



KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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





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Danny Zeck
 District 1

Melanie Haas
 District 2

Michelle Dombrosky
 District 3

Ann E. Mah
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Cathy Hopkins
 District 5

Dr. Deena Horst
 District 6

Dennis Hershberger
 District 7

Betty J. Arnold
 District 8

Jim Porter
 District 9

Jim McNiece
 District 10

Meeting Agenda Tuesday March 12, 2024

TIME	ITEM	PRESENTER
10:00 a.m.	1. Call to order and Roll Call 2. Mission Statement, moment of silence, pledge of allegiance 3. Approval of agenda 4. Approval of minutes for Feb 13 & 14, 2024	Melanie Haas, Chair
10:05 a.m. (IO)	5. Commissioner's Report (25 min)	Dr. Randy Watson, Commissioner
10:30 a.m. (IO)	6. Citizen's Open Forum (15 min)	
10:45 a.m. (IO)	7. Presentation on Teacher Survey (40 min)	Dr. Brett Church, Emporia State University
11:25 a.m.	Break (10 minutes)	
11:35 a.m. (IO)	8. Winners of the 2023 Milken award for excellence in teaching (25 min) Alex Lahasky, Blue Valley West High Matthew Mayeske, Gardner Edgerton High	Denise Kahler, Director, Communications
Noon	Recess for Lunch (1.5 hours) Board Policy Committee meets	
1:30 p.m. Hearing	9. Public Hearing on Proposed Regulation Amendments (10 min)	R. Scott Gordon, General Counsel
1:40 p.m. (IO)	10. Student Showcase (15 min) Maya Smith, Kansas Journalism Student of the Year Barb Tholen, Journalism teacher, Lawrence High School	Denise Kahler, Director, Communications

TIME	ITEM	PRESENTER
1:55 p.m. (RI)	11. Evaluation Review Committee Recommendations for educator preparation accreditation and program approval for April (15 min)	Dr. Catherine Chmidling, Asst. Director, Accreditation and Design
2:10 p.m. (IO)	12. Shawnee Heights Choraliers Choir (15 min)	Nicholas Carr, Director Shawnee Heights HS
	Break (10 min)	
2:35 p.m. (IO)	13. Agriculture in the Classroom and Cafeteria Barb Depew, Farm to Plate Director, Child Nutrition & Wellness Brooke Wolf, Director, Quality Care Services, El Dorado Aubrey Ross, USD 250 Pittsburg, Botany Instructor & Botany Students: Makenzi Hurlbert, Benjamin Hughes, Topanga Taylor (15 min)	Kelly Chanay, Director Child Nutrition and Wellness
2:50 p.m. (IO)	14. KESA School Improvement and Accreditation Model Update (30 min)	Dr. Ben Proctor, Dr. Jake Steel, KESA Team
3:20 p.m. (AI)	15. Act on Recommendations of Professional Practices Commission (PPC) (10 min)	Scott Gordon General Counsel Dr. Jen Holt, Chair, PPC
3:30 p.m.	Break (10 min)	
3:40 p.m. (RI)	16. Receive Graduation Minimum Requirement Regulations (30 min)	R. Scott Gordon, General Counsel
4:10 p.m. (RI)	17. Receive ARC Redeterminations for systems that were conditionally accredited previously (15 min)	Dr. Ben Proctor, Deputy Commissioner, Learning Services
4:25 p.m.	Break (10 min)	
4:35 p.m. (IO)	18. Update on Literacy Requirements for Teacher Licensure (20 min)	Shane Carter, Director Teacher Licensure
4:55 p.m. (IO)	19. Legislative Matters (30 min)	Dr. Frank Harwood, Deputy Commissioner, Division of Fiscal and Administrative Services
5:25 p.m.	Recess	



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Meeting Agenda Wed. March 13, 2024

TIME	ITEM	PRESENTER
9:00 a.m. (IO)	1. Call to Order and Roll Call	Melanie Haas, Chair
9:05 a.m. (IO)	2. Bus Safety Presentation (40 min)	Keith Dreiling, Director Bus Safety Representative Scott Hill (Representative Dan Goddard)
9:45 a.m. (IO)	3. Presentation on Math Improvement (20 min)	Jennifer Hamlet, STEM Program Manager
10:05 a.m.	Break (10 minutes)	
10:15 a.m. (RI)	4. Receive KACIE Memorandum Of Understanding (MOU) with Kansas Board of Regents (KBOR) for establishment of the Kansas Advisory Council for Indigenous Education (KACIE) (15 min)	Dr. Alex Red Corn, Executive Director, Kansas Association of Native American Education (KANAIE) Ann Mah, District 4 Board member
10:30 a.m. (IO)	5. State Assessment Development and Analysis Beth Fultz, Director, Career Standards and Assessment services will be introducing. (40 min)	Dr. Kingston, Director, KU Achievement and Assessment Institute
11:10 a.m.	Break (10 minutes)	

MEETING AGENDA | KANSAS STATE BOARD OF EDUCATION

11:20 a.m. (IO)	<p>6. Common Benchmark Assessments and Analysis protocol</p> <p>Beth Fultz will be introducing</p> <p>(40 min)</p>	Dr. Zach Conrad, Executive Director of Data, Evaluation, Research and Assessment at USD 500 Kansas City and staff from USD 233 Olathe Public schools
12:00 p.m. (AI)	7. Receive Staff Response and Act on Pending Amendments to the Professional Practices Commission Regulations (Roll Call) (10 min)	R. Scott Gordon, General Counsel
12:10 p.m. (IO)	Break (10 min)	
12:20 p.m. (AI)	8. Consent Agenda (15 min)	
	a. Receive monthly personnel report and personnel appoints to unclassified positions	Wendy Fritz, Director, HR
	b. Act on request to approve the Kansas Purple Star School Designation be awarded to USD 453 Leavenworth as a military-friendly district	Dale Brungardt, Director, School Finance
	c. Act on request to approve a contract request for the Kansas Association of Broadcasters for child nutrition	Kelly Chanay, Director, Child Nutrition and Wellness
	d. Act on Recommendations for Licensure Waivers	Shane Carter, Director, Teacher Licensure
	e. Act on Recommendations of the Licensure Review Committee	Shane Carter
	f. Act on Local Professional Development Plans	Shane Carter
	g. Act on request from USD 262 Valley Center, Sedgwick County, to hold a bond election	Frank Harwood, Deputy Commissioner, Division of Fiscal and Administrative Services

	h. Act on request from USD 262 Valley Center, Sedgwick County, to receive Capital Improvement (Bond and Interest) State Aid	Frank Harwood
	i. Act on request from USD 339 Jefferson County North, Jefferson County, to hold a bond election	Frank Harwood
	j. Act on request from USD 339 Jefferson County North, Jefferson County, to receive Capital Improvement (Bond and Interest) State Aid	Frank Harwood
	k. Act on request from USD 348 Baldwin City, Douglas County, to hold a bond election	Frank Harwood
	l. Act on request from USD 348 Baldwin City, Douglas County, to receive Capital Improvement (Bond and Interest) State Aid	Frank Harwood
	m. Act on request from USD 440 Halstead, Harvey County, to hold a bond election	Frank Harwood
	n. Act on request from USD 440 Halstead, Harvey County, to receive Capital Improvement (Bond and Interest) State Aid	Frank Harwood
	o. Information from five private schools, three student granting organizations, and one virtual out of state school (listed in attachment) of their intention to participate in the Tax Credit Low Income Scholarship Program.	Dale Brungardt, Director, School Finance
	p. Act to initiate RFP process for the 2024 Great Ideas in Education Conference keynote speaker	Dr. Ben Proctor, Deputy Commissioner, Division of Learning Services
	q. Authorize out-of-state tuition contract for student attending the Kansas school for the Deaf	Luanne Barron, Director, Kansas School for the Deaf

<p>12:35 p.m.</p> <p>(AI)</p>	<p>9. Chair Report (35 min) Chair Melanie Haas</p> <ul style="list-style-type: none"> a. Remarks from the Chair b. Act on Board Travel Requests c. Committee Reports d. Board Attorney Report e. Requests for Future Agenda Items 	
<p>1:05 p.m.</p>	<p>Adjourn</p>	

The next meeting of the Kansas State Board of Education is April 9 & 10, 2024. April 10th will be the annual onsite visit to the Kansas School for the Deaf and Kansas School for the Blind.

MINUTES



Kansas State Board of Education

Tuesday, February 13, 2024

CALL TO ORDER

Chair Haas called the Tuesday meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, February 13, 2024, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. (00:06:30)

ROLL CALL

The following Board Members were present:

Mrs. Betty Arnold (on zoom)	Mrs. Michelle Dombrosky
Mrs. Melanie Haas, Chair	Mr. Dennis Hershberger (on vacation)
Mrs. Cathy Hopkins	Dr. Deena Horst
Mrs. Ann Mah	Mr. Jim McNiece
Mr. Jim Porter, Vice Chair	Mr. Danny Zeck

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

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

APPROVAL OF AGENDA

The Chair asked to approve the meeting agenda for both Tuesday and Wednesday. Mrs. Dombrosky requested g. be pulled off the consent agenda and voted on separately.

Dr. Horst moved to approve the agenda as amended: Item g will be taken off the consent agenda. Mr. Zeck seconded the motion. Motion carried 9-0. MOTION (00:08:50)

APPROVAL OF THE JANUARY 9 & 10, 2024 MINUTES

The Chair asked to for a motion to approve the minutes of January 9 & 10.

Mrs. Hopkins moved to accept the minutes of January 9 & 10, 2023 as written. Dr. Horst seconded the motion. Motion carried 9-0. MOTION (00:09:21)

COMMISSIONER’S REPORT

Dr. Watson opened with some thoughts about policy. Policy changes must always be looked at in terms of how it will directly affect students in Kansas schools. He shared the experience of the Milken award, which is presented as a surprise to the receiving teacher and was given to two teachers this past month. (00:10:00)

There is a sense of urgency in education. We must raise expectations, and recruit teachers that are well-trained and ready, and not lower our standards for teachers. The Board set goals last year.

- Goal #1: Provide effective educators in every school district.
- Outcome: Increase the number of teacher candidates in Kansas
- Outcome: Increase leadership development in Kansas
- Goal #2: Enhance post-secondary opportunities and success.
- Outcome: Decrease the percent of students scoring in level 1 on the State Assessments and increase the percent of students scoring in level 3 and 4 on the State Assessments
- Outcome: Increase graduation rate to 95%

How then do we do this? Literacy is key. Being able to read is the foundation. STEM skills are necessary for most of the good paying jobs in Kansas. Our job is to assist transitioning students into young adulthood.

Dr. Watson shared a document “Kansas Education Framework for Literacy.” The Science of Reading is now the method which must be used in classrooms. Teachers are all being trained in the Science of Reading and Structured Literacy (LETRS). Dr. Watson stated schools must invest in High Quality Instructional Materials (HQIM) that are aligned with the Science of Reading. KESA will be helping schools adopt curriculum that aligns with our literacy plan and teachers need to be trained to use these HQIM materials.

Starting next month, the Commissioner shared there is an urgency that the Board will be part of as they approve policy:

1. Expand LETRS Training into 2026.
2. Expand assessment options at the classroom, school, and district level.
3. Expand leadership training for administrators and staff.
4. Expect ALL Kansas teachers in preschool, elementary and SPED to demonstrate knowledge of the Science of Reading.
5. Expect ALL Kansas administrators and instructional coaches in preschool, elementary and SPED to demonstrate knowledge of the Science of Reading.
6. Expect ALL Kansas reading specialist to demonstrate knowledge of the Science of Reading.

Teachers must successfully complete all modules of LETRS training or pass the new ETS reading exam.

There was a robust discussion among the Board members and Dr. Watson.

CITIZEN'S OPEN FORUM

Chair Haas opened the forum and invited the first speaker to come forward.

(00:42:01)

Representative Scott Hill, District 70, Abilene, spoke on the issue of school bus safety. He shared the story of Cecelia, a seven-year-old girl who was tragically killed while boarding her school bus. Representative Hill shared the intent of HB2251, a bill that has

been introduced at the legislature that establishes a procedure by which there are cameras put on buses to stop the illegal and dangerous pattern of drivers passing buses which have the stop sign out. Recently a statewide survey found over one thousand drivers daily pass school busses illegally. He also spoke about picking children up on their side of the street (curbside).

Kim Goodman is Cecilia's aunt. She shared a photo of Cecelia Rose Graf. Ms. Goodman discussed curbside pickup. In a personal survey of surrounding school districts, she found that many schools encourage curbside pickup, so students do not have to cross a busy street or highway.

Elke Lorenz, teacher of World Languages, Manhattan High School, spoke in favor of keeping world languages a vital part of education. She noted that in other parts of the world students study other languages for many years. Languages are being pushed out by other graduation requirements. This gives students a disadvantage when working with international partners.

Lacy Graf, Cecelia's mother, spoke movingly about her daughter and the grief that her family and the community of Abilene have experienced from the tragedy of her daughter's death. She described the loss and how she wants to prevent this from happening to anyone else.

Christina Whitehair, Principal, St. Andrew's Elementary school, spoke about the morning the accident happened and how she had no idea her students might need to cross a busy road to board their bus. The road Cecelia had to cross had a 55-mph speed zone. She spoke about the effect this tragedy had on her school and the wider community.

Dr. Shane Kirchner, McPhearson College, shared the activities of Kansas Association of Private Colleges for Teacher Education (KAPCOTE). He spoke about initiatives to address the nationwide teacher shortage. His college will graduate nineteen students this year and accept nineteen entering students. KAPCOTE is concerned about the bill HB2521 which would allow persons to bypass teacher training by using a nontraditional online school to obtain a full teaching license. Although these persons might have knowledge of a field such as engineering, they would have no actual training in how to teach engineering. The bill would lower the standards of the teachers in our state.

Receive At-Risk Funding and Recommendation to the Legislature

Dr. Ben Proctor, Deputy Commissioner of Learning Services, KSDE, shared the actual at-risk evidence-based list, which can be found on the KSDE website. Julie Ewing, Assistant Director, Career Standards & Assessment Services, was present, as she was a major part of the work on the At-risk list. Over the past few months, the list has been carefully screened and many items have been taken out. All items that are not in alignment with the Science of Reading were removed. One hundred and sixty-five programs were on

(01:04:30)

the original list and analyzed for peer review evidence status. Out of one hundred and sixty-five programs and practices seventy-two met peer review. There were forty-nine items that met the one year of peer review. It is difficult to find programs that have more than one year peer reviewed evidence.

The recommendation to the State Board is:

To approve the Evidence-Based Programs and Practices List that includes one hundred and fifty-five Practices and Programs that have peer-reviewed evidence to support at-risk students and may be used to provide students with additional educational opportunities, interventions, and services above and beyond regular education services.

This action includes a recommendation to the Kansas Legislature that the five-year research period requirement be removed from Kansas Statute 72-5153, as included in the Legislative Post Audit recommendations.

Recognition of the 2023 National ESEA Distinguished Schools

(01:16:02)

Roxanne Zillinger, Education Program Consultant, introduced the ESEA Distinguished Kansas Schools. This is a national award, and the two schools were honored earlier in February at a ceremony in Portland, Oregon during the National ESEA Conference.

The first award was for “Exceptional student performance for two or more consecutive years” and was given to Valley Heights Elementary in Blue Rapids, part of the USD 498 Valley Heights District. Titus Staples is the principal and Sean Spoons is the superintendent. Mrs. Devore is the principal of the younger students.

Principal Staples is the third grade – sixth grade principal at Valley Heights. He described his school which is north of Manhattan and has about four hundred students. They won this same award five years ago. He believes success is about relationship, family, and supporting each other. He spoke with immense pride about the teachers, staff, and students at Valley Heights.

Superintendent Spoons thanked the Board and all those who helped his district achieve and make improvements in schools.

The second category was “Closing the achievement gap between student groups” and this was awarded to Wheatland Elementary School, USD 262 Valley Center Public Schools. Rachel McClaran is the Principal and Greg Lehr is the Superintendent.

Principal McClaran introduced a kindergarten teacher and a learning support teacher. She serves three hundred and fifty students at Wheatland. She shared a video about her school.

Presentation of Kansas Certificates in Child Nutrition Management

(01:39:20)

Kelly Chanay, Director, Child Nutrition and Wellness, explained that to receive this certificate a nutrition professional must take 120 hours of approved management classes. Those who have completed the requirements are:

Lisa Morris, USD 440 Halstead
 Glenda Johnston, USD 230 Spring Hill
 Kathy Schultz, USD 443 Dodge City
 Nancy Horton, USD 449 Easton
 Cathy McAfee, USD 320 Wamego
 Heather McPherson, USD 103 Cheylin

Ms. Chanay introduced each food service manager, and they came up to receive a certificate and took photos with the Board and the Commissioner.

Break for Lunch

(01:50:31)

Maria Cibrian Vazquez, Uniontown FFA Chapter, Winner of the First Ever FFA Invitational Spanish Creed Speaking Contest During the National FFA Convention in Indianapolis

(03:14:12)

Guy Shoulders, Agriculture Education Program Consultant and FFA State Advisor who explained that the origins of the FFA creed contest. The Board was given a copy of the Creed in English and Spanish. The first year of agriculture education in FAA students are asked to memorize this creed. Born out of that practice was a competition to perform the creed (all five paragraphs) without missing a word. For years it was only in English, but last year was the first year it was in Spanish. Maria was the national winner of this contest, representing Kansas.

Maria gave a remarkable performance of the creed. Her poise and joy were evident as she spoke the creed in Spanish, and the Board enjoyed listening and then having a conversation with her.

Valley Falls KSDE Child Nutrition and Wellness Local Foods Recipe Challenge Winners

(03:32:09)

Kelly Chanay, returned to the podium and shared the creation of this recipe challenge. The students and their teacher Margo Ellerman, then shared their experience and shared the actual result of the recipe which was aronia berry "Berry Delicious Applesauce" topped with "Kansas Granola." The aronia berry is a deep red fruit with four times the antioxidants of blueberries. The recipes had to have an 85% positive rating from students. The Board was treated with glasses full of the aronia applesauce topped with granola and from the enjoyment on their faces the aronia berry treat was given a 100% positive rating from the ten members of the Kansas State Board.

Update on Kansas Registered Teacher Apprenticeship Program

(03:56:40)

Shane Carter, Director, Teacher Licensure, presented an update on the status of what was a pilot program during Fall 2023. After the pilot group of apprentices, the program is now open statewide for applications as of Winter 2024.

Registered apprenticeships are industry-driven, high quality career pathways through which employers can develop and prepare their future workforce, and apprentices can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential.

Two years ago, the category of "Teacher" was added to the apprentice program, in part to address the national teacher shortage issue. In essence, this is a "grow your own" recruitment strategy that districts should take advantage of. Once accepted, the individual becomes a teaching assistant to the lead classroom teacher, while earning a bachelor's degree from a partnering, approved teacher preparation program.

