scores.

If students take a language assessment but do not receive a qualifying score in one sub test required (e.g. listening or expressive) the student may retake that subtest during the same school year. If the student does not retake that particular subtest during the same year, they will need to take the entire language assessment again the following year.

### Proof of Proficiency in English

All students must provide evidence of English language proficiency from one of the approved assessments. The assessment must be taken during a student’s high school years. Common assessments used by students include the Kansas English Language Arts assessment taken in 10<sup>th</sup> grade, the ACT, and the KELPA.

**For a list of all approved assessments and the scores needed to qualify, see the Appendix C.**

### Proof of Proficiency in Languages Other Than English

In addition to English proficiency, all students must provide evidence of proficiency in another world language. For a list of approved assessments, see Appendix E at the end of this document. Students may earn a Seal of Biliteracy in more than two languages. In cases where approved assessments of specific languages are not available, students need to complete performance tasks under the supervision of district personnel to demonstrate the required language proficiency. For assistance in setting up and evaluating these tasks, please contact KSDE. If you have questions or need help finding an assessment for a language, contact KSDE.

**For a list of all approved assessments and the scores needed to qualify, see the Appendix D.**

## GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

# V. State Certification Process

**The Seal of Biliteracy will be awarded to a qualifying student during their graduating year.** KSDE will identify which students will receive this credential after receiving from school districts the assessment scores, student data, and the other information requested on the Excel spreadsheet.

Upon verification of scores from both assessments, the district will complete the Seal of Biliteracy Excel spreadsheet for that academic year and then upload the spreadsheet to KSDE through a portal linked on the [KSDE Seal of Biliteracy webpage](#).<sup>5</sup>

The KSDE spreadsheet calculates the level of certificate automatically. The spreadsheet should not be edited to add or delete columns of information. If you need assistance, contact KSDE.

- Districts are strongly encouraged to note the Seal of Biliteracy credential on the students' high school transcripts.
- Local districts and schools are encouraged to recognize and/or award the Seal of Biliteracy certificate as part of graduation or senior award ceremonies.
- Sample graphics which can be used for purchasing regalia for high school graduation and award ceremonies are located on the KSDE Seal of Biliteracy webpage.

---

<sup>5</sup> <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/World-Languages/Seal-of-Biliteracy>

## GUIDELINES FOR THE KANSAS SEAL OF BILITERACY

# VI. Suggestions for Implementing the Seal of Biliteracy in Your District

### Starting the Implementation Process

- Create a district team (counselors, EL teachers, tribal liaison, WL teachers) that will plan and carry out promotion of the program and facilitate assessments.
- Identify the person who will coordinate the Seal of Biliteracy effort, keep records and communicate with KSDE.
- Present to building principals and counselors to get their support.

### District Advertising and Promotion

- Educate and involve your Board of Education in the promotion and education regarding the Seal of Biliteracy.
- Explain the benefits and process at parent night with enrollment information.
- Highlight that achieving the Seal of Biliteracy can be recognized as one of the required Post Secondary Assets for graduation.
- Print or request promotional materials (i.e. posters, flyers, videos, graphics).
- Explain the benefits and process at parent night with enrollment information.
- Teachers advertise in all of their classes.
- Counselors include the Seal of Biliteracy in IPS discussions and goal setting beginning in middle school (or earlier) and high school.
- District world language coordinator or counselor visits all upper-level language classes to explain benefits and logistics of the Seal of Biliteracy.
- Send an email blast to all freshmen for planning, adding to IPS.
- Send an email blast to all seniors and senior parents.
- Send a letter home to students meeting English requirements and enrolled in Level 4 or 5 of world language study.
- Send email blast to all freshmen ELs for planning purposes.

### Assessment Timing

Examples from various districts in Kansas.

- Students can take one or two of the validated assessments in October/February on a Saturday (if necessary).
- Students can take one or two of the validated assessments once in the fall or once in the spring at scheduled times during high school (as juniors or seniors).
- Students can take the AP at end of junior or senior year; or IB exam at the end of senior year.