Mr. Carter shared the history of the program and how it will move forward with the MeadowLARK grant, which provides \$3 million through June of 2026. He encouraged districts to use this program to develop new teachers.

Act on Educator Preparation Program Standards for Elementary Education PreK-6

Apologies but the live stream was not recording this section.

Dr. Catherine Chmidling, Assistant Director, Accreditation and Design, shared the history of this request for action. A standards revision committee was developed, and they created standards with a special focus on literacy. Those standards have been reviewed by the Professional Standards Board and offered for public comment. Now it is time for the State Board of Education to consider approving the standards, and if approved teacher education providers will revise current programs to align to these updated standards.

Mr. Porter moved that the Kansas State Board of Education approve the new educator preparation program standards for elementary education Pre-K-6. Dr. Horst seconded the motion. Motion carried 9-0.

MOTION
(04:34:17)

Act on ESSER III Change Requests for use of Federal Covid-19 Relief Funds

Doug Boline, Assistant Director, Special Education and Title Services, shared 21 ESSER III plans are asking for a change. He gave an overall review and explained the requests in some detail.

Mr. Porter moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER distribution of money and approve the public school district for ESSER III change requests as presented for use of federal COVID-19 relief funds. Dr. Horst seconded the motion. Motion carried 8-0-1. Mrs. Dombrosky abstained.

MOTION
(04:39:50)

KESA Accreditation Framework Update

(4:54:03)

Dr. Proctor, Deputy Commissioner, Division of Learning Services, along with Jay Scott, Director, Accreditation and Design, and Dr. Jake Steel, Strategy and Operational Alignment, all shared the present work of the KESA process. The priority projects are:

1. Development of the School Improvement Model,
2. School Improvement Day Protocols (student data, four fundamentals, state board outcomes),
3. Consultation with Service Centers and Other Partners.

Dr. Steel spoke about the model and how improvement is evaluated. Jay Scott described the KESA Check-ins, a sit-down with the districts, the KESA team in that area, for a one-on-one between each system and an accreditation design team member. So far, they have held sixty-one meetings and have three hundred and four total. He shared positive feedback from these meetings.

Action on \$250,000 grant to Olathe USD 233 for Common Assessments

(05:15:18)

Beth Fultz, Director, Career Standards and Assessment Services, presented this grant request to the Board in January. Four common assessments will be developed by the districts with help from Innovative Assessment Solutions. ESSER learning loss funds will be used to pay for this project.

Mrs. Mah moved that the Kansas State Board of Education authorize the Commissioner of Education to grant Olathe USD 233 an amount not to exceed \$250,000 to create standards-based common assessments aligned to Kansas content standards. The time for the grant shall be February 14, 2024, through June 30, 2025. Dr. Horst seconded the motion. Motion passed 6-2-1. Mrs. Hopkins and Mr. Zeck voted no. Mrs. Dombrosky abstained.

MOTION
(05:27:00)

Presentation on Artificial Intelligence (AI) by Dr. Glenn Kleiman

(05:34:57)

Dr. Steel introduced Dr. Kleiman, Senior Advisor at Stanford University Graduate School of Education. Dr. Kleiman's research focuses on AI and Education. He started his presentation with describing Generative AI. This technology is very recent; GenAI develops knowledge through being trained on large data sets. GenAI can mimic but is very different from human intelligence. When fed a great amount of data, it can find patterns and create/analyze based on vast amounts of information. Uniquely, like the human brain, it grows, and advances. It can create. It writes, paints, and interprets like humans; however, artificial, and human intelligence differ. The professor shared examples of poems, paintings and interpretations of paintings that were created by GenAI.

AI is the intelligence of powerful pattern-finding and prediction making technologies. Human intelligence builds over a lifespan; growing from innate abilities, social learning,

interactions in the physical world, seeking to achieve goals, emotional engagement, schooling, and broad experiences within the context of family, community, and culture. AI can enhance and extend teaching and learning, but not replace teachers and other people.

Dr. Kleiman emphasized that teachers and students need to be in control and drive interactions with AI. There are risks with AI because it has no moral compass. It will generate biased and toxic information, violate privacy, be culturally unaware; it will make things up, and it can be used by humans to generate misinformation and deep fakes. If used, however, as a tool, AI could support human achievement, and thus could be a powerful tool in education. He offered some ways AI might help students: provide instant feedback to students, help communicate to families (especially translating), analyze student data, help support English learning students, in general – AI could provide automated teaching assistants.

Dr. Kleiman summarized that we should not underestimate what AI tools can do and how they will continue to improve, but we should not trust AI without addressing its risks and limitations. Using the example of Star Trek’s Captain Picard and Data, he spoke about how powerful Data is in the sci-fi show but how Picard is absolutely the leader. Humans can figure out how to harness AI for teaching, learning, and to develop students’ AI literacy. Finishing the professor advised: Change is coming, keep calm and carry on while responding thoughtfully to this new technological presence in our world.

Receive Literacy Recommendations

(06:30:41)

Commissioner Watson presented Literacy Recommendations as strong guidelines about how reading needs to be taught in Kansas schools. Introducing and requiring the Science of Reading has been a process with both the teacher training institutions and the day-to-day work of teachers in classrooms. As of fall 2022, license and endorsement areas for early childhood, elementary and special education include five Science of Reading criteria as part of their regularly scheduled program reviews. This recommendation came from the Dyslexia Taskforce, chaired by Jim Porter. Annual training in structured literacy/dyslexia training is now a requirement for elementary teachers, early childhood unified teachers, high incident special ed teachers, English language arts teachers, reading specialists and school psychologists. It is also highly recommended that paraeducators receive the training.

The Commissioner shared a motion for the Board to specifically and clearly designate the Science of Reading as the official literacy methodology and support schools to eliminate any discredited methodologies, and recommend literacy specific universal screening measures, diagnostic, formative and summative assessments to be utilized by accredited schools and school districts.

Dr. Watson shared the urgency of making this statement an official Board policy as

Kansas leads the world in the success of each student.

soon as possible (perhaps tomorrow).

Legislative Matters

(07:02:49)

Dr. Frank Harwood, newly appointed Deputy Commissioner of Fiscal and Administrative Services, gave a legislative update, slightly breathless from his dash across the street from the Capitol where he was attending education committee hearings. He thanked the Board, in this his first appearance before them, for offering him this opportunity to serve Kansas education.

He shared that over five hundred bills have been introduced this session, and he and his team are tracking ninety-six education related bills. He focused on four bills that have a direct effect on the State Board.

- HB2612: Requiring school districts to be in (total) compliance with all state laws, and rules and regulations to be accredited; and requiring the Kansas State Board of Education to establish a process to challenge determinations of such compliance.
- SB407/HB2521: Requiring the Kansas State Board of Education to authorize teaching licenses for individuals who complete an alternative teacher certification program.
- HB2660: Codifying the mental health intervention team program administered by the Kansas State Department for Aging and Disability Services in state statute.
- SB501/HB2785: Transferring certain childcare programs to the Kansas office of early childhood and separating licensing duties between the secretary for health and environment and the executive director of early childhood.

Another issue is the at-risk Bill HB2650. He explained the details, including a requirement that the State Board shall not update ELA or Math standards until 75% of students are at level 3 and 4 by 2030. Special Education Funding, a major issue in this legislative session, is addressed in HB2738, in which KSBE will calculate excess cost of special education by district using a new formula. It makes changes to how SPED funding is calculated. The calculations are highly complex. The bill increases what the state is counting as contributions.

Act on Recommendations of Professional Practices Commission (PPC)

(07:33:43)

Mark Ferguson, Board Attorney, explained that when Mr. Gordon (KSDE General Counsel) speaks today, he will be speaking as an advocate for the KSDE. There is one case before the Board today and both sides have been given the opportunity to have oral arguments. The Applicant (Case 22-PPC-11) has not submitted a response to the petition for review nor requested oral argument. KSDE has requested oral argument, and Mr. Gordon stands before the Board today representing the Agency with oral argument in the case.

Legally, the Board will go into closed session for the purpose of deliberation, it is not an executive session, but it is private to protect the individuals involved.

Scott Gordon, KSDE General Counsel, noted he did make a request for oral argument to the Board, and he asked that the Board now vote on that request.

Mr. Porter moved that R. Scott Gordon, General Counsel, be permitted to make an oral argument and presentation to the Board on case 22-PPC-11. Dr. Horst seconded the motion. Motion carried 9-0.

MOTION
(07:40:00)

Mr. Gordon noted that this was a tough case for the PPC to come to agreement on. He highlighted the response of the applicant who described the incident in terms that did not match the video recording of the incident with the student. The applicant seemed comfortable with his behavior and showed no sense of remorse; indicating he might easily repeat this kind of treatment to a child in the future. Mr. Gordon requested the Board revoke the license of this person, with whom children may not be safe.

The Board went into closed session to deliberate.

Mrs. Hopkins moved that the Kansas State Board of Education go into recess into private session as a quasi-judicial body to discuss 22-PPC-11 and protect the confidential information regarding a student beginning at 6:15 and returning at 6:25, inviting Dr. Watson and Attorney Mark Ferguson to stay. Mr. Porter seconded the motion. Motion carried 9-0.

MOTION
(07:55:28)

Before the closed session, Mr. Gordon noted that the invitation to attend today had been mailed to the individual, to the address that was on file, and there was no response.

Chairperson Haas called the meeting back to order and Mrs. Hopkins, Mrs. Mah, Mr. Porter, Dr. Horst, Mr. McNiece, all spoke about their shock at the actions of the teacher and the fact that there was no remorse shown.

Dr. Horst moved that the Kansas State Board of Education adopt its own findings of fact and conclusions of law to revoke the license in case 22-PPC-11 with such findings to be described in a forthcoming final order. Mrs. Dombrosky seconded. Motion carried 9-0.

MOTION
(08:07:00)

Act on Board Attorney Contract

Commissioner Watson explained that every year the Board may vote to extend the contract of the Board attorney.

(08:08:00)

Mr. McNiece moved that the Kansas State Board of Education issue a renewal of Contract ID 47925 with Gates Shields Ferguson Swall Hammond, P.A. for providing legal services for the period of July 1, 2024, through June 30, 2025, with no increase in rates. Mr. Porter seconded the motion. Motion carried 8-1. Mr. Zeck voted no.

MOTION
(08:13:00)

ADJOURN till 9:00 a.m. Wednesday morning, February 14, 2024.

Melanie Haas, Chair

Deborah Bremer, Board Secretary

DRAFT MINUTES — UNOFFICIAL UNTIL APPROVED BY STATE BOARD

MINUTES

**Kansas State Board of Education****Tuesday, February 14, 2024****CALL TO ORDER**

(00:01:00)

Chair Haas reconvened the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, February 14, 2024, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL

The following Board Members were present:

Mrs. Betty Arnold (on Zoom)	Mrs. Michelle Dombrosky
Mrs. Melanie Haas, Chair	Mr. Dennis Hershberger (on vacation)
Mrs. Cathy Hopkins	Dr. Deena Horst
Mrs. Ann Mah	Mr. Jim McNiece
Mr. Jim Porter, Vice Chair	Mr. Danny Zeck

APPROVAL OF AGENDA

The Chair asked to approve the meeting agenda for Wednesday.

Mrs. Hopkins moved to approve the Wednesday agenda. Mrs. Dombrosky seconded. Motion carried 8-0. Mrs. Mah was out of the room for a moment.

MOTION
(00:02:10)

(00:03:00)

Special Education Advisory Council (SEAC) ANNUAL REPORT FOR 2022-23

Bert Moore, Director, Special Education and Title Services, introduced the Chair of the SEAC, Marvin Miller, KASEA Special Education Professional of the Year 2024, who gave an overview of the past year's activities. The entire report is included in the Board packet of monthly materials.

Mr. Miller expressed gratitude for the breakfast that the Board members attended just prior to the meeting. He shared that he is the father of a twenty-one-year-old daughter with Down Syndrome, and he is employed as a special education teacher in a structured learning class in Haysville at the Campus High School. He introduced Jennifer King, the previous Chair of SEAC, and noted the involvement of Lindsey Graf and Trish Miller on the council. Mr. Miller shared the history of SEAC and thanked Bert Moore and his team at KSDE for compiling the entire report.

There was a request for information on ESI (Emergency Safety Intervention). There has been much positive change, Mr. Miller stated. Mr. Moore noted that that data has just been gathered by his team and will be shared with the Board.

Four Day School Week Overview

Commissioner Watson shared research about the effects of the four-day school week on learning. Hayley Steinlage, Senior Education Research Analyst, Career Standards and Assessment Services, assisted Dr. Watson in creating this presentation. He thanked her and her team.

History of Four Day structure

Prior to 1992 there was a very different school finance formula, and if a town, school, district, was in what was called the “fourth category,” the mill levy (the tax rate that is applied to the assessed value: [KSDE explanation of mill levy and how it is calculated](#)) might be well over 100 mills.

The Supreme Court found that Kansas needed to equalize education. For instance, Hugoton had five mills because of the prosperous local natural gas industry, and Hugoton was going to leave and go to Oklahoma because there was going to be an equalization of money across the state, and the wealthy districts were not happy about that. That Court ruling happened in 1992. At that time there was a belief that students needed more time in school and staff needed more development opportunities.

The law in 1992 stated that students must spend 180 six-hour days in school. The Legislature and Kansas Superintendents worked together to increase that number by six days. At that point there was an hour option added. Over the next few years, the number of days slowly went up to 186 days or 1116 hours (by 1995). This level stayed and is the present law, and as of today, every school district is using the 1116 hours to measure the school year. Some of the shift from days to hours was due to unpredictable Kansas weather.

Evidence Research on Learning

A foundational question asked by researchers is whether learning is acquired best through mass learning (intensive focused exposure in a short time period) or distributed learning (smaller amounts of time over a long time period). The research is noticeably clear; learning in a distributed manner is more effective. Renowned educational researcher John Hattie states “In short, distributing exposure to information benefits learning.” The younger the learner, the more that distribution affects effective learning.

A second question is: Does more learning time lead to improved success? Yes. Dr. David Farbman, Senior Researcher at the National Center on Time and Learning, states, “Both research and practice indicate that adding time to the school year can have a meaningfully positive impact on student proficiency and indeed support a child’s entire educational experience.”

Author Malcom Gladwell made a fortune off a book entitled, “Ten Thousand Hours” which posited the theory that if one spends ten thousand hours practicing and learning something, it can be learned. Being good at something takes lots of time.

Spreading learning out over time and spending more time on learning something is both effective.

Four-Day Buildings

In Kansas there are presently ninety-three buildings that have used a four-day work schedule since 2011 (compiled data). Some returned to five-day, and some went back and forth. In 2024 there are seventy-seven school buildings, both public and private, and of many different kinds of building types, which are using the four-day week. Last year this trend began to accelerate. In the early days schools did this to save money. The savings, Dr. Watson argued, is minimal.

Current State of Four-Day

In small rural communities, elementary schools are the most prevalent in the four-day category. Second is the high school category, which is still statistically different. However, the middle school is almost the same. In terms of building size, the most common is the small, rural school. Most four-day schools have less than 158 students enrolled. Rural remote and rural distant schools are mostly likely to use this structure. In Kansas, the four-day school attends more minutes per day but less per week.

Dr. Watson reiterated the research on learning that shows distributed learning is more effective than mass learning.

Analysis

The research compared similar schools, i.e., rural schools with four-day schedules to rural schools with five-days.

They asked these questions:

- Are there significant differences in the average years of teaching experience?

On average five-day schools had teachers with more experience working in the district but it is not statistically significant.

- Are there significant differences in the percent of novice teachers?

There are more novice teachers (less than three years’ experience) teaching in four-day schools. This was considered highly statistically significant: a difference of 5.46%.

- Are there significant differences in student performance on state assessments and ACT scores?

State Assessments (Level 3 and 4, ELA, Math, and Science) showed both combined scores and separate scores. The average shows that five-day schools have higher scores. There are exceptions, but this is a broad average. However, because of the small size, to the researchers the score differences are not statistically significant. ACT schools (composite and broken down into testing categories) show a very

statistically significant difference. Five-day schools show a much higher score average on both composite ACT scores and individual subject areas.

Key Findings

On average, rural four-day buildings have significantly more novice teachers. On academic performance, five-day building students perform better on state assessments, but not to the level of statistically significant differences, however the ACT scores do show a major difference. Five-day building students have higher ACT scores in all testing areas.

Dr. Watson noted that the mechanism of how the school schedules affect student success are unclear. In any school there are multiple variables, reading programs, teacher training, etc. The causes are not clear, but the findings are. He shared that when a principal calls him to discuss a four-day week, he asks why the administrator wants to make this change and most often the answer is recruitment and retention of teachers.

Year-round schools are a topic of conversation lately. These are not 365-day school but rather schools that spread down time over the whole year, taking longer break times spread out over the entire year. From a learning standpoint, Dr. Watson pointed out, that would be an outstanding model (distributed learning).

Kansas has agrarian roots, and the schedule of having the summers off was set to allow families to work together in the warmer growing and harvesting months. There is a question of whether that still relevant. From a learning standpoint, taking shorter breaks is a better learning schedule.

There was a robust discussion, with Mrs. Hopkins sharing her recent conversations with the many Western Kansas rural districts and buildings she represents, and her conclusions that four-day schools can have benefits if the schedule works in that specific community. Many of her small four-day schools have been awarded for excellence; the shorter week allows teachers to reflect and plan more for the coming classes; and financial benefits are apparent. Some schools have been in this structure for over a decade.

Act on At-risk Funding and Recommendation to the Legislature

Dr. Proctor, Deputy Commissioner, Learning Services, appeared before the Board asking them to act on the January receive item for At-risk Funding. He shared the present "list" for which items the Board can potentially approve to help at-risk students improve. The other action is to recommend taking off the five-year research requirement from Kansas Statute.

(01:28:31)

When it came time to vote, there needed to be a motion to suspend the rules (normally

a receive item is voted on a month later rather than a day later).

Mrs. Mah moved to suspend the Board policy of only voting on an action item in the month after they are received in order to call a present matter for an immediate vote on the at-risk item. Dr. Horst seconded the motion. Motion carried 9-0.

MOTION
(01:33:30)

Mrs. Mah moved that the Kansas State Board of Education adopt the new at-risk list and recommendations as presented. Dr. Horst seconded the motion. Motion carried 9-0.

MOTION
(01:36:00)

Act on Literacy Recommendations

The Commissioner returned to the podium and re-introduced the subject of literacy, which was a receive item on the previous day, February 13th. Laurie Curtis and the reading team across the state recommended a few changes to the motion. There was a conversation and request to take out the word “achievement” which was following “acquisition.”

(01:37:00)

There was a call to suspend the rules.

Mrs. Mah moved to suspend the Board policy of only voting on an action item in the month after they are received in order to call a present matter for an immediate vote on the Literacy item. Dr. Horst seconded the motion. Motion carried 9-0.

MOTION
(01:43:19)

Mr. Porter moved the Kansas State Board of Education requires all the accredited schools in Kansas to use evidence-based methodology fully aligned with the Science of Reading, specifically Structured Literacy, to provide literacy instruction for students. The Kansas State Board of Education prohibits the use of practices and pedagogy identified in research to be counterproductive to reading acquisition. In addition, the State Board recommends literacy specific universal screening measures, diagnostic, formative and summative assessments to be utilized by accredited schools and school districts. Mr. McNiece seconded the motion. Motion carried 9-0.

MOTION
(01:46:00)

ESSER Funds Overview

The Commissioner explained the Elementary and Secondary Schools Emergency Relief known as ESSER, was established by the federal government to support schools during the Covid crisis. There were three separate allocations made to states. Funding for each was distributed under the Title 1 distribution method. Title 1 is designed to go to low-income schools, and so the ESSER funds followed that funding pattern. Schools in low-income communities get a bigger percentage of ESSER based on their students.

(01:46:00)

Private schools were assisted through a program called EANS. These funds went through the Governor’s Emergency Education Relief fund (GEER) in two distributions. These funds were distributed based on a combination of factors including poverty and

COVID impact.

A Commissioner's Task force was created to have transparency for ESSER and EANS funds. That team of nineteen members provided oversight for public and private schools, although they only make recommendations to the State Board.

ESSER I amounted to \$85 million in total allocations.

ESSER II amounted to \$370 million.

ESSER III amounted to \$830 million.

There is an extension from the federal government for the states to have more time to spend the distribution. There is no more money, but the money that is left needs to be spent by July 1, 2026. The distribution of this will continue to go through the Commissioner's Task Force and then the Board will vote on the recommendations.

Presentation on Pending Amendments to the Professional Practices Commission (PPC) Regulations

(02:15:40)

General Counsel R. Scott Gordon presented proposed amendments to the PPC which will be part of next month's Board meeting in the form of a public hearing and then a Board response and roll call vote on the regulations. These changes were started in 2017 and are more specific and gives better guidance to those in the field. Mr. Gordon went through the changes in the regulations:

K.A.R. 91-22-1a Grounds for Denial

K.A.R. 91-22-1b Grounds for Censure, Suspension and Revocation

K.A.R. 91-22-2 Commission Procedure

K.A.R. 91-22-5a Complaints

K.A.R. 91-22-9 Answers

K.A.R. 91-22-22 Hearing Procedure

K.A.R. 91-22-25 Decision and Review by State Board

Consent Agenda

The following items on the Consent Agenda were passed.

Mrs. Mah moved that the State Board approve the Consent Agenda (without item g on Preschool Pilot Grants) items. Mrs. Hopkins seconded the motion. Motion carried 9-0.

MOTION
(02:47:00)

- a. Receive monthly personnel report.
- b. Receive personnel appointments to unclassified positions.
- c. Act on Recommendations for Licensure Waivers
- d. Act to authorize the funding of a contract necessary for the provision of Kansas Integrated Accountability System Grant Management Application
- e. Act to authorize the funding of a contract necessary for the provision of Kansas Integrated Accountability System Data Collection Applications

- f. Act to authorize the funding of a contract necessary for the provision of the 21st Century grant.
- g. (Removed)
- h. Act on request to contract with the Kansas Department of Agriculture for Summer Food Service Program Food Safety Inspections
- i. Act on request from USD 500 Kansas City, Kansas for capital improvement (bond and interest) state aid
- j. Act on request from USD 500 Kansas City, Kansas to hold a bond election.
- k. Act on request from USD 435 Abilene, for capital improvement (bond and interest) state aid
- l. Act on request from USD 435 Abilene to hold a bond election.
- m. Act on agreement to transfer territory from USD 224 to USD 379

Item taken off the Consent Agenda

Chair Haas asked for action on item g which was removed from the Consent Agenda.

Mrs. Dombrosky moved that the Kansas State Board of Education approve item g (Act on recommendations for funding Kansas Preschool Pilot grants for 2024-25). Dr. Horst seconded the motion. Motion carried 6-3. Mrs. Dombrosky, Mrs. Hopkins, and Mr. Zeck voted no.

Chair Report

Chair Haas had one item to share. She is appointing Mr. Porter to the Kansas State High School Athletic Association (KSHSAA) to replace Dr. Horst. Dr. Horst has served for many years and her term will be up in July 2024.

(02:49:19)

Board Travel

Mr. Porter moved that the Kanas State Board of Education approve the Board travel requests as presented. Dr. Horst seconded the motion. Motion carried 9-0.

Committee Reports

Mrs. Mah shared the resolution for KACIE (Kansas Advisory Council for Indigenous Education) to become a permanent advisory council will hopefully be received at next month's meeting.

Board Attorney Report

Mark Ferguson thanked the Board for approving his contract for one more year. He shared his experience over the past fifteen years, how he came to the Board, some significant events during those years, the many court cases, school finance litigation, and what issues he seems in future.

Requests for future agenda items

- Mrs. Arnold would like to see a presentation on pathways for improvement in

Math (as well as Literacy) and especially in terms of At-Risk students. She would like to see data for subgroup performance in math, using the free and reduced lunch sub-group.

- Mrs. Dombrosky requested information on “quality instruction” with examples. Also, she would like to learn about psychometrics on assessments.
- Mr. Porter would like to discuss the relationship between the Board/KSDE and the Legislature in terms of respect and boundaries. Also, discuss how to deal with bills that address subjects like licensure and accreditation.
- Mrs. Hopkins would like more time to discuss subjects with SEAC. She suggested a lunch in future. Also, she is interested in the teacher licensure bills and what the Kansas constitution says about who is tasked with licensure.
- Dr. Horst would like to discuss the constitutional purview of the Board vs. the Legislature. Also, she would like a mental health update from KSDE and other state departments.
- Mr. McNiece would like a population growth demographic report on Kansas.

Chair Haas adjourned the meeting. The next Board meeting will be March 12th and 13th.

Melanie Haas, Board Chair

Deborah Bremer, Board Secretary

Agenda Number: 7

Meeting Date: 3/12/2024



900 S.W. Jackson Street, Suite 102
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www.ksde.org

Item Title: Presentation of Survey from Kansas Teachers

From: Deborah Bremer

Dr. Bret Church is an Associate Professor at Emporia State University, in the Department of School Leadership/Middle and Secondary Education. He will be speaking to the Board and sharing the findings of his most recent survey with Kansas teachers.

Kansas leads the world in the success of each student.

EDUCATOR ENGAGEMENT & RETENTION DRIVERS 2023

Educator Experience Factor SURVEY ITEMS	Teacher Experience Satisfaction	Importance Statistical Driver	
		E	R
Your district's attention and approach to supporting mental and emotional health.	LOW	●	●
The support in place to handle challenging student behaviors/situations.	LOW	●	●
Your salary growth potential in the future.	LOW	●	●
Society's view of the teaching profession.	LOW	●	●
The responsiveness and support of the district office staff.	MODERATE	●	●
The level of safety you and your students feel at school.	MODERATE	●	●
Your relationship with colleagues within your school.	HIGH	●	●
Your relationship with your principal.	HIGH	●	●
Your opportunity to work with a diverse student population.	HIGH	●	●
The location of the district in which you teach.	HIGH	●	●
The size of the district you teach in.	HIGH	●	●
The vision and leadership of the Board of Education.	LOW	●	
The quality of professional development days/opportunities.	LOW	●	
The parent support and involvement at your school.	MODERATE	●	
The vision and leadership of the Superintendent.	MODERATE	●	
Your class size (teacher to student ratio).	MODERATE	●	
Your access to necessary resources and instructional materials.	MODERATE	●	
Opportunities to receive feedback to assist in your professional growth.	MODERATE	●	
Collaboration time to work with teacher teams of which you are a member.	MODERATE	●	
The support you receive from your principal specific to student discipline.	MODERATE	●	
The reputation of the district you teach in.	MODERATE	●	
Your principal's communication and responsiveness to your questions.	HIGH	●	
Your principal's instructional leadership.	HIGH	●	
The quality of your principal.	HIGH	●	
The amount of plan time that you are provided.	LOW		●
Your current salary.	LOW		●
The quality of teacher technology hardware/software at your school.	MODERATE		●
Total number of leave days you have.	MODERATE		●
The ability to request and secure a substitute teacher for your absence.	LOW		
The support in place to meet student social emotional needs.	LOW		
Tuition reimbursement or similar incentives to advance your education.	LOW		
The quality and cost of health insurance benefits offered to you.	LOW		
The availability of supplemental contracts.	MODERATE		
The quality of student technology hardware/software at your school.	HIGH		

Teacher Experience Satisfaction

HIGH: ≥ 3.75

MODERATE: 3.25 – 3.74

LOW: < 3.25

Importance as Statistical Driver

E = Engagement Driver

R = Retention Driver

Statistical significance at p>.001 level.



EPIC

KTRI KEY INSIGHTS 2023

- Proportion of educators signified as 'Actively Engaged' or 'Engaged' decreased by 9%.
- There was a 3% decrease in the proportion of 'Actively Disengaged' educators but a 12% increase in educators labeled 'Disengaged'.
 - 46% of Educators in 2021 = Actively Disengaged or Disengaged
 - 55% of Educators in 2023 = Actively Disengaged or Disengaged
- Engagement related to 'Being Heard' evaluated through teacher perspectives of their 'voice and opinion being valued' remained the lowest engagement item within the index.
- Being 'Connected' via teacher perspective of 'having someone who cares about them as a person' remained the highest rated engagement item within the index.
- The Educator's relationship with their principal/colleagues and the location in which they teach remained as the highest overall satisfaction item.
- 'Societies view of the profession' continues to be the lowest rated item along with their 'salary growth potential', 'incentives to advance their education', and 'current salary'.
- The ability to 'request and secure a substitute' and the 'quality of the principal' emerged as the largest area of improvement in teacher satisfaction relative to the 2021 survey.
- Teacher perspectives relative to their 'current salary' and 'the level of safety felt at school' emerged as the largest decrease in satisfaction relative to the 2021 survey.
- Turnover intentions across the different contexts (i.e., retirement, pursue admin role, teach in another district, leave profession) mirrored the 2021 findings.
 - Overall 'Risk Factor' decreased by 2% (28% in 2023 compared to 30% in 2021.)
- There are 11 specific areas identified as significant predictors (i.e., Drivers) of teacher engagement and retention.
 - Four of the 11 teacher experience factors rated as being 'low satisfaction'.
- Analysis of demographic factors found four profile characteristics in which overall engagement was significantly lower and a higher likelihood of leaving teaching profession was evident:
 - Educators holding a 2nd Job.
 - Educators with a Specialist or Doctoral Degree.
 - Educators with 4-11 years of tenure.
 - Educators with children attending school outside the district they teach.
- Over 8,000 of the educators that completed the survey provided additional input via their open-ended feedback.
 - Responses reviewed and categorized to identify themes and provide additional context related to the statistical drivers of engagement/retention.



Agenda Number: 8

Meeting Date: 3/12/2024



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Item Title: Recognition of 2023 Milken Educators

From: Denise Kahler

At its March meeting, the Kansas State Board of Education will have the opportunity to hear from the 2023 Milken Educators

Alex Lahasky, Blue Valley West High School, Blue Valley USD 229, Principal Dr. Katie Bonnema

Matt Mayeske, Gardner Edgerton High School, Gardner Edgerton USD 231, Principal Frank Bell

They each will receive an unrestricted cash award of \$25,000.

Mr. Lahasky and Mr. Mayeske will share some of the innovative programs and strategies they use to foster student achievement at in their schools. They will be available to respond to questions from the Board following their presentations.

Kansas leads the world in the success of each student.

Agenda Number: 9

Meeting Date: 3/13/2024



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www.ksde.org

Item Title: Public Hearing on Proposed Amendments to Professional Practices Commission Regulations 91-22-1a et sec.

From: Scott Gordon

The Kansas State Board of Education will conduct a public hearing on proposed amendments to the Professional Practices Commission regulations. A copy of the regulations is attached. If no changes are needed, the State Board is asked to adopt the regulations on March 13, 2024.

Procedures for any public hearing of the State Board are as follows: Any person having an interest in the subject of the hearing shall have a right to provide oral and written testimony to the State Board on the subject of the hearing. Any person wishing to speak at the hearing shall sign in prior to the commencement of the hearing by providing his/her name and identifying whether he/she represents an opinion of a group or organization. The presiding officer will conduct the hearing. Speakers shall be recognized in the order in which they signed in. Each speaker will have five minutes or less to make his or her presentation, at the discretion of the presiding officer. If written testimony is submitted, 13 copies should be provided.

Attached are the proposed amendments to the regulations, a report from the Joint Committee on Administrative Rules and Regulations, and written testimony provided by the Kansas Association of School Boards.

Kansas leads the world in the success of each student.

91-22-1a. Denial, suspension, or revocation of license; public censure; grounds; report.

(a) Any application for a license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board denied for misconduct or other just cause, including any of the following reasons:

(1) Conviction of any crime punishable as a felony; Pleading guilty, nolo contendere, or no contest to or having been otherwise found guilty of any of the following, regardless of whether sentence is imposed, or upon proof of such conduct provided during a hearing of the professional practices commission:

(A) Any crime punishable as a felony;

(B) any crime involving a child under the age of 18, other than the accused, as an element or instrumentality of the crime;

(C) any crime involving a theft;

(D) any crime involving drug-related conduct;

(E) any crime defined in K.S.A. 21-3601 et seq. and amendments thereto, before repeal of those statutes, or K.S.A. 21-5601 et seq. and amendments thereto; or

(F) any attempt, as defined by K.S.A. 21-3301 and amendments thereto, before its repeal, or K.S.A. 21-5301, and amendments thereto, to commit any crime specified in this subsection;

(2) conviction of any crime involving a minor; commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;

(3) conviction of any misdemeanor involving theft; engaging in any sexual activity with a student;

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~~(4) conviction of any misdemeanor involving drug-related conduct; engaging in any behavior that can reasonably be construed as involving an inappropriate and overly personal and intimate relationship with, conducts toward, or focus on a student;~~

~~(5) conviction of any act defined in any section of article 36 of chapter 21 of the Kansas statutes annotated; engaging in bullying, as defined in K.S.A. 72-6147 and amendments thereto;~~

~~(6) conviction of an attempt under K.S.A. 21-3301, and amendments thereto, to commit any act specified in this subsection; engaging in conduct that results in substantiated findings of abuse by the Kansas department for children and families;~~

~~(7) commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation; failing to report abuse or neglect of any child pursuant to K.S.A. 38-2223(a) through (d), and amendments thereto;~~

~~(8) engaging in any sexual activity with a student; engaging in academic dishonesty;~~

~~(9) breach of an employment contract with an education agency by abandonment of the position;~~

~~(10) conduct resulting in a finding of contempt of court in a child support proceeding; failing to notify the commissioner of education as required in K.A.R. 91-22-1b(f) while previously licensed;~~

~~(11) entry into a criminal diversion agreement after being charged with any offense or act described in this subsection K.S.A. 72-2165(b) and amendments thereto;~~

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(12) obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts; or

(13) denial, revocation, cancellation, or suspension of a any professional license in ~~another~~ any state on grounds similar to any of the grounds described in this subsection; or

~~(b) (14) A license may be denied by the state board to any person who fails failure to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to subsection (a) K.A.R. 91-1-200 through K.A.R. 91-1-220.~~

(b) Any individual with a criminal or civil record described in this regulation may submit a petition to the board for an informal, written advisory opinion concerning whether the individual's civil or criminal record may disqualify the individual from licensure. Each petition shall include the following:

(1) The details of the individual's civil or criminal record, including a copy of court records or the settlement agreement;

(2) an explanation of the circumstances that resulted in the civil or criminal record; and

(3) a check or money order in the amount of \$50.00.

(c) A certified copy of a journal entry of conviction or other court document indicating that an applicant or license holder individual has been adjudged guilty of, or has entered a plea of guilty or nolo contendere to, pled guilty, nolo contendere, or no contest or has been otherwise found guilty, regardless of whether sentence is imposed,

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of a crime shall be conclusive evidence of the commission of that crime in any proceeding instituted against the applicant or license holder individual to deny, suspend, or revoke a license.

(d) In any proceeding instituted against an ~~applicant or license holder individual~~ to deny, suspend, or revoke a license for conduct described in subsection (a) of this regulation, the fact that the ~~applicant or license holder individual~~ has appealed a conviction shall not ~~operate to bar or otherwise stay the prevent any proceeding concerning denial, suspension, or revocation of the license.~~

~~(e) (1) Suspension or revocation of a license shall suspend or revoke all endorsements on the license.~~

~~(2) Suspension of a license shall be for a definite period of time. A suspended license shall be automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension. If the license expired during the period of suspension, the individual may make an application for a new license at the end of the suspension period.~~

~~(3) Revocation of a license shall be permanent, except as provided in subsection (g) of this regulation.~~

(f) ~~(e) Any applicant for licensure~~ An individual whose professional license has been denied, suspended, canceled, revoked, or surrendered in another any state on grounds similar to any of the grounds described in subsection (a) shall not be eligible for licensure in Kansas by the state board until the applicant individual is eligible for licensure in the state in which where the denial, suspension, cancellation, revocation, or

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surrender occurred.

~~(g)~~ (f) (1) Except as provided in K.S.A. ~~72-1397~~ 72-2165 and amendments thereto, any person who has engaged in conduct ~~been denied a license or who has had a license revoked for conduct~~ described in subsection (a) of this regulation may apply for a license by completing an application for a license and submitting evidence of rehabilitation to the Kansas professional practices commission. The evidence shall demonstrate that the ~~grounds for denial or revocation have~~ conduct has ceased to be a factor in the fitness of the person seeking licensure. Factors relevant to a determination as to rehabilitation shall include the following:

- ~~(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;~~
- (B) the extent to which a license may offer an opportunity to engage in conduct of a similar type ~~that resulted in the denial or revocation;~~
- (C) the present fitness of the person to be a member of the profession;
- (D) the actions of the person after the denial or revocation;
- (E) the time elapsed since the denial or revocation;
- ~~(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;~~
- (G) the number of incidents of improper conduct; and
- (H) discharge from probation, pardon, or expungement.

(2) A person who has ~~been denied a license or who has had a license revoked~~ for engaged in conduct described in subsection (a) ~~of this regulation~~ shall not be eligible

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to apply for a license until one of the following conditions is met:

(A) If convicted of a felony, at least five years have elapsed from the date of conviction;

(B) if convicted of a misdemeanor, one year has elapsed since the date of conviction or the person has completed probation, whichever is later;

(C) of the offense or commission of the act or acts resulting in the denial or revocation of, in the case of a person who has entered into a criminal diversion agreement for any crime described in K.S.A. 72-2165(b) and amendments thereto, until the person has satisfied the terms and conditions of the agreement; or

(D) at least one year has elapsed since the date of the offense or commission of the act or acts for which there was no conviction or diversion.