## Creating a Culture to Promote Language Learning

- Examine practices of entire district K-12 teachers and support staff for ELs to ensure that home languages other than English are valued, nurtured and developed to age appropriate and academic levels of proficiency. Keep in mind that this might be a paradigm shift that feels threatening to basic beliefs about a school's mission.
- Examine curriculum in world languages and make adjustments to more proficiency-based (rather than grammar-driven) standards and instruction. Don't be afraid to change.
- Don't be afraid to expect more of students – Novice-Mid or Novice-High by end of level 1, Novice-High or Intermediate-Low by end of level 2, etc.
- Have articulation meetings twice a year for teachers across the district. Use can-do statements (state standards) across the district. What are issues from elementary to middle school, and from middle school to high school?
- Assess on a regular basis using can-do statements; provide students clear definitions of proficiency and honest feedback about progress toward attaining proficiency levels.
- Provide students resources to encourage independent study of languages. Recognize the potential for students studying languages other than those offered in your school.
- Create and follow an annual timeline.
- Create and support a K-12 timeline that produces bilingual students. Forecast the need for EL heritage language support in early grades, early second language study, and/or taking continuously through high school.

# VII. Appendices

- Appendix A:** ACTFL Oral Proficiency Levels in the Workplace
- Appendix B:** ACTFL Inverted Pyramid of Proficiency
- Appendix C:** Validated Assessments for Proof of Proficiency in English
- Appendix D:** Validated Assessments for Proof of Proficiency Languages Other Than English

# Appendix A: ACTFL Oral Proficiency Levels in the Workplace

## ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	<b>5</b>	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
	<b>4</b>	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	<b>2+</b>	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>	<b>2</b>		K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	<b>1+</b>	Create with language, imitate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences</li> </ul>
			Cashier, Sales Clerk (highly predictable contexts), Receptionist	<ul style="list-style-type: none"> <li>Language learners following 4-year high school sequence or 2-semester college sequence</li> <li>Language learners following an immersion language program in Grades K-6</li> </ul>
<b>Intermediate Low</b>	<b>1</b>			
<b>Novice High</b>	<b>0+</b>	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K-6</li> </ul>
<b>Novice Mid</b>	<b>0</b>			<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>
<b>Novice Low</b>				

\*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.