~~(h) (g) Before any license is denied, suspended, or revoked by the state board for any act described in subsection (a) of this regulation, the person shall be given notice and an opportunity for a hearing to be conducted before the professional practices commission in accordance with the provisions of the Kansas administrative procedure act this article of the department's regulations.~~

~~(i) The chief administrative officer of a public or private school accredited by the state board shall promptly notify the commissioner of education of the name, address, and license number of any license holder who is dismissed, resigns, or is otherwise separated from employment with a school for any act described in subsection (a) of this regulation. (Authorized by article 6, section 2 of the Kansas Constitution and K.S.A. 74-120; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8506~~

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72-2155, 72-2165, 72-2313, and 74-120; effective May 19, 2000; amended P-

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91-22-1b. Suspension or revocation of license; public censure; grounds; report.

(a) Any license issued by the state board may be suspended or revoked, or the licensee may be publicly censured by the state board, for misconduct or other just cause, including any of the following reasons:

(1) Pleading guilty, nolo contendere, or no contest to or having been otherwise found guilty of any of the following, regardless of whether sentence is imposed:

(A) Any crime punishable as a felony;

(B) any crime involving a child under the age of 18, other than the accused, as an element or instrumentality of the crime;

(C) any crime involving a theft;

(D) any crime involving drug-related conduct;

(E) any crime defined in K.S.A. 21-3601 et seq. and amendments thereto, before repeal of those statutes, or K.S.A. 21-5601 et seq. and amendments thereto; or

(F) any attempt, as defined by K.S.A. 21-3301 and amendments thereto, before its repeal, or K.S.A. 21-5301, and amendments thereto, to commit any crime specified in this subsection;

(2) commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;

(3) engaging in any sexual activity with a student;

(4) engaging in any behavior that can reasonably be construed as involving an inappropriate and overly personal and intimate relationship with, conducts toward, or focus on a student;

(5) engaging in bullying, as defined in K.S.A. 72-6147 and amendments thereto;

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(6) engaging in conduct that results in substantiated findings of abuse by the Kansas department for children and families;

(7) failing to report abuse or neglect of any child pursuant to K.S.A. 38-2223(a) through (d), and amendments thereto, for a period not to exceed five years from the failure to report;

(8) engaging in academic dishonesty;

(9) breach of an employment contract with an education agency by abandonment of the position;

(10) failing to notify the commissioner of education as required in subsection (f);

(11) entry into a criminal diversion agreement after being charged with any offense or act described in this subsection;

(12) obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts; or

(13) denial, revocation, cancellation, or suspension of any professional license in any state on grounds similar to any of the grounds described in this subsection.

(b) A certified copy of a journal entry of conviction or other court document indicating that an individual has pled guilty, nolo contendere, or no contest or has been otherwise found guilty, regardless of whether sentence is imposed, of a crime shall be conclusive evidence of the commission of that crime in any proceeding instituted against the individual to publicly censure, suspend, or revoke a license.

(c) In any proceeding instituted against an individual to publicly censure, suspend, or revoke a license for conduct described in subsection (a), the fact that the

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individual has appealed a conviction shall not prevent any proceeding concerning public censure, suspension, or revocation of the license.

(d)(1) Suspension or revocation of a license shall suspend or revoke all endorsements on the license.

(2) Suspension of a license shall be for a definite period of time. A suspended license shall be automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension. If the license expired during the period of suspension, the individual may submit an application for a new license, which may be issued only after the suspension period.

(3) Revocation of a license shall be permanent, except as provided in K.A.R. 91-22-1a.

(e) Before any license is suspended or revoked by the state board for any act described in subsection (a), the person shall be given notice and an opportunity for a hearing to be conducted before the professional practices commission in accordance with this article of the department's regulations.

(f) The chief administrative officer of a public or private school accredited by the state board shall notify the commissioner of education within 30 days of the name, address, and license number of any licensee who resigns or is dismissed, suspended, placed on administrative leave, or otherwise separated from employment with a school for any act described in subsection (a). (Authorized by article 6, section 2 of the Kansas Constitution and K.S.A. 74-120; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-2155, 72-2165, 72-2313, and 74-120; effective P-

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91-22-2. Commission procedure. (a) A majority of the full membership of the commission shall constitute a quorum for the purpose of conducting business. A majority vote of the full membership of the commission shall be required for the passage of any motion or resolution.

(b) ~~Secretary. Upon receiving a complaint, the chairperson shall be notified by the commission's secretary. The chairperson shall determine and give authorization for the secretary to initiate processing procedures. An~~ The commission's secretary shall keep an accurate file of all votes, official acts, and proceedings of the commission shall be kept by the secretary. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8507~~ 72-2314; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000; amended P-_____.)

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91-22-5a. Complaints. (a) The commission, on its own motion, or a member of the teaching or school administration profession may initiate proceedings before the commission by filing a written complaint ~~in writing~~ alleging that a license holder or applicant has engaged in any conduct for which a license issued by the state board may be denied, suspended, or revoked under K.A.R. 91-22-1a or 91-22-1b ~~and amendments thereto~~. The complaint shall be filed with the commission's secretary.

(b) Each person filing a complaint shall ~~set forth~~ provide in the complaint the following information:

- (1) The name and address of the complainant;
- (2) the name ~~and last known address~~ of the license holder or applicant charged;
- (3) the act or acts for which the license is sought to be denied, suspended, or revoked; and
- (4) the relief sought.

The complaint shall be typed, signed, and either sworn to ~~verified~~ by the complainant or accompanied by an affidavit attesting to the veracity of the contents of the complaint. Written instruments or documents under the control of or known to a complainant that are relevant to the charges shall be ~~attached as exhibits or, if unavailable~~ referenced in the complaint and made available to the license holder or applicant upon request.

(c) A complaint that does not state a good faith or prima facie case shall be tabled by the commission. The complainant shall be notified in writing of the action. ~~The complainant~~ and shall be permitted to withdraw or amend the complaint. If the complainant decides to file an amended complaint, that complaint shall be filed within

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10 days after service of the notice of action by the commission.

(d) A Each complaint or amended complaint that states a good faith cause of action shall be served on the person charged in the complaint by certified mail, return receipt requested.

(e) ~~Surrender of license.~~ A member of the teaching or school administration profession may voluntarily surrender the member's license to the commission. The action of surrender shall may be investigated by the commission. ~~A recommendation shall be made by the commission to the state board for disposition of the license or, at the discretion of the complainant, may be taken directly to the state board for disposition.~~

(f) ~~Complainant motivated by malice.~~ A Any complainant who is found by the commission to have been maliciously motivated in filing a complaint or to have acted fraudulently may be disciplined by the state board by public censure or by the suspension, cancellation, or revocation of the complainant's license. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8507~~ 72-2314; effective May 1, 1979; amended May 19, 2000; amended P-_____.)

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91-22-9. Answer; time to file; form; content; right to amend. (a) ~~Any~~ Each person charged in a complaint shall have ~~20~~ 15 days after receipt of the complaint in which to file an answer. Each answer to a complaint shall be submitted to the commission's secretary by certified mail, return receipt requested, or by personal delivery.

If no answer is filed within the prescribed period, the person shall be deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action. and the complaint shall proceed directly to the state board for default findings. ~~Any answer to a complaint shall be filed with the commission's secretary by certified mail, return receipt requested, or by personal delivery.~~

(b) Each person filing an answer shall type, sign, and ~~verify~~ swear to the contents of the answer. The caption of any answer shall repeat the caption of the complaint in response to which it the answer is filed, except that the title shall state "answer" instead of "complaint."

(c) Each person filing an answer shall ~~set forth~~ specify each responsive allegation or defense in clear and concise language and in separately numbered paragraphs. The person filing the answer shall admit or deny each allegation contained in the complaint. If the person is without knowledge or information sufficient to form a belief as to the truth of an allegation, the person shall state this in the answer, and this shall have the effect of a denial. Each person filing an answer shall attach to the answer as exhibits or, if unavailable, shall reference in the answer any written instruments or documents under the control of, or known to, the person filing the answer that are relevant to the charges in the complaint or that the person intends to use in

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defending the charges.

(d) Any person filing an answer may amend the answer once ~~as a matter of course~~ at any time within 30 days after service of the complaint. Each amended answer shall be filed with the commission's secretary by ~~restricted~~ certified mail, return receipt requested, or by personal delivery.

(e) Upon application to, and order of, the commission's secretary, the time in which to file an answer may be extended once ~~as a matter of course~~ for a period not to exceed 10 additional days. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8507~~ 72-2314; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000; amended P-_____.)

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91-22-22. Hearing procedure. (a) Except as otherwise provided for in this article of the department's regulations, All hearings each hearing before the commission shall be conducted in accordance with ~~the provisions of~~ the Kansas administrative procedure act. The chairperson to the commission, or another member designated by the chairperson, shall serve as the presiding officer.

(b) ~~Continuance; extensions of time and adjournments.~~

(1) Upon showing good cause in a timely manner, ~~any person having a substantial interest in the outcome of the proceedings~~ each party to a complaint shall be entitled to one continuance or extension of time. Additional continuances may be granted by the chairperson. When the commission is not in session or conducting a prehearing or hearing, the ~~interested person~~ requesting party shall send a written motion for a continuance or extension of time to the commission's ~~chairperson or~~ secretary. When sending the motion, the ~~interested~~ requesting party shall allow sufficient time to postpone any hearing that has been set.

(2) While the commission is in session and conducting a prehearing or hearing, the presiding officer may entertain oral motions for continuances, extensions of time, and adjournments. Oral motions may be granted or denied by the presiding officer or the commission. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8506~~ 72-2313 and ~~72-8507~~ 72-2314; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 1, 1982; amended May 1, 1985; amended May 19, 2000; amended P-
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91-22-25. Decision of the commission; review by state board. (a) Following a hearing, an initial order shall be entered by the commission, in accordance with the provisions of the Kansas administrative procedure act, ~~setting forth its~~ specifying the commission's decision and recommended action. ~~The evidence may be deliberated upon by the commission and its decision may be voted upon by the commission in the presence of all parties, or it may recess into executive session to deliberate and then vote upon the matter in open session.~~ The decision in each case shall include a recommended disposition of the case, which may be any of the following:

(1) Imposition of no discipline;

(2) dismissal of the complaint, if the complaint is based upon an allegation of breach of contract;

(2) (3) denial, suspension, or revocation of the respondent's license; or

(3) (4) public censure of the respondent.

(b) The initial order of the commission shall be delivered by the commission's secretary to the commissioner of education, to be placed on the state board's agenda. A final order, ~~in accordance with~~ pursuant to K.S.A. 77-527 and amendments thereto, shall be made by the state board. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. ~~72-8507~~ 72-2314; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000; amended P-_____.)

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Kansas Legislative Research Department

Providing nonpartisan, objective research and fiscal analysis for the Kansas Legislature since 1934

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January 25, 2024

To: Kansas Legislature

From: Jill Shelley, Principal Research Analyst

Re: Report of the January 19, 2024, Meeting of the Joint Committee on Administrative Rules and Regulations

With this report, the Joint Committee on Administrative Rules and Regulations provides its comments on rules and regulations reviewed at its meeting on January 19, 2024. Agencies are asked to respond to each comment or request for information; responses are compiled and maintained by staff of the Kansas Legislative Research Department.

State Board of Regents

Kansas Adult Learner Act Grant Program: KAR 88-9b-1, definitions; KAR 88-9b-2, application; KAR 88-9b-3, appeal procedure; KAR 88-9b-4, scholarship terms and conditions; KAR 88-9b-5, postponement of or release from adult learner grant agreement requirements; KAR 88-9b-6, repayment.

Revocations—Community Resource Program: KAR 88-14-1 (definitions), KAR 88-14-2 (review committee), KAR 88-14-3 (applications for funding), KAR 88-14-4 (standards for approval of applications). Kansas Honors Scholarship Program: KAR 88-18-1 (definitions), KAR 88-18-2 (financial need analysis agency), KAR 88-18-3 (applicant eligibility), KAR 88-18-4 (application eligibility), KAR 88-18-5 (examination of income tax forms), KAR 88-18-6 (confidentiality of information), KAR 88-18-7 (available funds), KAR 88-18-8, college certification). Washburn Municipal University: KAR 88-27-1 (out-district tuition), KAR 88-27-2 (review of out-district tuition determinations). Student Assistance Programs: KAR 88-13-7 (examination of income tax forms), KAR 88-13-8 (confidentiality of information). Kansas Nursing Student Scholarship Program: KAR 88-20-2 (scholarship amount), KAR 88-20-6 (examination of income tax forms), KAR 88-20-7 (confidentiality of information). Kansas Ethnic Minority Scholarship Program: KAR 88-21-5 (examination of income tax forms), KAR 88-21-6 (confidentiality of information), KAR 88-21-7 (available funds). Kansas Teacher Scholarship Program: KAR 88-22-5 (confidentiality of information).

The Committee had no comments.

State Board of Education

KAR 91-22-1a, denial of license; grounds; report; KAR 91-22-1b, suspension or revocation of license; public censure; grounds; report; KAR 91-22-2, commission procedure; KAR 91-22-5a, complaints; KAR 91-22-9, answer; time to file; form; content; right to amend; KAR 91-22-22, hearing procedure; KAR 91-22-25, decision of the commission; review by state board.

The Committee had no comments.

Kansas Department of Wildlife and Parks

KAR 115-4-11, big game and wild turkey permit applications; KAR 115-25-11, furbearers; open seasons and bag limits; KAR 115-30-10, personal watercraft; definition, requirements, and restrictions.

The Committee had no comments.

Kansas Corporation Commission

KAR 82-4-1, definitions; KAR 82-4-3j, inspection, repair, and maintenance; KAR 82-4-30a, applications for interstate registration.

The Committee had no comments.

Kansas Department of Revenue

KAR 92-12-150, workforce retention incentive income tax credit; "credit" defined; KAR 92-12-151, workforce retention incentive income tax credit; multiple credits.

The Committee had no comments.

Emergency Medical Services Board

KAR 109-2-2, application for ambulance service permit and ambulance license; permit renewal and license renewal.

The Committee had no comments.



January 26, 2024

Deborah Bremer
Kansas State Department of Education
Landon State Office Building
900 SW Jackson Ave., Suite 102
Topeka, KS 66612
dbremer@ksde.org

RE: Proposed Professional Practices Commission regulations by the
Kansas State Department of Education – K.A.R. 91-22-1a *et seq.*

Dear Ms. Bremer:

We have received a copy of the proposed Professional Practices Commission regulations by the
Kansas State Department of Education.

Thank you for the opportunity to review the proposed regulations. We do not anticipate
or foresee any negative impact upon the school districts in response to these proposed
regulations.

Thank you very much for bringing these proposed changes to our attention. If you have any
questions, please contact me at (785) 273-3600.

Sincerely,

Lori M. Kopp, Attorney
Assistant Executive Director of Legal Services

LMK/lkg

Agenda Number: 10

Meeting Date: 3/12/2024



900 S.W. Jackson Street, Suite 102
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Item Title: Student Showcase: Maya Smith, senior, Lawrence High School USD 497

From: Denise Kahler

State Board members will have the opportunity to hear from Maya Smith, a senior at Lawrence High School USD 497. who was recently named the Kansas Student Journalist of the Year. Kansas Scholastic Press Association Executive Director Eric Thomas presented the award to Maya on Wednesday, February 21 during a surprise ceremony. She is a second-year editor-in-chief of the LHS Red and Black Yearbook and a third-year student journalist. Maya is the second LHS student journalist to earn this statewide honor. In addition to the award, Maya received a \$1,250 scholarship.

Maya will go on to compete at the national level this spring during the Journalism Education Association and National Scholastic Press Association's Spring National High School Journalism Convention in Kansas City, Missouri, April 4-6.

Maya will share about her high school journalism experiences and the selection process for the award, and how these experiences have shaped her future plans.

Joining Maya will be her teacher and journalism advisor Barb Tholen.

Kansas leads the world in the success of each student.



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Item Title: Receive recommendations of the Evaluation Review Committee for higher education accreditation and program approvals

From: Catherine Chmidling

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation accreditation for Kansas State University and program approvals for Bethel College, MidAmerica Nazarene University, Pittsburg State University, Tabor College, University of Kansas, and Wichita State University.

The educator preparation accreditation and program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as-needed.

The accreditation review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider for alignment to the provider accreditation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

The program review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the educator preparation provider or educator preparation program (as appropriate) for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider or individual license and endorsement preparation programs' alignment to the appropriate

preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or program.

Each initial recommendation was submitted to the educator preparation institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations are planned to be submitted to the April 2024 State Board agenda as an Action item.

Kansas leads the world in the success of each student.

Receive item: ERC recommendations for higher education accreditation and program approval

Item Title:

Receive recommendations of the Evaluation Review Committee for higher education accreditation and program approvals

Board Goals:

Provide an effective educator in every classroom

Explanation:

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation accreditation for Kansas State University and program approvals for Bethel College, MidAmerica Nazarene University, Pittsburg State University, Tabor College, University of Kansas, and Wichita State University.

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The accreditation review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider for alignment to the provider accreditation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

The program review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the educator preparation provider or educator preparation program (as appropriate) for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider or individual license and endorsement preparation programs' alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or program.

Each initial recommendation was submitted to the educator preparation institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations are planned to be submitted to the April 2024 State Board agenda as an Action item.

January 29, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Kansas State University

Introductory Statement:

On January 22, 2024, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Kansas State University College of Education.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, and Visitation Team Final Report.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through December 31, 2030.

Areas for Improvement:

Standards R1-R5; A1-A5

None

Stipulations:

Standards R1-R5; A1-A5

none

Standards	Initial	Advanced
R1/A1: Content and Pedagogical Knowledge	Met	Met
R2/A2: Clinical Partnerships and Practice	Met	Met
R3/A3: Candidate Quality, Recruitment, and Selectivity	Met	Met
R4/A4: Program Impact	Met	Met
R5/A5: Provider Quality Assurance and Continuous Improvement	Met	Met

Next visit: Spring 2030.

Previous Areas for Improvement (AFI)

February 14, 2017 KSBE Decision:

Areas for Improvement:

Standards 1-6

None

ACCREDITATION AND PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Stipulation. This accreditation decision indicates that the unit has not met one or more of the KSDE standards. When the ERC renders this decision, the unit maintains its accredited status, but must satisfy stipulation(s) by meeting the previously unmet standard(s) within an established time period.

If accreditation with stipulation is granted, the ERC will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years of the accreditation decision. When a decision is made by the

ERC to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two years.

If documentation is submitted under the terms specified in the above paragraph, the ERC may (1) continue accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the ERC. After a focused visit, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit's original accreditation cycle.

Probationary Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If probationary accreditation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit.

Revocation of Accreditation.³ Following a comprehensive site visit that occurs as a result of an ERC recommendation to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

³Accreditation can also be revoked by action of the ERC under the following circumstances: (1) following an on-site visit by an accreditation team initiated by a complaint made to KSDE or CAEP; (2) following an on-site visit by an accreditation team initiated by KSDE or CAEP based on concerns arising from an EPP's Annual Report; (3) following a motion from the Kansas State Board of Education or President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed (CAEP); (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

January 29, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Bethel College

Introductory Statement:

On January 22, 2024, the Evaluation Review Committee reviewed an application for program approvals for Bethel College.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Bethel College programs through December 31, 2030.

Chemistry I, 6-12, continuing

Areas for Improvement

Standards 1-8

None

Speech/Theatre I, 6-12, continuing

Areas for Improvement

Standards 1-6

None

January 29, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for MidAmerica Nazarene University

Introductory Statement:

On January 22, 2024, the Evaluation Review Committee reviewed an application for program approvals for MidAmerica Nazarene University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for MidAmerica Nazarene University programs through December 31, 2030.

Music I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Science I, 5-8, continuing

Areas for Improvement

Standards 1-10

None

January 29, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Pittsburg State University

Introductory Statement:

On January 22, 2024, the Evaluation Review Committee reviewed applications for program approvals for Pittsburg State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved with Stipulation" status for the following Pittsburg State University new program through June 30, 2026.

Elementary, I PreK-6, MAT LERP new
Areas for Improvement
Standards 1-7, Science of Reading
None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized) and notification of operationalization sent to KSDE. A progress report is due after the second semester of operation to address the new program stipulation.

Recommend "Approved" status for the following Pittsburg State University continuing programs through December 31, 2030.

Elementary I, PreK-6 (UG), continuing
Areas for Improvement
Standards 1-7, Science of Reading
None

Elementary I, PreK-6 (MAT), continuing
Areas for Improvement
Standards 1-7, Science of Reading
None

January 30, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Tabor College

Introductory Statement:

On January 22, 2024, the Evaluation Review Committee reviewed an application for program approval for Tabor College.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Tabor College programs through December 31, 2030.

Music Instrumental I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

January 29, 2024

To: Dr. Randy Watson, Commissioner
From: Evaluation Review Committee
Subject: Final Recommendations for new program approval for the University of Kansas

Introductory Statement:

On January 22, 2024, the Evaluation Review Committee reviewed an application for a new program approvals for the University of Kansas.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Innovative Low Incidence LRL, PreK-12, new
Areas for Improvement
Standards 1-7
None

Recommend "New Program Approved with Stipulation" status through **June 30, 2026**.

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized) and notification of operationalization sent to KSDE. A progress report is due after the second semester of operation to address the new program stipulation.

January 30, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On January 22, 2024, the Evaluation Review Committee reviewed applications for program approvals for Wichita State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Wichita State University continuing programs through December 31, 2029.

Mathematics I, 5-8, continuing

Areas for Improvement

Standards 1-7

None

Mathematics I, 6-12, continuing

Areas for Improvement

Standards 1-7

None

PROGRAM REVIEW PROCESS

KSDDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

- (A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
- (B) at least 12 weeks of student teaching; and
- (C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be

forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

Agenda Number: 12

Meeting Date: 3/12/2024



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

(785) 296-3201

www.ksde.org

Item Title: Child Nutrition and Wellness: Agriculture in the Classroom and Cafeteria

From: Kelly Chanay

Information will be shared by program sponsors about how schools and childcare centers are incorporating locally grown products as part of STEM education and into meals. The State Board will hear from one of our childcare sponsors and one of our public schools.

Kansas leads the world in the success of each student.

Agenda Number: 13

Meeting Date: 3/12/2024



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

Item Title: KESA School Improvement and Accreditation Model Update

From: Dr. Jake Steel

Monthly KESA school improvement and accreditation model update. Dr. Ben Proctor, Dr. Jake Steel, and the rest of the KESA team will present monthly activities and any updates that are relevant to the involvement of the Board.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:

3/12/2024

Item Title:

Act on Recommendations of the Professional Practices Commission (grant with censure)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and grant the licenses in 23-PPC-49 and 23-PPC-15, both subject to public censure.

Explanation of Situation Requiring Action:

23-PPC-49

An applicant for a Limited Apprentice License previously entered into a diversion agreement after having been charged with possession of marijuana, use of a controlled substance, and possession of drug paraphernalia. The applicant did not disclose his criminal history on his licensure application, but because he has worked as a paraprofessional within a Kansas school district since 2022 and provided a letter of support from his supervisor within that district, the PPC felt the applicant has shown enough evidence of remorse, rehabilitation, and fitness to serve in the profession to receive his requested license. However, because he did not disclose his criminal diversion on the application, he should be subject to public censure.

23-PPC-15

An applicant to renew her teaching license had previously entered into a diversion agreement after having been charged with felony theft in 2022. She completed a two-year term of diversion and has since had the case dismissed. The Kansas State Department of Education has entered into a settlement agreement with the applicant whereby both parties agree that licensee has provided evidence of rehabilitation including proof of completing theft offender programs and letters of support from her employing school district. Both parties also agree that due to the misconduct which occurred while she was licensed as a teacher, she should be subject to public censure. PPC has accepted that settlement agreement and recommends the same.

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

In the Matter of
the Application of

PPC No. 23-PPC-49

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (“Commission”) of the Kansas State Board of Education (State Board) upon [redacted] [Applicant] application for a teaching license.

The hearing on this matter was held on January 12, 2024. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Ricardo Sanchez, Carey Spaulding, Christy Ziegler, Darrin SanRomani, and Jamie Wetig. The KSDE appeared by and through General Counsel, R. Scott Gordon. Applicant on his own behalf.

FINDINGS OF FACT

1. Applicant applied for a Limited Apprentice license.
2. When asked on his application whether he had ever entered into a diversion agreement for any crime involving theft, drugs or a child he answered “NO”.
3. On June 5, 2017, Applicant entered into a diversion agreement in Olathe Municipal Court case 16C67166 after being charged with possession of marijuana, use of a controlled substance and drug paraphernalia.
4. At the time of his misconduct, the Applicant was a 46 year-old adult. He was not a member of any legally recognized professions at that time.
5. Applicant testified to using marijuana to “self-medicate” during 2016-2017, and that he was unemployed or underemployed at the time.
6. Applicant testified to having started working in the Kansas City, Kansas school district in 2022 as a paraprofessional.
7. Applicant provided a letter of support from his supervisor with the Kansas City school district.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.

3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The State Board may deny the license of any teacher for misconduct or other just cause including entering into a diversion agreement after having been charged with any crime involving drugs as well as for being convicted of any crime involving drugs. K.A.R. 91-22-1a.
5. The State Board is charged with evaluating the fitness of an educator that has engaged in misconduct. Among its considerations, the State Board reviews the nature and seriousness of the conduct, the extent to which a license may offer an opportunity to engage in similar conduct, the present fitness of the person to be a member of the profession, the actions of the person after engaging in such misconduct, the time elapsed since the misconduct, and the age and maturity of the person at the time of the conduct.
6. Here, the applicant demonstrates to the PPC a present recognition of the wrongfulness of his conduct as well as his remorse for having so engaged. The applicant further demonstrates that he is living evidence of rehabilitation since the time of his misconduct. The letter of support from his employer is also compelling evidence of rehabilitation and evidence that his past behavior has ceased to be a factor in his fitness for licensure.
7. However, the PPC finds that the applicant was not truthful or forthcoming on his application for licensure by failing to disclose the criminal diversion agreement after having been charged with possession of marijuana.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of **7-0, with one abstention**, that Applicant's application be granted subject to public censure for failure to accurately disclose his criminal record.

This Initial Order is made and entered this February, 2024.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on February 23, 2024.

NOTICE TO APPLICANT

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

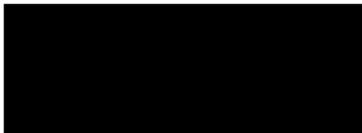
You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 24 day of February 2024, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:



And by email to: 

And via interoffice mail to:

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

Marisa Seele
Marisa Seele
Secretary, Professional Practices Commission

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

In the Matter of
of [REDACTED]

KSDE No. 23-PPC-15
OAH No. 23ED0014 ED

**Initial Order based upon
Stipulated Findings of Fact and
Conclusions of Law**

The above-captioned case is before the Professional Practices Commission (“PPC”) of the Kansas State Board of Education (“State Board”) upon the Complaint filed by the Kansas State Department of Education (“KSDE”) regarding the professional license of [REDACTED] (“Licensee”). This matter convened on March 1, 2024, on stipulated Findings of Fact and Conclusions of Law. KSDE appeared by and through its attorney, R. Scott Gordon. Licensee appeared by her signature upon this Stipulated Initial Order. Licensee has been represented through counsel Michelle David.

Findings of Fact

1. Licensee submitted an application to renew her teaching license which she has held in some form since 1999.
2. On December 12, 2020, Licensee committed the crime of theft after having been previously convicted of theft two or more times within the preceding five years and was charged of the crime in Shawnee County District Court.
3. Licensee entered into a 24-month diversion agreement. Licensee’s criminal case was dismissed on July 10, 2023, as a result of her successfully completing the diversion.
4. Licensee has provided evidence of rehabilitation including proof of completing a theft offender program and letters of support from her employing school district.
5. For purposes of these proceedings only, both parties agree and stipulate that substantial, competent evidence exists to support a finding that Applicant engaged in misconduct sufficient to warrant censure by the Kansas State Board of Education.
6. Both parties agree to not ask the PPC or the State Board for any outcome other than that recommended in this Initial Order.

Conclusions of Law

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may censure a Licensee for misconduct or other just cause including convictions or diversions for any felony and for any crime involving theft. K.A.R. 91-22-1a.
3. By order of the State Board, the PPC shall investigate and conduct hearings pertaining to allegations of misconduct.
4. The PPC finds that substantial, competent evidence supports a finding that Licensee engaged in misconduct while licensed by the State Board.
5. The PPC further finds that Licensee should be allowed to remain within the teaching profession and to be issued a renewed teaching license.
6. The PPC recommends the Kansas State Board of Education issue the applied-for license subject to public censure.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that [REDACTED] receive the license for which she has applied to renew subject to public censure.

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

This Initial Order is made and entered this the first day of March, 2024.

Dr. Jennifer Holt, Chairperson
Professional Practices Commission

AGREED TO AND APPROVED BY:

[REDACTED]

ID 7S2yqZVZfJ35kwwgiZvDN6zq5

[REDACTED]

Licensee

Michelle David

ID jGo3Vq9d6XSeFdiZesySzCEN

Michelle David

Counsel for Licensee

R. Scott Gordon

ID EzpaBTjhkteVJk2PttwWX8mf

R. Scott Gordon
Attorney for KSDE

eSignature Details

Signer ID: EzpaBTjhkteVJk2PttwWX8mf
Signed by: Scott Gordon
Sent to email: sgordon@ksde.org
IP Address: 165.201.91.132
Signed at: Feb 26 2024, 5:34 pm CST

Signer ID:
Signed by:
Sent to email:
IP Address:
Signed at:



Signer ID: jGo3Vq9d6XSeFdiZesySzCEN
Signed by: Michelle David
Sent to email: michelle@thedavidlawoffice.com
IP Address: 104.178.183.72
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Agenda Number: 15

Meeting Date: 3/12/2024



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

Item Title: Presentation on Pending Amendments Graduation Requirements Regulation

From: Scott Gordon

In preparation for the public hearing to be held during its regularly scheduled May meeting, the Kansas State Board of Education will receive the proposed regulatory language for K.A.R. 91-1-35, which establishes the minimum requirements that accredited school districts must include in their graduation requirements for high school students. The primary changes include at least one-half unit of the four units required for English Language Arts must be in Communication; the previous requirement for a full unit of physical education is replaced by a minimum one-half unit of physical education and one-half unit of health education; an added requirement for one-half unit of financial literacy; one unit of advanced science, technology, engineering, advanced math, or other similar STEM course.

KSDE's General Counsel R. Scott Gordon will present the proposed amendments and will be available to answer questions.

Kansas leads the world in the success of each student.

91-31-35. Graduation requirements. (a) Each governing body shall adopt a written policy specifying that pupils are eligible for graduation only after completion of at least the following graduation requirements as established by the state board:

(1) Four units of English language arts, which shall include reading, writing, literature, ~~communication, and grammar, and at least one-half unit of communication.~~ The chief administrative officer may waive up to one unit of this requirement if the chief administrative officer determines that a pupil will benefit more by taking another subject;

(2) three units of history and government, which shall include world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography; and, except as otherwise provided in ~~K.A.R. 91-31-32~~ K.A.R. 91-31-35 (e), a course of instruction in Kansas history and government;

(3) three units of science, which shall include physical, biological, and earth and space science concepts and which shall include at least one unit as a laboratory course;

(4) three units of mathematics, including algebraic and geometric concepts;

(5) one-half unit of physical education, which shall include health and which may include safety, first aid, or physiology. This requirement shall be waived if the school district is provided with ~~either of the following:~~

(A) A statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; ~~or~~

~~(B) a statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;~~

(6) one-half unit of health education which may include safety, first aid, or physiology. This requirement shall be waived if the school district is provided with a statement, signed by a lawful

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custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;

(7) one-half unit of financial literacy;

(8) one unit of fine arts, which may include art, music, dance, theatre, forensics, and other similar studies selected by the governing body; and

(9) one unit of advanced science, technology, engineering, advanced math or other similar studies selected by the governing body;

(10) ~~six-four~~ and one-half units of elective courses;

(11) two or more accomplishments approved by the State Board that demonstrate the pupil will be a successful Kansas high school graduate;

(12) One of the following filings, unless exempted by the chief administrative officer;

(A) A free application for federal student aid with the United States department of education, or;

(B) On a form created by the state board, file a waiver with the governing body indicating that a parent or guardian or, if the pupil is at least 18 years of age or legally emancipated, the pupil understands what the free application for federal student aid is and has chosen not to file an application.

(b) At least 21 units of credit shall be required for graduation.

(c) A unit may only satisfy one graduation requirement at a time.

(d) Any governing body may increase the number of units of credit required for graduation. Any additional requirements of the governing body that increase the number of units of credit required for graduation shall apply to those students who will enter the ninth grade in the school year following the effective date of the additional requirement.

(e) The governing body shall waive the requirement for a course of instruction in Kansas history and government required in K.A.R. 91-31-35(a)(2) for any student who transfers into the district at a grade level above that in which the course is taught.

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(f) Unless more stringent requirements are specified by existing local policy, the graduation requirements specified in this regulation shall apply to those students who enter the ninth grade in the school year following the effective date of this regulation and to each subsequent class of students.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution, K.S.A. 72-3235, and K.S.A. ~~2020-2023~~ Supp. 72-5170; effective July 1, 2005; amended October 8, 2021; P-

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Agenda Number: 16

Meeting Date: 3/12/2024



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

Item Title: ARC Redetermination Recommendations for Conditionally Accredited Systems-Receive

From: Jay Scott

Twenty-nine systems that have been conditionally accredited are up for a status redetermination in 2023-2024. Of these 29 systems, two were conditionally accredited in the 2021-2022 school year, and the remaining twenty-seven were conditionally accredited in the 2022-2023 school year.

It is expected that the State Board will receive the Accreditation Review Council's (ARC) redeterminations for all 29 conditionally accredited systems between the months of March and September of 2024. The State Board will receive the ARC's recommendation (Executive Summary) a month prior to taking action on the ARC's redetermination recommendation.

In February, the ARC met and took its action on the accreditation redetermination for 13 systems. These 13 systems are:

Z0029- 8565 Christ the King
Z0066-9929 Life Preparatory Academy
USD 216 Deerfield
USD 261 Haysville-Campus
USD 314 Brewster
USD 349 Stafford
USD 397 Centre
USD 398 Peabody-Burns
USD 401 Chase Raymond
USD 419 Canton-Galva
USD 422 Kiowa County
USD 500 Kansas City
USD 504 Oswego

The ARC determined each of the above systems had met the conditions set forth for them and are recommending each system for accredited status.

Redetermination of System Accreditation Status

System: Kansas City, Kansas Public Schools (USD 500)

Review Date: 2/26/2024

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

AFI #1: By June 30, 2024 develop actionable plans for improving parent and student perceptions. Based on the data, include collaborative decision-making and planning, and environments that celebrate student achievement and belonging accompanied by quantifiable goals to set clear measures of success.

AFI #2: By June 30, 2024 develop actionable plans for math and science scores with considerations given to pedagogical approach. Consider high-yield impact strategies, phenomenon-based exploration and productive struggle, and systematic early numeracy focus. Track and report common district assessment results mentioned in the system report along with the universal screening data to determine if the short-term efforts will result in long-term assessment pay-offs. Partner these efforts with strategic professional learning and accompanied by quantifiable goals to set clear measures of success.

AFI #3: Built off AFI #2, AFI #3 focuses on increasing High School Graduation rates

AFI #4: By June 30, 2024 collect, analyze, and report data regarding student achievement of Diploma+ credentialing, and IPS completion rate, or trajectory toward completion. Furthermore, conduct a root cause analysis of academic performance analyzing subpopulation data to determine the best academic improvement efforts for minority students.

ARC Consideration

For AFI 1, KCKPS implemented multiple initiatives to engage families, address chronic absenteeism, and impact student Behavior. They created a Welcome Center which supports families by created a central hub of resources. It offers help with registration, orientation to policies and procedures, and support with infinite campus LMS. They also streamlined requests for translation services and achieved 84% coverage for translation and 100% for interpretation. They utilize Panorama Perception Data integrated into their Attendance and Behavior Data Accountability Tracker for schools to inform their SEL and trauma informed activities. Finally, they implemented the HELPme app and Attendance Learning Network to support students and families at home. KCKPS provided data that demonstrated the district-wide utilization of all these resources and indicated upward trends in attendance, discipline data, and parental engagement. This included KSDE awarding KCKPS the bronze star for Social Emotional Growth.

AFI #2 focused on KCKPS creating plans to improve state assessment scores. In math, they created vertical alignment teams, selected new math curriculums, released an early numeracy standard alignment and pacing guide, and implemented PD on new pedagogical approaches to math instruction. They also created a new Balanced Assessment Framework. They also implemented a new Science curriculum. They are tracking lead data through building-wide spreadsheets which provide Fastbridge data for all students and allows schools to work with those students. Data indicates a 17.9% increase in the number of students meeting mastering across all levels, subjects and subgroups. This indicates an improvement in state assessment scores is mostly likely to follow.