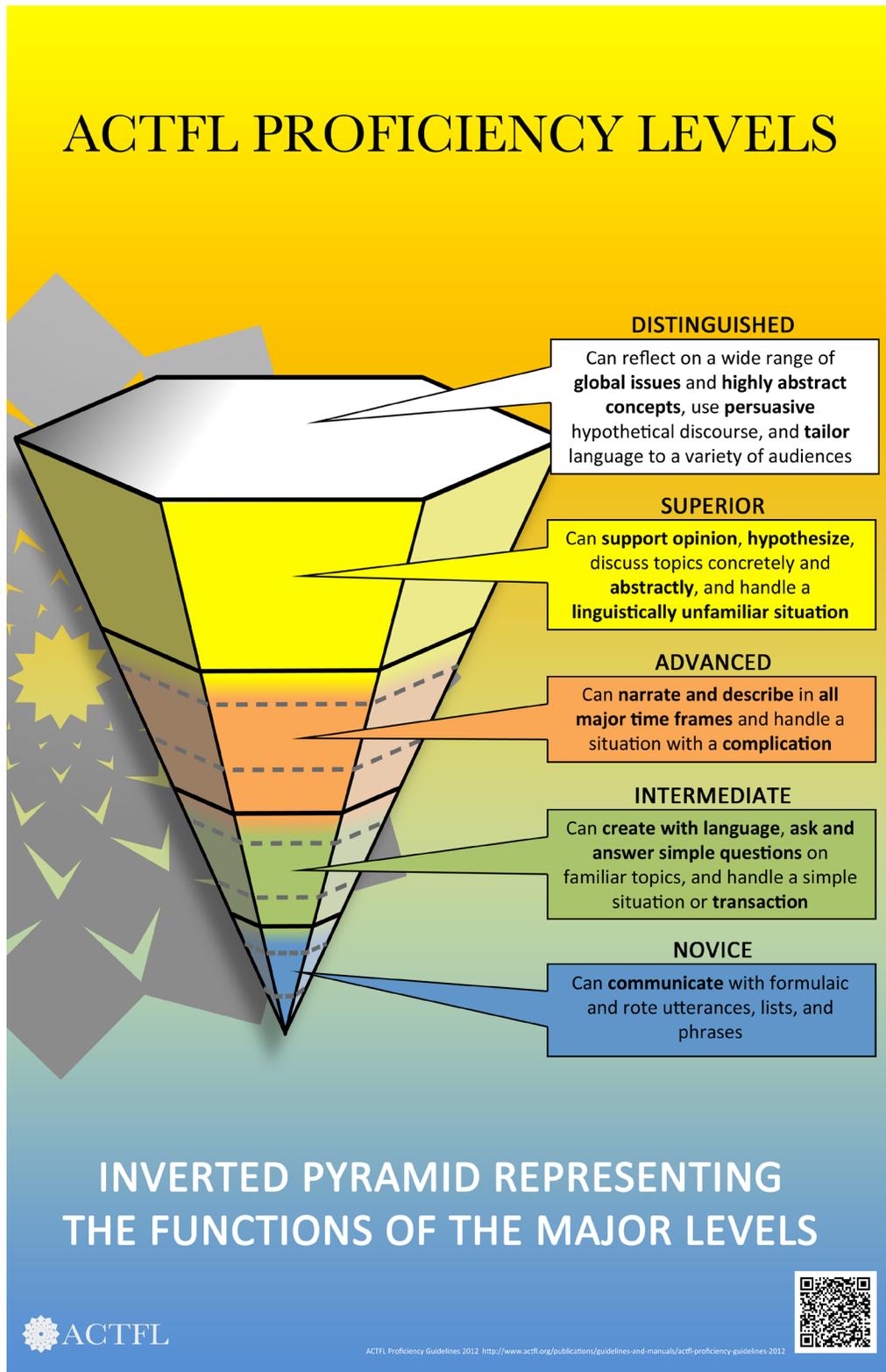


© 2015

**ACTFL**  
AMERICAN COUNCIL ON THE  
TEACHING OF FOREIGN LANGUAGES

www.actfl.org | facebook.com/actfl | @actfl

# Appendix B: ACTFL Inverted Pyramid of Proficiency



7 ACTFL Proficiency Levels 11x17 with Functions (n.d.). ACTFL (PDF): [https://www.actfl.org/uploads/files/general/ACTFLProficiencyLevels11x17withFunctions\\_0.pdf](https://www.actfl.org/uploads/files/general/ACTFLProficiencyLevels11x17withFunctions_0.pdf)

# Appendix C: Validated Assessments for Proof of Proficiency in English

Only one validated assessment needed. Assessment must be taken in High School.  
Check website for current prices and batch pricing.

## **AAPPL for English, Form B2**

Required Score: 12, Intermediate-Mid or higher in all four language skills (don't average scores).

Cost: \$10-30

Website: <https://www.actfl.org/assessments/k-12-assessments/aappl>

## **ACT** (*not averaged, can choose from one of these three sections: English, reading, writing*)

Required score: ACT Reading or English (20 or higher); ACT Writing (6 or higher)

Cost: \$30-100/no cost

Website: <https://www.act.org>

## **AP, Advanced Placement English Language and Composition or Literature and Composition.**

Required score: Three or higher

Cost: \$30-100

Website: <https://apstudent.collegeboard.org/apcourse>

## **IB, International Baccalaureate English Literature Higher Level (HL or English Language and Literature Higher Level (HL (Language A**

Required score: Four or higher.

Cost: The student must be enrolled in an IB program in order to take this test. Costs are associated with being a student in the IB program.

## **KELPA** (*Must be taken in high school.*)

Required score: Three or higher in all four subtests.

Cost: No cost to ELs in accredited Kansas schools.

Website: <https://ksassessments.org/educators-test-administrators/kelpa>

## **Kansas English Language Arts Assessment** (*Grades 9-10*)

Required score: Three or higher

Cost: No cost.

PDF: <http://community.ksde.org/Default.aspx?tabid=5636>

**STAMP for English**

Required Score: Intermediate-Mid or higher in all categories (Don't average the scores.)