AFI #3 is partially addressed by the increased academic rigor from the changes made in AFI #2. Specifically for high school graduation, KCKPS implemented the Infinite Campus Multi-year academic planner to help students, family, and faculty better track students' progress toward graduation. They also introduced Infinite Campus Early Warning indicators and Elevate reports to better track students. In addition, they reconstituted their virtual learning program and added a full time counselor to better engage, retain, and graduate students who in that program. Finally, they implemented Differentiated Graduation Diploma requirements to better tailor students' educational experience to their talents and goals. Graduation rate increased from 68.8% in 2022 to 73.4% in 2023. And every indication is that KCKPS has implemented many procedures and programs that will continue to increase graduation rates.

For AFI #4, KCKPS transitioned from Naviance to Xello to enhance the IPS experience for students and increase completion rates. Completion rates are already up this year. The district revised their Diploma+ program to better collect, analyze, and report Diploma+

information. They set a goal for a 55% endorsement rate, but actually had 61% success rate last year. Their goal for 23-24 is 65%.

Accreditation Review Council Response

AFI #1:

KCKPS has met this AFI by developing actionable plans to address attendance, discipline, and parent engagement.

AFI #2

KCKPS has meet the AFI by identifying the root causes of the low test scores and creating a detailed plan to address these root causes

AFI #3

KCKPS has met this AFT by implementing multiple procedures and new programs that have will continue to increase graduation rates

AFI #4

KCKPS has meet the AFI by switching IPS programs and revamping their post-secondary endorsement program which will have an positive impact on post-secondary success rate in the near future.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD 500 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: USD 397 Centre

Review Date: 25 January 2024

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the accredited recommendation for this system:

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?
- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?

- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1: Lack of a clearly defined goal.

Data was submitted to show progress monitoring and regular analysis of data.

AFI #2: Lack of a clearly defined goal.

Data was submitted to show progress monitoring and regular analysis of data.

AFI #3: Lacking specific policies, procedures, and regulations that have been developed to ensure sustainability.

Data was submitted to show that the system continues to invest in the improvement process. They provided data for the following assessments for Literacy and Mathematics: Screener/PM/Benchmark, FastBridge, State Assessments, Attendance/Chronic Absenteeism, Demographics (SES, PreSchool, etc.), SEL Data (SAEBRS and MySAEBRS).

An Action Plan was provided.

AFI #4: No evidence that the system has a plan to address all five State Board outcomes.

The system has a plan to address all five State Board outcomes.

Individual Plans of Study are now at the implementation phase.

Postsecondary Success data was shared. The 2023 Postsecondary Success rate is above the confidence interval. Graduation rate is 74.1%. The 5-year success average is 51.8% with a predicted rate of 44.3-47.0%.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD 397 be accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: Haysville USD 261

Review Date: 1-22-24

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1: Chronic Absenteeism

Actions Taken

- Held monthly district attendance team meetings to review data for accuracy and promptly rectify errors. A system was put into place to ensure accurate data was collected. (This was prompted as the district found inconsistencies with data entry practices at the building level throughout the district.)
- Created incentive programs for attendance at the building level.
- Posted data via social media quarterly to let all stakeholders know the importance of attendance.
- Building principals collaborated to share what was working to increase attendance and share strategies and incentives used.
- Paired students at risk of chronic attendance issues with staff members who connected with students multiple times each week.
- Purchased PowerSchool Attendance Intervention Suite, allowing easier access to data that would identify at-risk students in this area.
- Maintained consistent communication with families of chronically absent students.

Evidence of Progress

- Percentage of students identified as chronically absent decreased by 22.1% from 54.7% in 2022 to 32.6% in 2023.

- At the completion of the first semester 2023-2024 school year, 21% of students were chronically absent, showing the effectiveness of strategies implemented the prior year.
- The district's progress in the area was celebrated and shared with others by Dr. Watson at the KASB Conference in November, 2023 and at the State Board of Education meeting on December 12, 2023. District staff were interviewed by Mark Talman for a future article for KASB, outlining their success in this area.

AFI #2: High School Five-Year Effective Rate

Actions Taken

- Analyzed the industry-recognized certifications list from KSDE to determine which can be added to high school offerings and which current certifications were no longer needed.
- Placed this area of need as a goal in the USD 261 Community Strategic Plan (2023-2028) and communicated with stakeholders the importance of post-secondary success.
- Set deadlines to determine the need to grow specific pathways utilizing Xello.
- Expanded summer school options to include an achievement camp involving college and career exploration, leadership workshops and college campus visits.
- Hosted an Apply Kansas event for students which offered financial aid workshops, a college and career fair, and resume and college application labs.
- Created an alternative scheduling option for high school students.
- Implemented the strategies addressing chronic absenteeism designed to improve student attendance.

Evidence of Progress

- Twenty one students earned Certified Nursing Assistant certifications in the fall of 2023.
- Three students earned Home Health Aide certifications in the fall of 2023.
- One student earned a Food Manager certification in the fall of 2023.
- Forty eight students graduated early from Campus High School in the fall of 2023.
- Sixty seven students completed 109 college courses in the fall of 2023.

- Ten high school students presented at Capturing Kids' Hearts Flagship Event to discuss how this high school setting has placed them on a successful trajectory of post-secondary success.

AFI #3: Academically Prepared

Actions Taken

- Implementation of a new K-12 ELA curriculum in the 2023-2024 school year.
- Implementation of a new 6-12 math curriculum in the 2023-2024 school year, with K-5 adopted during the 2021-2022 school year.
- Expansion of Summer Exploration and Enrichment program from K-5 to K-8.
- Pacing guides created for PK-12 to support state standards.
- K-5 report cards updated to align with state standards.
- Creation of PLC form designed to monitor pacing, progress, and data to drive instruction.
- Partnered with TASN to implement math and reading fluency practice.
- Implementation of MTSS process for reading and math at the elementary level.
- Addition of middle school math intervention teacher and a middle school reading intervention teacher.
- Created and implemented a districtwide General Education Intervention flowchart.
- Implemented the strategies addressing chronic absenteeism designed to improve student attendance.
- PLC data shared with principals and instructional coaches on a monthly basis.
- Principals created incentives to motivate staff to effectively prepare students for district and state testing.

Evidence of Progress

- In the area of reading, the Houghton-Mifflin Harcourt tool indicated a districtwide growth of 6.6% from Fall 2023 to Winter 2024.
- In the area of math, the Houghton-Mifflin Harcourt tool indicated a districtwide growth of 12.3% from Fall 2023 to Winter 2024.
- Districtwide FastBridge Scores (comparison from Winter 2022-2023 to Winter 2023-2024)

–aReading (screening of students' broad reading abilities): 9% growth

- CBM Reading: no growth or decline
- AutoReading: 8% growth
- aMath (screening of students' broad math abilities): 2% growth
- Math Automaticity: 8% growth

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted, that USD 261 be accredited.

The district has implemented new initiatives to continue to address areas of need and has shown evidence of progress in areas of need.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: USD 398 Peabody Burns

Review Date: 1/22/24

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1:

The school district should conduct an assessment of the percentage of students who complete their studies at the virtual school and develop specific, actionable measures to support these students.

The system presented information centered around increasing communication and putting in place actionable steps with respect to increasing the TEEN virtual programs overall successes. The system tried to solicit feedback from other districts based upon what criteria they use to communicate with each virtual school respectively. They were limited in their feedback as only four other systems responded. It seemed as though the other systems had similar structures in place as Peabody-Burns. From 2019 through 2023 the percentage of students earning diplomas in this system's virtual program was 0%, 80%, 60%, 29%, and 38% respectively. It seems like the numbers in the virtual program of a school this small seem rather large. The system did a good job identifying issues with individual students and this was more easily done due to the small enrollment. The ARC felt the system did its due diligence in tracking down most of the students' "why's" behind not completing or graduating. At this time and based upon the information provided by the system the ARC moves to grant this system to be fully accredited. Looking towards the future and the learning year for the new KESA cycle this

system is encouraged to look into why behind the virtual school, the process of allowing students to enter into the program and how then the systems remains accountable to the students in the virtual program as do they the students in the brick and mortar building. It is encouraged to continue to find ways to encourage students back into the brick and mortar setting and to allow them to build relationships with on-site staff in order to help them be successful. It is appreciated that the system put together a table of actionable steps to address specific barriers and limitations of the virtual school. It is encouraged that this be documented in an online format to make tracking easier.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD 398 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: Christ the King (Kansas City) – Z0029-8430

Review Date: 1/10/2024

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

Christ the King received an AFI based on their low, and declining assessment scores. In 2021, 58% of their students scored a 1 in Math on the state assessment and only 7% scored a 3 or 4. This got worse in 2022 with 66% scores a 1 and 2% scoring a 3 or 4. In ELA scores are also low and declining. In 2021, 36% scored a 1 and 17% scored a 3 or 4, but in 2022, 51% scored a 1 and only 12% scored a 3 or 4. They had no goal on this topic. And while they admitted they are only three years into the classical curriculum and impact on assessment scores would take time, they also admitted they did not have any clear idea why their scores were so low and their Cognia team said they needed to create a documented process for continuous improvement by gathering a variety of assessment data to determine their students' progress towards achievement.

Therefore, their AFI was written as follows: Analyze assessment data to determine root causes for low assessment scores, particularly the high percentage scoring a one. Create a plan, with action steps, for how the school will mitigate the impact of the identified root causes and remediate the students who are below grade level

ARC Consideration

Christ the King analyzed their assessment data from the last three years and determined that the root cause for low assessment scores was poor attendance. They matched the students with low test scores with attendance data and found a direct correlation between the two. Secondly, they identified English as a second language students also correlated with low test scores. Third, they identified a lack of systematic progress monitoring and intervention.

The team then set out a detailed plan to address these issues. For poor attendance, they have begun to contact parents starting at 5 absences or tardies. Families with attendance issues are required to meet with the principal and create a plan for improvement. Families who continue to struggle will be put on a signed contract. A volunteer, bi-lingual parent is individually contacting each family to help them understand the urgency of situation and the importance of consistent daily punctuality and attendance.

For addressing the needs of ELL students, Christ the King has begun using Notre Dame's ENL (English as a New Language) on-line professional development. This robust program provides teachers with strong professional development on the science and pedagogy around engaging ELL students. The administration is leading the faculty through these modules.

For tiered intervention, they have created an assessment calendar for all their assessments, including progress monitoring for students who struggle. They have provided staff with professional development on MTSS and have created tiered time for Reading and Math in their schedule. They have also increased their professional development around the science of reading and small group instruction. Finally they have a plan to build an intentional culture of reading in the school with the Million Minute Reading Challenge, school wide DEAR, and building classroom libraries and reading areas in every room.

Accreditation Review Council Response

AFI #1:

Christ the King has meet the AFI by identifying the root causes of the low test scores and creating a detailed plan to address these root causes.

AFI #2

AFI #3

AFI #4

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD Z0029-8430 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: Life Preparatory Academy – Z0066-9929

Review Date: 1/10/2024

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

Life Preparatory Academy had four AFI's. The first was the result of their assessment scores being below the state average in all areas. They were tasked with analyzing the assessment data to determine root causes for the low assessment scores. Then they were to create a plan, with action steps, for how the school would mitigate the impact of the identified root causes and remediate the students who were below grade level.

The second AFI was due to the lack of a measurable SMART goal. Their Goal 1 was to increase daily attendance rate from 97% to 99%. Although they implemented Project Based Learning in US History, they did not have steps to achieve their goal school wide. They were asked to rewrite their goal and track data at the system level so that the data would be quantitative and not anecdotal.

The third AFI was based on the need to address the State Board Outcomes, specifically Kindergarten Readiness and IPS. The system used FastBridge for Kindergarten Readiness, which is not a screener. Additionally, the system used True Colors for the IPS. They were tasked with researching and adopting something for each of these two board outcomes.

The last AFI was the fact that they only had an OVT in 2 of the years and, in year 5, the OVT was only one person. They were tasked with finding and maintaining a strong three person OVT.

ARC Consideration

Life Preparatory Academy has a new administrative team who enthusiastically addressed all four of these AFI. There was definitely a concerted effort by the school.

For the first AFI on low assessment scores, they started with a root cause analysis protocol called Know, Notice, Wonder that culminated in a Fishbone analysis. They completed this process with the administrative team and staff. Overall they determined their root causes which contributed to their low assessment scores were: lack of prioritization and expectations from leadership, no alignment of our curriculum to state standards, poor planning and preparation at every level for testing, and a lack of funding. For lack of prioritization, they created a detailed plan which included focusing parents and students on the testing dates, incentives for students, kick off assembly, creating a testing protocol and schedule, and the new president and superintendent emphasizing to faculty and students the importance of testing. For curriculum alignment, they are setting non-negotiable expectations for teachers, lengthening the school day and school year, and adding laptops. For poor planning and preparation, they are adding a day each semester to review testing data, they were properly code ELL students to take the KELPA, they will begin taking interim assessments, and publish assessment data to parents.

For the AFI on having system wide data for improving daily attendance, they purchased Gradelink, a program for grades and attendance. Teachers will be trained and expected to take daily attendance. The admin will track attendance rates and contact parents when necessary. They will also start social media posts about the importance of good attendance. Finally for their students living in the dormitory, they will increase the number of “wake up” bells and have the monitors focus on getting all gets to school every day.

To address the AFI on State Board outcomes, Life Prep has adopted the ASQ-3 assessment recommended by the state and had 100% of their Kindergarten students take the assessment this year. They have also expanded their IPS to include a career interest survey, a high school course builder, and a post-secondary plan.

Their final AFI was to build an effective OVT. While this might change in 24-25 due to the KESA 2.0 requirements, they have identified three qualified people who have agreed to meet and set a schedule for monthly meetings throughout the 23-24 school year. They have already met twice and have four more meetings scheduled.

Accreditation Review Council Response

AFI #1:

Life Prep has met the AFI by identifying the root causes of the low test scores and creating a detailed plan to address these root causes.

AFI #2

Life Prep has met this AFI by creating a plan for increasing daily attendance and identifying a quantitative system for tracking the data.

AFI #3

Life Prep has met this AFI by adding ASQ-3 and expanding their IPS to meet all the necessary components.

AFI #4

Life Prep has met this AFI by creating a three person OVT who has already met twice this school year and has four other meetings scheduled.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD Z0066-9929 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: 419 Canton Galva

Review Date: 1/23/24

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1:

__The system needs to decide on system wide goals moving into the next KESA cycle. The system has demonstrated goals and a process for determining their goals. They have met the requirements of this AFI.

AFI #2

_Academically prepared for Postsecondary Success. The system is looking at their state assessment data and making goals and taking steps for improvement. While their data does not yet show the results of these efforts, they are headed in the correct direction. They have met this AFI.

AFI #3

AFI #4

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.

- The ARC recommends, based on the evidence submitted that USD _419_ be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: DO 401-Chase Raymond

Review Date: 1/25/2024

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. These are not to be addressed as part of the appeal process. The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

The district has made much progress; however, the measurement of its two goals is unclear on the process side which resulted in AFI's for the system. On the results side, all three quantitative metrics: academically prepared for postsecondary (% of 3's and 4's in all 3 tested areas), graduation (as compared to the state average), and postsecondary effectiveness (well below 401's predicted range) are very low and therefore the system was conditionally accredited and tasked with the challenge of addressing these areas and then the system would be reviewed regarding conditional accreditation status.

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?
- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1–The measurement of two goals is unclear on the process side.

AFI #2-All three Quantitative metrics (academically prepared for postsecondary), graduation rate and postsecondary effectiveness are very low and below state average.

The primary reasons for USD 401 being conditionally accredited was the lack of two defined and measurable goals with data to support progress towards reaching the goals set forth by the system. Additionally, the system had quantitative concerns with regard to substantially low data in the areas of post-secondary effectiveness, graduation rate and academically prepared for post-secondary. USD 401 revised and addressed the AFI's and developed two measurable SMART goals that targeted their needs in post-secondary effectiveness, graduation rate and academic preparedness. USD 401 revised their Needs Assessment and outlined specific steps/tasks to accomplish within the system to impact academic data along with graduation rate and post-secondary needs. Additionally, the updated accountability report does indicate progress in all areas for system, some areas of growth are small and the

ARC encourages the system to continue through with their action plan and monitor all areas, especially in the academically prepared areas, for more significant growth as the system moves forward in their implementation cycle.

It is the ARC's determination that USD 401 Chase Raymond has addressed the deficiencies in their AFI's and have a plan in place for continued improvement, therefore it is the ARC's recommendation that USD 401 Chase Raymond be fully accredited.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD **_401-Chase Raymond__** be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: DO 504-Oswego

Review Date: 1/25/2024

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. These are not to be addressed as part of the appeal process. The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

The system has worked to enhance and expand its preK-12 outreach efforts and foundational structures. Several of these are works in progress. The tiered systems of support are still developing district-wide. Consistent, comparable evidence of growth has not been presented. Increases and growth are noted in the System Yearly Update for years 3 and 4 as well as the OVT report; however, changes in standardized testing (such as the switch from AIMsWeb to NWEA) and the utilization of additional data points over the course of the cycle make the overall MTSS appear as a fragmented.

Regarding academic and postsecondary performance, the five-year effectiveness average has hovered just below the predicted range for two consecutive years. There has also been below average performance on state ELA and math assessments. 26.49% of students in USD 504 scored a 3 or 4 in ELA, compared to a state average of 32.09%. In math, 21.96% of students scored a 3 or 4, compared to a state average of 29.35%. These items, in combination with ACT scores below the state average and a recent drop below the state graduation rate indicate a need for continued monitoring through conditional accreditation.

Connections with stakeholders, outreach, and support from the community and outside entities has proven beneficial in establishing a foundation for unified continuous improvement. That said, the system's foundational systemic structures are just now having an opportunity to demonstrate their impact. A noteworthy hopeful indication of this can be seen in the district's state science scores, which surpassed the state average when they made a 10.86% increase in 3's and 4's in 2022.

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?
- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

AFI #1-Provide evidence of a comprehensive, cyclical, MTSS process that includes data collection, comparative analysis and response to intervention to support student growth at all levels. Provide evidence of a comprehensive student assessment and data review plan.

AFI #2-Engage district leadership, the school board of education and other stakeholders to determine a local vision and process to ensure consistency, alignment and follow through.

AFI #3-Quantitative measures related to academic and post-secondary effectiveness and below average performance in ELA and math assessments along with ACT scores and graduation rates.

USD 504 Oswego has taken the information and guidance from the AFI's and have developed a comprehensive MTSS process for the elementary and secondary levels that focuses on data collection /analysis and response to intervention to support students at all levels. The system restructured the building schedules to allow embedded time in the day for supportive interventions in addition to consistent and systematic progress monitoring tools to gather data to determine progress related to specific student interventions. The system also utilized Greenbush to contract for professional development regarding research based interventions and curriculum to support student needs and have utilized this information and training not only across their MTSS process but also within their Student Intervention Teams. The system has developed the MTSS process for a more systematic approach focused on student data to improve student learning. The data analysis of the system shows increases in student performance and with continued implementation and fidelity, will see greater impact on student data over time.

The system has also correlated and demonstrated a comprehensive data analysis using state assessment scores and local system data to triangulate and develop and revise instructional outcomes to impact overall student achievement. The system has dedicated time, professional development and financial resources to improve their instructional outcomes which has carried over to a small increase

in state assessment scores and the percentage of students scoring at a level 1 or 2. With continued improvement and implementation of current systems and supports, student data will continue to improve over time.

Finally, the system outlined and documented the processes in place with regard to engaging district leadership, school board members and other stakeholders in determining the vision and process within the system and the strategic plan indicates the alignment and coordination of the engagement and how steps were completed.

It is the ARC's determination that USD 504 Oswego has addressed the deficiencies in their AFI's and have a plan in place for continued improvement, therefore it is the ARC's recommendation that USD 504 Oswego be fully accredited.

Accreditation Review Council Response

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD **504 Oswego** be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: USD 314 Brewster

Review Date: February 18, 2024

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1: Show improvement of 5% in all tested areas over the next five years by aligning curriculum and exploring other root causes such as chronic absenteeism.

Brewster completed multiple steps and processes to improve addressment outcomes. Staff engaged in professional learning and workshops to unpack and analyze the state standards along with LETRS training. They next evaluated their curricular resources identifying that adoptions were needed. A four-year adoption cycle was established ranging from 2024-2027. They currently mapping the ELA standards against the newly adopted ELA program. Finally, they are analyzing FastBridge data against the newly implemented KAP interims. The current interim data shows a 30% improvement over 2018 data. (Average class sizes are 6-7 students, which is why 30% improvement is so readily attainable.)

AFI #2: Monitor rigor/mastery levels of ELA, Math, Science. Implement process for tracking Postsecondary Success: data for career employment, career training, college completion, Industry Recognized Certifications. Consider partnerships with Colby Comm College & NWKTC.

The system collected all the requested postsecondary data and established a process for continuous monitoring. In a system of their size, they were able to contact all past recent grads and determined that 87% are attending postsecondary avenues. They are created partnerships with NWKTC and Colby CC to offer college courses to sophomores through seniors. They are expanding their CTE pathway offerings and are seeking to add a School Career Counselor in 2024-2025. To further support postsecondary success, they have completed or have a workable plan for receiving standards, aligning curriculum, and adopting updated resources along with training staff in research-based practices.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD **314** be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: USD 216 Deerfield

Review Date: 02/22/2024

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1:

USD 216 Deerfield has submitted comprehensive evidence addressing Areas for Improvement. They provided detailed documentation, including needs assessments and climate survey results. Initiatives such as adjusting intervention time and aligning schedules with tiered systems of support were implemented. Progress monitoring tools like Fastbridge and Imagine Math were utilized, along with targeted interventions for different student groups. The evidence demonstrated a systematic approach to improving instructional quality and student performance. USD 216 Deerfield outlined specific strategies informed by research findings, emphasizing ongoing evaluation and improvement. They also addressed concerns about declining graduation and post-secondary rates, committing to meeting required criteria. The information provided was clear, enhancing understanding of their initiatives and goals.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD 216 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: Stafford USD 349

Review Date:2/13/24

The above system has been conditionally accredited. They may or may not have appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. **These are not to be addressed as part of the appeal process.** The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1:

This system has recognized their numbers and understands their demographics. They have added staff including a school social worker to help meet students needs.

AFI #2

Graduation Rate- The system's graduation rate this year was 100%. They recognized that in In years past, due to foster care and transient families they had too many dropouts. They have recognized that they have families in need and they are continually trying to find new ways to reach them and understand that their graduation rate on the accountability report does not look good. Their 4-year cohort graduation rate is 100% for the previous 4 years and their attendance rate is 93.3% which is over the state average.

AFI #3

Academically Prepared- This system has recognized that they can do better for students and have employed KSDE TASN to revisit them with respect to tiered systems of support for students. Their current focus is the improvement of instruction and developing a better core service delivery. In addition building leadership is developing formal written improvement plans. They have also added several support staff as well as adding four all day 3 and 4 year old pre-schools to assist kids in becoming kindergarten ready. Overall the system stated they are working PK-12 to improve reading, math and SEL instruction and support.

Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD 349 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

Redetermination of System Accreditation Status

System: USD 422 Kiowa

Review Date: 22 February 2024

The above system has been conditionally accredited. They may or may have not appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. These are not to be addressed as part of the appeal process. The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?
- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

Accreditation Review Council Response

AFI #1: High School Graduation Rate

The system's 5-year graduation rate (52.2%) is significantly below the state average (89.3%). While USD 422 denotes the significant difference between the virtual and brick/mortar buildings in this measure, KESA is a systems accreditation, so the aggregate of all students is the main data point evaluated to make an accredited determination.

USD 422 Kiowa County Schools has permanently closed their virtual school, the 21st Century Learning Academy. With this closure, the current high school graduation rate is 100% and the attendance rate is 95%. Additionally, the chronic absenteeism rate was 6.9% and there were no dropouts.

AFI #2: Postsecondary Success

The system is significantly below its 95% confidence interval, the system sits at 19.7% while the confidence interval is at 36.8-41.1%. While USD 422 denotes the significant difference between the virtual and brick/mortar buildings in this measure, KESA is a systems accreditation, so the aggregate of all students is the main data point evaluated to make an accredited determination.

Current data indicate that high school graduation rate is 100%, the attendance rate is 95%, the chronic absenteeism rate was 6.9%, and there were no dropouts. With the closure of the 21st Century Learning Academy, the USD 422 Kiowa County Schools will see a rise in the data on the next Accountability Report.

Accreditation Redetermination Recommendation:

- **The ARC recommends, based on the evidence submitted, that USD 422 be accredited.**

Please email this completed form to accreditation@ksde.org

Agenda Number: 17

Meeting Date: 3/12/2024



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

Item Title: Literacy Requirements for Teacher Licensure

From: Shane Carter

During the February State Board meeting, the State Board of Education approved the Kansas Education Framework for Literacy. Within the framework, requirements were specified which require action by the Teacher Licensure team. Specified requirements include: EPP standards review, EPP program reviews, licensure testing requirements, and developing options to track the demonstration of structured literacy knowledge. The Licensure Team will provide an update on the current status of all specified requirements.

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Agenda Number: 18

Meeting Date: 3/12/2024



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
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Item Title: Legislative Matters: presented by Frank Harwood

From: Sherry Root

KSDE staff will provide a status report on bills that may impact PreK-12 education as well as give other updates on legislative matters. The State Board's Legislative Liaisons will also provide their regular report.

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Danny Zeck
 District 1
 Dr. Deena Horst
 District 6

Melanie Haas
 District 2
 Dennis Hershberger
 District 7

Michelle Dombrosky
 District 3
 Betty J. Arnold
 District 8

Ann E. Mah
 District 4
 Jim Porter
 District 9

Cathy Hopkins
 District 5
 Jim McNiece
 District 10

Meeting Agenda Wed. March 13, 2024

TIME	ITEM	PRESENTER
9:00 a.m. (IO)	1. Call to Order and Roll Call	Melanie Haas, Chair
9:05 a.m. (IO)	2. Bus Safety Presentation (40 min)	Representative Scott Hill Representative Goddard KSDE bus safety staff Dale Brungardt, Director, School Finance
9:45 a.m. (IO)	3. Presentation on Math Improvement (20 min)	Jennifer Hamlet, STEM Program Manager
10:05 a.m.	Break (10 minutes)	
10:15 a.m. (RI)	4. Receive KACIE Memorandum Of Understanding (MOU) with Kansas Board of Regents (KBOR) for establishment of the Kansas Advisory Council for Indigenous Education (KACIE) (15 min)	Dr. Alex Red Corn, Executive Director, Kansas Association of Native American Education (KANAE) Ann Mah, District 4 Board member
10:30 a.m. (IO)	5. State Assessment Development and Analysis Beth Fultz, Director, Career Standards and Assessment services will be introducing. (40 min)	Dr. Kingston, Director, KU Achievement and Assessment Institute
11:10 a.m.	Break (10 minutes)	

MEETING AGENDA | KANSAS STATE BOARD OF EDUCATION

11:20 a.m. (IO)	<p>6. Common Benchmark Assessments and Analysis protocol</p> <p>Beth Fultz will be introducing</p> <p>(40 min)</p>	<p>Dr. Zach Conrad, Executive Director of Data, Evaluation, Research and Assessment at USD 500 Kansas City and staff from USD 233 Olathe Public schools</p>
12:00 p.m. (AI)	<p>7. Receive Staff Response and Act on Pending Amendments to the Professional Practices Commission Regulations (Roll Call) (10 min)</p>	<p>R. Scott Gordon, General Counsel</p>
12:10 p.m. (IO)	<p>Break (10 min)</p>	
12:20 p.m. (AI)	<p>8. Consent Agenda (15 min)</p>	
	<p>a. Receive monthly personnel report and personnel appoints to unclassified positions</p>	<p>Wendy Fritz, Director, HR</p>
	<p>b. Act on request to approve the Kansas Purple Star School Designation be awarded to USD 453 Leavenworth as a military-friendly district</p>	<p>Dale Brungardt, Director, School Finance</p>
	<p>c. Act on request to approve a contract request for the Kansas Association of Broadcasters for child nutrition</p>	<p>Kelly Chanay, Director, Child Nutrition and Wellness</p>
	<p>d. Act on Recommendations for Licensure Waivers</p>	<p>Shane Carter, Director, Teacher Licensure</p>
	<p>e. Act on Recommendations of the Licensure Review Committee</p>	<p>Shane Carter</p>
	<p>f. Act on Local Professional Development Plans</p>	<p>Shane Carter</p>
	<p>g. Act on request from USD 262 Valley Center, Sedgwick County, to hold a bond election</p>	<p>Frank Harwood, Deputy Commissioner, Division of Fiscal and Administrative Services</p>

	h. Act on request from USD 262 Valley Center, Sedgwick County, to receive Capital Improvement (Bond and Interest) State Aid	Frank Harwood
	i. Act on request from USD 339 Jefferson County North, Jefferson County, to hold a bond election	Frank Harwood
	j. Act on request from USD 339 Jefferson County North, Jefferson County, to receive Capital Improvement (Bond and Interest) State Aid	Frank Harwood
	k. Act on request from USD 348 Baldwin City, Douglas County, to hold a bond election	Frank Harwood
	l. Act on request from USD 348 Baldwin City, Douglas County, to receive Capital Improvement (Bond and Interest) State Aid	Frank Harwood
	m. Act on request from USD 440 Halstead, Harvey County, to hold a bond election	Frank Harwood
	n. Act on request from USD 440 Halstead, Harvey County, to receive Capital Improvement (Bond and Interest) State Aid	Frank Harwood
	o. Information from five private schools, three student granting organizations, and one virtual out of state school (listed in attachment) of their intention to participate in the Tax Credit Low Income Scholarship Program.	Dale Brungardt, Director, School Finance
	p. Act to initiate RFP process for the 2024 Great Ideas in Education Conference keynote speaker	Dr. Ben Proctor, Deputy Commissioner, Division of Learning Services
	q. Authorize out-of-state tuition contract for student attending the Kansas school for the Deaf	Luanne Barron, Director, Kansas School for the Deaf

<p>12:35 p.m.</p> <p>(AI)</p>	<p>9. Chair Report (35 min) Chair Melanie Haas</p> <ul style="list-style-type: none"> a. Remarks from the Chair b. Act on Board Travel Requests c. Committee Reports d. Board Attorney Report e. Requests for Future Agenda Items 	
<p>1:05 p.m.</p>	<p>Adjourn</p>	

The next meeting of the Kansas State Board of Education is April 9 & 10, 2024. April 10th will be the annual onsite visit to the Kansas School for the Deaf and Kansas School for the Blind.

Agenda Number: 2

Meeting Date: 3/13/2024



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

Item Title: School Bus safety presentation (40 min)

From: Sherry Root

Information only: Rep. Scott Hill; Rep. Dan Goddard; KSDE bus safety staff; Dale Brungardt,
School Finance Director

Discussion on school bus curbside pickup; HB2251 (2023) Install bus stop signal video camera to
assess a civil fine of \$250 to drivers that violate the stop signal.

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Agenda Number: 3

Meeting Date: 3/13/2024



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Item Title: An Update on Kansas Math Education

From: Beth Fultz

Jennifer Hamlet, Program Manager for Mathematics on the Career Standards and Assessment team, will present an update on math assessment data, the Kansas Math Proficiency Project, and math in the Four Fundamentals.

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Agenda Number: 4

Meeting Date: 3/13/2024



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

Item Title: Receive proposed Memorandum of Understanding with KBOR for establishment of the Kansas Advisory Council for Indigenous Education (KACIE)

From: Scott Gordon

Since 2022, the Kansas State Board of Education has been a part of the Kansas Advisory Council for Indigenous Education Working Group made up of representatives of the Kansas State Department of Education, the Kansas State Board of Education, the Kansas Board of Regents, and the Native Nations in Kansas. After almost two years of operating as an ad-hoc advisory group, the Kansas State Department of Education offers this Memorandum of Understanding to be signed by the Kansas State Board of Education and the Kansas Board of Regents to collaboratively establish the Kansas Advisory Council for Indigenous Education (KACIE) as a consulting body in matters related to Indigenous education in the State of Kansas. The proposed MOU has been endorsed by the four Tribal Nations currently residing in Kansas, and is attached for review.

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**Memorandum of Agreement
Kansas Advisory Council for Indigenous Education
Kansas State Board of Education
Kansas Board of Regents**

This Memorandum of Understanding (MOA) is between the Kansas State Board of Education (KSBOE) and the Kansas Board of Regents (KSBOR).

WHEREAS the Kansas State Board of Education is charged with providing general supervision of public schools, educational institutions, and all Pre-Kindergarten through 12th grade educational interests of the State of Kansas; and

WHEREAS the Kansas Board of Regents is charged with the control and supervision of public institutions of higher education throughout the State of Kansas; and

WHEREAS over 10,000 American Indian / Alaska Native students attend public schools across the State of Kansas; and

WHEREAS the parties recognize the unique status of Native Nations with sovereign and inherent rights to be involved in the education of their citizens;

WHEREAS the parties affirm their shared responsibility with Native Nations and communities to ensure Kansas schools are providing a culturally appropriate learning environment for all students, including Indian American / Alaska Native students; and

WHEREAS the Prairie Band Potawatomi Nation, the Iowa Tribe of Kansas and Nebraska, the Kickapoo Tribe in Kansas, and the Sac and Fox Nation of Missouri in Kansas and Nebraska all endorse this effort of the state agencies to work collaboratively as demonstrated by signed resolutions passed by their respective councils.

Therefore, KSBOE and KSBOR agree to collaboratively establish the Kansas Advisory Council for Indigenous Education (KACIE) whose goal will be to serve as a consulting body in matters related to Indigenous education in the State of Kansas. In support of this collaboration, the parties further agree:

To appoint the following voting members of KACIE,

One representative of each of the four Tribal Nations currently residing in Kansas; the Prairie Band Potawatomi Nation, the Iowa Tribe of Kansas and Nebraska, the Kickapoo Tribe in Kansas, and the Sac and Fox Nation of Missouri in Kansas and Nebraska, as appointed by each respective Nation;

The President of the Kansas Board of Regents or her/his designee;

One member of the Kansas State Board of Education as selected by the State Board;

The Commissioner of Education or her/his designee;

Three American Indian community representatives, with preference to individuals actively working in Kansas school districts as of the date of their nomination by any of the four tribal representatives; and

One state university representative appointed by the Kansas Board of Regents.

To appoint the following non-voting members as representatives from their respective nominating organizations;

- One representative from the Bureau of Indian Education;
- Up to 5 representatives from federally recognized tribes residing in Nebraska, Iowa, Missouri, Oklahoma, and/or Colorado with a current or historical connection to Kansas;
- One representative from the Kansas Legislative Branch to be nominated by the representatives of the four Kansas Tribal Nations, KSBOE, or KBOR; and
- One representative from the Kansas Executive Branch to be nominated by the representatives of the four Kansas Tribal Nations, KSBOE, or KBOR.

To arrange for KACIE meetings at least twice a calendar year, with additional meetings on an as-needed basis called by the Chair; and

To share information made available to, as well as policy recommendations made by, KACIE on publicly accessible agency websites.

AUTHORITY TO ADOPT BYLAWS AND RULES OF PROCEDURE

Within 45 days of executing this agreement, the Kansas State Board of Education representative shall schedule and call the first meeting of the voting members of the advisory council. During its first meeting or as soon thereafter as it can be completed, the advisory council shall establish the manner in which the Chair of the council is to be determined, the term for which the Chair may serve, and shall so designate its Chair. The council may establish any other rules of procedure it feels necessary in order to accomplish the goals established herein without infringement upon the sovereign authority of any Tribal Nation. Nothing within this agreement shall be interpreted as a delegation of authority from either party.

EFFECTIVE DATES AND DURATION

This agreement becomes effective on the date of the last signature below and shall continue until terminated upon written notice from one party to the other. Either party may terminate this Memorandum in whole or in part if it is determined that such termination is in the best interest of the State of Kansas, and shall provide the other with written notice at least 30 days prior to the termination date.

VIII. SIGNATURES

_____	_____
<i>Signature</i>	<i>Date</i>
Melanie Haas, Chair	
Kansas State Board of Education	

_____	_____
<i>Signature</i>	<i>Date</i>
Jon Rolph, Chair	
Kansas Board of Regents	



824 111th Drive • Horton, Kansas 66439
phone 785.486.2131 • fax 785.486.2801

Resolution KT24-58

RESOLUTION

WHEREAS, The Kickapoo Tribe in Kansas is a federally recognized Indian Tribe and continues to maintain a government-to-government relationship with the Congress of the United States; and

WHEREAS, The Kickapoo Tribe in Kansas is organized in accordance with the provisions of the Indian Reorganization Act of June 18, 1934 (48 Stat. 984), as amended by the Act of June 15, 1935 (49 Stat. 378); and

WHEREAS, The Kickapoo Tribe in Kansas is governed by the Kickapoo Tribal Council who is authorized under ARTICLE III of the Kickapoo Constitution and By-Laws, which were approved by the Secretary of the Interior on February 26, 1937; and

WHEREAS, The Kickapoo Tribal Council is authorized to negotiate with Federal, State, and local governments under ARTICLE V- Section 1 (a) to provide services through grants and contracts; and

WHEREAS, The Kickapoo Tribal Council desires to see a better working relationship with the Kansas educational institutions to insure a better cultural learning environment for all Kickapoo students, other Native American students, along with all other students and to improve existing indigenous knowledge for everyone; and

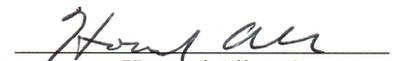
NOW, THEREFORE, BE IT RESOLVED, that the Kickapoo Tribal Council endorses the Memorandum of Understanding (MOA) between the Kansas State Board of Education and the Kansas Board of Regents to collaboratively establish the Kansas advisory council for indigenous education with the goal to serve as a consulting body in matters relating indigenous education in the state of Kansas.