Cost: \$10-30

Website: <https://avantassessment.com/assessments>

**TOEFL junior**

Required score: Accomplished/four or higher

Cost: \$100+

Website: [https://www.ets.org/toefl\\_junior/contact](https://www.ets.org/toefl_junior/contact)

**TOEFL Independent Speaking and TOEFL Writing**

Required score: Three or higher on speaking; four or higher on writing

Cost: \$100+

Website: <https://www.ets.org/toefl.html>

# Appendix D: Validated Assessments for Proof of Proficiency in Languages Other Than English

Only one validated assessment needed. Assessment must be taken in high school. Check website for current prices and languages available.

## **AAPPL, ACTFL Assessment of Performance toward Proficiency in Languages, Form B2**

Intermediate (Silver): I2, Intermediate-Mid or higher

Advanced (Gold): A1, advanced low or higher

Cost: \$10-30

Website: <https://www.actfl.org/assessments/k-12-assessments/aappl>

## **ALTA, Alta Language Services**

Intermediate (Silver): 7 or higher on both Speaking and Writing Assessments

Advanced (Gold): 9 or higher on both Speaking and Writing Assessments

Cost: \$30-100

Website: <https://www.altalang.com>

## **ALIRA, ACTFL Latin Interpretive Reading Exam**

Intermediate (Silver): I2, Intermediate-Mid or higher

Advanced (Gold): A1, advanced low or higher

Cost: \$10-30

Website: <https://www.altalang.com>

## **ASLPI, American Sign Language Proficiency Interview** *(See also the SLPI)*

Intermediate (Silver): Intermediate plus or higher

Advanced (Gold): Advanced

Cost: \$100+

Website: <https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi>

## **AP, Advanced Placement Language and Culture or Literature and Culture**

Intermediate (Silver): Three or higher

Advanced (Gold): Five

Cost: \$30-100

Website: <https://apstudent.collegeboard.org/apcourse>

## **CEFR, Common European Framework**

Intermediate (Silver): B1 or higher

Advanced (Gold): B2 or higher

Cost: \$100+ / €100+

Website: [http://www.coe.int/t/dg4/linguistic/cadre1\\_en.asp](http://www.coe.int/t/dg4/linguistic/cadre1_en.asp)

## **DELE, Diploma de español como lengua extranjera**

Intermediate (Silver): B1 or higher

Advanced (Gold): B2 or higher

Cost: \$100+ / €100+

Website: <http://www.dele.org>

**DELF, Diplôme d'études en langue française, junior or scolaire**

Intermediate (Silver): B1 or higher

Advanced (Gold): B2 or higher

Cost: \$100+ / €100+

Website: <https://www.france-education-international.fr/hub/diplomes-tests?langue=fr>**DSD I, Deutsches Sprachdiplom I, DSD II, Deutsches Sprachdiplom II**

Intermediate (Silver): B1 (DSD I only)

Advanced (Gold): B2 or C1 (DSD II only);

Cost: \$100+ / €100+; No cost if teacher has PASCH certification.

Website: [https://www.auslandsschulwesen.de/Webs/ZfA/DE/Home/home\\_node.html](https://www.auslandsschulwesen.de/Webs/ZfA/DE/Home/home_node.html)**Goethe Institute**

Intermediate (Silver): B1 or higher

Advanced (Gold): B2 or higher

Cost: \$10-30

Website: <https://www.goethe.de/ins/us/de/sta/koo/pfz.html>**IB, International Baccalaureate Language B Standard Level (SL)**

Intermediate (Silver): Four or higher

Advanced (Gold): Six or higher

Cost: The student must be enrolled in an IB program in order to take this test. Costs are associated with being a student in the IB program.

**IB, International Baccalaureate Language B Standard Level (HL)**

Intermediate (Silver): Four or higher

Advanced (Gold): Five or higher

Cost: The student must be enrolled in an IB program in order to take this test. Costs are associated with being a student in the IB program.

**IB, International Baccalaureate Language**

A Literature or Language and Literature Standard Level or Higher Level (SL or HL)

Intermediate (Silver): Three or higher

Advanced (Gold): Four or higher

Cost: The student must be enrolled in an IB program in order to take this test. Costs are associated with being a student in the IB program.

**OPI and OPIC**

Oral Proficiency Interview by ACTFL. The OPIC is administered by computer. The OPI is in person. The OPI and OPIC assessments must be used in combination with Reading, Writing and Listening tests.

Intermediate (Silver): Intermediate mid or higher

Advanced (Gold): Advanced low

Cost: \$100+

Website: <https://www.languagetesting.com/oral-proficiency-interview-opi>

**SLPI**

Rochester Institute of Technology Sign Language Proficiency Interview (See also ASLPI).

**Intermediate (Silver):** Intermediate plus or higher

**Advanced (Gold):** Advanced

**Cost:** \$30-100

**Website:** <https://www.rit.edu/ntid/slpi>

**STAMP**

**Intermediate (Silver):** Intermediate mid or higher in all categories (Do not average the scores.)

**Advanced (Gold):** Advanced low in all categories (Do not average the scores.)

**Cost:** \$10-30

**Website:** <https://avantassessment.com/assessments>

**STAMP WS**

Standards-Based Measurement of Proficiency

**Intermediate (Silver):** Intermediate mid or higher

**Advanced (Gold):** Advanced low or higher

**Cost:** \$10-30

**Website:** <https://avantassessment.com/assessments>

## MISSION

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

## VISION

Kansas leads the world in the success of each student.

## MOTTO

Kansans Can

## SUCCESS DEFINED

A successful Kansas high school graduate has the

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

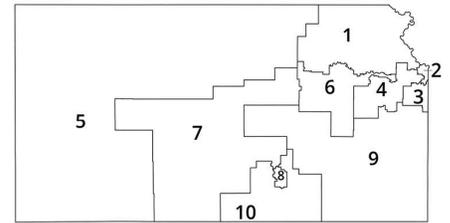
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



900 S.W. Jackson Street, Suite 600  
Topeka, Kansas 66612-1212  
(785) 296-3203  
[www.ksde.org/board](http://www.ksde.org/board)



DISTRICT 1



Danny Zeck  
[dzeck@ksde.org](mailto:dzeck@ksde.org)

DISTRICT 2



Melanie Haas  
Chair  
[mhaas@ksde.org](mailto:mhaas@ksde.org)

DISTRICT 3



Michelle Dombrosky  
[mdombrosky@ksde.org](mailto:mdombrosky@ksde.org)

DISTRICT 4



Ann E. Mah  
Legislative Liaison  
[amah@ksde.org](mailto:amah@ksde.org)

DISTRICT 5



Cathy Hopkins  
[chopkins@ksde.org](mailto:chopkins@ksde.org)

DISTRICT 6



Dr. Deena Horst  
Legislative Liaison  
[dhorst@ksde.org](mailto:dhorst@ksde.org)

DISTRICT 7



Dennis Hershberger  
[dherhberger@ksde.org](mailto:dherhberger@ksde.org)

DISTRICT 8



Betty Arnold  
[barnold@ksde.org](mailto:barnold@ksde.org)

DISTRICT 9



Jim Porter  
Vice Chair  
[jporter@ksde.org](mailto:jporter@ksde.org)

DISTRICT 10



Jim McNiece  
[jmcniece@ksde.org](mailto:jmcniece@ksde.org)



900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212  
(785) 296-3201  
[www.ksde.org](http://www.ksde.org)

COMMISSIONER OF  
EDUCATION



Dr. Randy Watson

DEPUTY COMMISSIONER

Division of Fiscal and Administrative Services



Dr. Frank Harwood

DEPUTY COMMISSIONER

Division of Learning Services



Dr. Ben Proctor

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201

*Kansas leads the world in the success of each student.*

For more information, contact:

Nathan McAlister  
Career, Standards and Assessment Services  
(785) 296-3892 [nathan.mcalister@ksde.gov](mailto:nathan.mcalister@ksde.gov)  
or  
(785) 296-2078 [worldlang@ksde.gov](mailto:worldlang@ksde.gov)



900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212

<https://www.ksde.org>