CERTIFICATION

The foregoing Tribal Council Resolution was adopted by the Kickapoo Tribal Council in a special session called for by the Tribal Council Chairperson on this 5th day of February 2024, at which 5 members were present, constituting the required quorum, with 4 members voting for, 0 members voting against, 0 abstaining; with the Chairperson not voting.


Gail Cheatham, Chairperson

ATTEST:


Howard Allen, Secretary



**PRAIRIE BAND POTAWATOMI NATION
TRIBAL COUNCIL RESOLUTION No. 2024-033**

**ENDORSEMENT OF THE MEMORANDUM OF AGREEMENT
KANSAS ADVISORY COUNCIL FOR INDIGENOUS EDUCATION
KANSAS BOARD OF EDUCATION
KANSAS BOARD OF REGENTS**

WHEREAS: The Prairie Band of Potawatomi Nation (hereafter the "Nation") is a duly organized Tribal entity, with a Constitution and By-Laws approved by the Secretary of the Interior on February 19, 1976, and last amended on December 6, 2007; and

WHEREAS: Pursuant to Article V of the Prairie Band Potawatomi Constitution, the Tribal Council is the governing body of the Nation with enumerated powers of authority to *negotiate, consult, and contract with Federal, State, local and Tribal governments, private enterprises, individuals, or organizations*; and

WHEREAS: Pursuant to the Prairie Band Potawatomi Constitution, the Tribal Council is charged with the duty of protecting the health, security and general welfare of the Nation and its members and of regulating law and order on the reservation; and

WHEREAS: The Tribal Council recognizes the urgent need to reform the state education system to create a culturally appropriate learning environment thereby committed to eradicating the imposition of counter-cultural standards on our children; and

WHEREAS: The Tribal Council believes at this time a collaborative approach with the Four Tribes of Kansas and the State of Kansas may be one way to remediate deficiencies by establishing a sustainable education environment benefiting not only Indian children but all children; and

WHEREAS: The Tribal Council wishes to approve the endorsement of the memorandum of agreement between the Kansas State Board of Education (KSBOE) and the Kansas Board of Regents (KSBOR) and the creation of the Kansas Advisory Council for Indigenous Education. (Attachment 1)

NOW, THEREFORE BE IT RESOLVED that the Prairie Band Potawatomi Nation Tribal Council does hereby approve the endorsement of the memorandum of agreement between the KS BOE and the KSBOR and the creation of the Kansas Advisory Council for Indigenous Education.

CERTIFICATION

This resolution was duly adopted on the 1st day of February, 2024 at a Meeting of the Prairie Band Potawatomi Tribal Council, during which (6) members were present, constituting a quorum, by a vote of (5) for, (0) opposed, (0) abstaining, (1) absent from voting and the Chair not voting.

ATTEST:

Lorrie Melchior
Lorrie Melchior, Secretary

Joseph P. Rupnick
Joseph P. Rupnick, Chairman

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed my official seal the day and year last written above.

Deanna M. Brewer
Notary Public

ENDOR



**IOWA TRIBE OF KANSAS AND NEBRASKA
EXECUTIVE COMMITTEE
January 31, 2024**

- WHEREAS,** The Iowa Executive Committee being duly organized met in Regular Meeting this 31st day of January, 2024; and,
- WHEREAS,** The Iowa Tribe Executive Committee has authority to act for the Iowa Tribe under the present Constitutional authority as provided in Sec. 1.a., Article V - Powers; and,
- WHEREAS,** The Iowa Tribe of Kansas and Nebraska being organized and empowered by their Constitution and Bylaws (approved November 6, 1978, and amended August 27, 1980); and,
- WHEREAS,** The Executive Committee recognizes the urgent need to reform the state education system to create a culturally appropriate learning environment thereby committed to eradicating the imposition of counter-cultural standards on our children; and
- WHEREAS,** The Executive Committee believes at this time a collaborative approach with the Four Tribes of Kansas and the State of Kansas may be one way to remediate deficiencies by establishing a sustainable education environment benefiting not only Indian children but all children; and
- WHEREAS,** The Executive Committee wishes to approve the endorsement of the memorandum of agreement between the Kansas State Board of Education (KSBOE) and the Kansas Board of Regents (KSBOR) and the creation of the Kansas Advisory Council for Indigenous Education. (Attachment A)
- NOW, THEREFORE BE IT RESOLVED** that the Executive Committee does hereby approve the endorsement of the memorandum of agreement between the KS BOE and the KSBOR and the creation of the Kansas Advisory Council for Indigenous Education.

CERTIFICATION

The foregoing Resolution was duly adopted this date, January 31, 2024, in a Regular Meeting of the Executive Committee, at which 5 members of the Committee were present, constituting a quorum, by a vote of 4 for, 0 against. Chairman abstained.



Timothy N. Rhodd, Chairman
Iowa Tribe Executive Committee

ATTEST:



Anthony G. Fee, Secretary
Iowa Tribe Executive Committee

Attachment A



**Memorandum of Agreement
Kansas Advisory Council for Indigenous Education
Kansas State Board of Education
Kansas Board of Regents**

This Memorandum of Understanding (MOA) is between the Kansas State Board of Education (KSBOE) and the Kansas Board of Regents (KSBOR).

WHEREAS the Kansas State Board of Education is charged with providing general supervision of public schools, educational institutions, and all Pre-Kindergarten through 12th grade educational interests of the State of Kansas; and

WHEREAS the Kansas Board of Regents is charged with the control and supervision of public institutions of higher education throughout the State of Kansas; and

WHEREAS over 10,000 American Indian / Alaska Native students attend public schools across the State of Kansas; and

WHEREAS the parties recognize the unique status of Native Nations with sovereign and inherent rights to be involved in the education of their citizens;

WHEREAS the parties affirm their shared responsibility with Native Nations and communities to ensure Kansas schools are providing a culturally appropriate learning environment for all students, including Indian American / Alaska Native students; and

WHEREAS the Prairie Band Potawatomi Nation, the Iowa Tribe of Kansas and Nebraska, the Kickapoo Tribe in Kansas, and the Sac and Fox Nation of Missouri in Kansas and Nebraska all endorse this effort of the state agencies to work collaboratively as demonstrated by signed resolutions passed by their respective councils.

Therefore, KSBOE and KSBOR agree to collaboratively establish the Kansas Advisory Council for Indigenous Education (KACIE) whose goal will be to serve as a consulting body in matters related to Indigenous education in the State of Kansas. In support of this collaboration, the parties further agree:

To appoint the following voting members of KACIE,

One representative of each of the four Tribal Nations currently residing in Kansas; the Prairie Band Potawatomi Nation, the Iowa Tribe of Kansas and Nebraska, the Kickapoo

Tribe in Kansas, and the Sac and Fox Nation of Missouri in Kansas and Nebraska, as appointed by each respective Nation;

The President of the Kansas Board of Regents or her/his designee;

One member of the Kansas State Board of Education as selected by the State Board;

The Commissioner of Education or her/his designee;

Three American Indian community representatives, with preference to individuals actively working in Kansas school districts as of the date of their nomination by any of the four tribal representatives; and

One state university representative appointed by the Kansas Board of Regents.

To appoint the following non-voting members as representatives from their respective nominating organizations;

One representative from the Bureau of Indian Education;

Up to 5 representatives from federally recognized tribes residing in Nebraska, Iowa, Missouri, Oklahoma, and/or Colorado with a current or historical connection to Kansas;

One representative from the Kansas Legislative Branch to be nominated by the representatives of the four Kansas Tribal Nations, KSBOE, or KBOR; and

One representative from the Kansas Executive Branch to be nominated by the representatives of the four Kansas Tribal Nations, KSBOE, or KBOR.

To arrange for KACIE meetings at least twice a calendar year, with additional meetings on an as-needed basis called by the Chair; and

To share information made available to, as well as policy recommendations made by, KACIE on publicly accessible agency websites.

AUTHORITY TO ADOPT BYLAWS AND RULES OF PROCEDURE

Within 45 days of executing this agreement, the Kansas State Board of Education representative shall schedule and call the first meeting of the voting members of the advisory council. During its first meeting or as soon thereafter as it can be completed, the advisory council shall establish the manner in which the Chair of the council is to be determined, the term for which the Chair may serve, and shall so designate its Chair. The council may establish any other rules of procedure it feels necessary in order to accomplish the goals established herein without infringement upon the sovereign authority of any Tribal Nation. Nothing within this agreement shall be interpreted as a delegation of authority from either party.

EFFECTIVE DATES AND DURATION

This agreement becomes effective on the date of the last signature below and shall continue until terminated upon written notice from one party to the other. Either party may terminate this Memorandum in whole or in part if it is determined that such termination is in the best interest of the State of Kansas, and shall provide the other with written notice at least 30 days prior to the termination date.

VIII. SIGNATURES

Signature

Melanie Haas, Chair
Kansas State Board of Education

Date

Signature

Jon Rolph, Chair
Kansas Board of Regents

Date



RESOLUTION R4-24

Sac and Fox Nation of Missouri in Kansas and Nebraska Tribal Council February 14, 2024

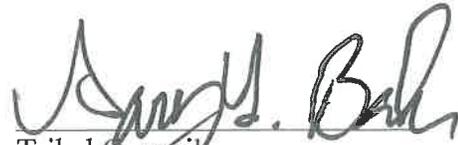
- WHEREAS,** The Sac and Fox Nation of Missouri in Kansas and Nebraska Tribal Council being duly organized met in Regular Meeting this 14th day of February, 2024; and,
- WHEREAS,** The Sac and Fox Nation of Missouri in Kansas and Nebraska Tribal Council has authority to act for the Sac and Fox Nation of Missouri in Kansas and Nebraska Tribal Council under the present Constitutional authority as provided in Sec. 1.a., Article V - Powers; and,
- WHEREAS,** The Sac and Fox Nation of Missouri in Kansas and Nebraska Tribal Council being organized and empowered by their Constitution and Bylaws (approved November 6, 1978, and amended August 27, 1980); and,
- WHEREAS,** The Tribal Council recognizes the urgent need to reform the state education system to create a culturally appropriate learning environment thereby committed to eradicating the imposition of counter-cultural standards on our children; and
- WHEREAS,** The Tribal Council believes at this time a collaborative approach with the Four Tribes of Kansas and the State of Kansas may be one way to remediate deficiencies by establishing a sustainable education environment benefiting not only Indian children but all children; and
- WHEREAS,** The Sac and Fox Nation of Missouri in Kansas and Nebraska Tribal Council wishes to approve the endorsement of the memorandum of agreement between the Kansas State Board of Education (KSBOE) and the Kansas Board of Regents (KSBOR) and the creation of the Kansas Advisory Council for Indigenous Education. (Attachment A)
- NOW, THEREFORE BE IT RESOLVED** that the Executive Committee does hereby approve the endorsement of the memorandum of agreement between the KS BOE and the KSBOR and the creation of the Kansas Advisory Council for Indigenous Education.

CERTIFICATION

The foregoing Resolution was duly adopted this date, February 14th, 2024, in a Regular Meeting of the Executive Committee, at which 4 members of the Committee were present, constituting a quorum, by a vote of 3 for, 0 against. Chairman abstained.



Tribal Council
Tiauna Carnes Chairwoman



Tribal Council
Gary Bahr Vice Chair

Sac and Fox Nation of Missouri
in Kansas and Nebraska Tribal Council

Agenda Number: 5

Meeting Date: 3/13/2024



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

Item Title: State Assessment Development and Analysis

From: Beth Fultz

Dr. Neal Kingston, Distinguished Professor in the Department of Education Psychology at the University of Kansas, will be presenting on how state assessments are developed and the need for psychometric analysis.

Kansas leads the world in the success of each student.

Agenda Number: 6

Meeting Date: 3/13/2024



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

Item Title: Common/Benchmark Assessments and Analysis Protocol

From: Beth Fultz

Dr. Zach Conrad, Executive Director of Data, Evaluation, Research and Assessment at USD 500 Kansas City Kansas Public Schools and staff from USD 233 Olathe Public Schools will be presenting on the need for data literacy and analysis in a balanced assessment system.

Dr. Conrad will share how common/benchmark assessments are used in KCC including development, psychometric analysis, and their relationship to state summative assessments.

Olathe staff will share how classroom teachers and building teams use a district specific analysis protocol to review common/benchmark assessment results to improve classroom instruction for all students.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 7**Staff Initiating:**

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:**3/13/2024****Item Title:**

Receive Staff Response and act on Professional Practices Commission Regulation amendments

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the proposed amendments to its Professional Practices Commission regulations K.A.R. 91-22-1a, 91-22-1b, 91-22-2, 91-22-5a, 91-22-9, 91-22-22, and 91-22-25.

Explanation of Situation Requiring Action:

A public hearing was held on Tuesday, March 12th. R. Scott Gordon will provide the staff response to public hearing testimony.

If modifications are required as a result of comments received at the public hearing, staff will make the appropriate modifications. The modifications will be resubmitted to the Department of Administration and the Office of the Attorney General for approval before the final regulations can be adopted by the Kansas State Board of Education.

Wednesday, March 13, 2024

Act on Pending Amendments to the
Professional Practices Commission Regulations

Roll Call Vote - Alphabetically

Name	Yes	No
Betty Arnold		
Cathy Hopkins		
Michelle Dombrosky		
Melanie Haas		
Deena Horst		
Dennis Hershberger		
Ann Mah		
Jim McNiece		
Jim Porter		
Danny Zeck		

Agenda Number: 8 a.

Meeting Date: 3/13/2024



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

(785) 296-3201

www.ksde.org

Item Title: Monthly personnel reports

From: Marisa Seele

Please see the attached files for the personnel number report and the report on personnel filling unclassified positions.

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900 S.W. Jackson Street, Suite 102
 Topeka, Kansas 66612-1212
 (785) 296-3201
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Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	2	3	3	3	0	4	6	1				
Unclassified	2	3	3	3	0	4	6	1				
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0				
Total Separations	2	4	4	3	4	2	2	0				
Classified	0	0	0	0	0	0	0	0				
Unclassified	2	4	4	2	4	2	2	0				
Unclassified Regular (leadership)	0	0	0	1	0	0	0	0				
Recruiting (data on 1st day of month)	4	5	3	3	9	3	6	3				
Unclassified	4	5	3	3	7	3	6	3				
Unclassified Regular (leadership)	0	0	0	0	2	0	0	0				

Total employees 269 as of pay period ending 2/17/2024. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

Agenda Number: 8 a.

Meeting Date: 3/12/2024



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

Item Title: Report on personnel filling unclassified positions.

From: Marisa Seele, Wendy Fritz

The following personnel appointments are presented this month:

Dessa Gifford to the position of Public Service Administrator on the School Finance team, effective February 4, 2024, at an annual salary of \$52,000. This position is funded by the State General fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 b.

Staff Initiating:
Sherry Root

Director:

Commissioner:
Randy Watson

Meeting Date: 3/13/2024

Item Title:

Act on request to approve the Kansas Purple Star School Designation be awarded to USD 453 Leavenworth as a military-friendly district.

Recommended Motion:

It is moved that the Kansas State Board of Education approve USD 453 Leavenworth to receive the designation of Kansas Purple Star School.

Explanation of Situation Requiring Action:

The Kansas Military Child Educational Council (KMCEC) has reviewed the Purple Star School application submitted by USD 453 Leavenworth. They Council finds that USD 453 has met the criteria required to receive this designation and recommends to the Kansas State Board of Education to officially award USD 453 Leavenworth district and schools with the honor of Kansas Purple Star School designation.

From their application:

Leavenworth USD 453 is directly bordered by Fort Leavenworth, directly linking us to military-connected opportunities by history, proximity, and regular interactions.

Military dependents are enrolled in each of our student attendance areas, and military spouses are regularly employed by the district. In addition, our Board of Education has military-connected representatives, and we have a large number of military retirees that continue to live in the district.

Each of our schools is aware and appreciated the significant contributions that the military has in our local community, and ongoing efforts to protect our freedoms across the globe.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 8 c.**Staff Initiating:**

Kelly Chanay

Director:

Kelly Chanay

Commissioner:

Randy Watson

Meeting Date:**3/13/2024****Item Title:**

Act on request to contract with the Kansas Association of Broadcasters for Dissemination of a Public Service Announcement to promote summer meals and recruit school nutrition staff.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the Kansas Association of Broadcasters in an amount not to exceed \$50,000 for the purpose of disseminating a public service announcement to promote summer meal sites and recruit School Nutrition Staff in Kansas schools.

Explanation of Situation Requiring Action:

Objectives:

1. Increase awareness of summer meal service sites to maximize access of summer meals by children in Kansas by disseminating a public service announcement (PSA) on radio and TV during the months of June and July.
2. Increase communication with community members to assist schools in recruiting school nutrition staff by disseminating a public service announcement (PSA) on radio and TV during the months of July, August and September.

Approach: The Public Education Partnership (PEP) program of the Kansas Association of Broadcasters (KAB) is only made available to non-profits and government agencies. It is based upon "Total Fair Market Value" and provides a market value of 3 to 1. There are over 120 radio stations and 15 television stations who pledge a bank time of airtime for use by the KAB for the PEP. Since 2011, Child Nutrition & Wellness has aired PSAs through the PEP of the KAB and has been pleased with the results. During the time periods the PSA aired we were provided data by the KAB to show that they aired throughout the State of Kansas and were aired in time slots that families and community members would be watching and listening.

Content: The Public Service Announcement (PSAs) is of high quality and was developed by Gizmo Pictures, Inc.

Funding: Child Nutrition & Wellness receives State Administrative Expense (SAE) funds from the United States Department of Agriculture (USDA) to be used exclusively for state-level administration of the federal Child Nutrition Programs. KSDE has \$50,000 in federal fiscal year 2024 SAE funds available for this project. Due to the market value ratio of 3 to 1, the \$50,000 will result in at least \$150,000 of airtime during the identified period (June-September). The KAB has exceeded the 3 to 1 market value ratio in all years we have aired PSAs. Any federal fiscal year 2024 SAE funds that are not obligated by September 30, 2024 must be returned to USDA.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 d.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

3/13/2024

Item Title:

Act on Recommendations for Licensure waivers

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

In accordance with SBR 91-31-42, districts may also submit waivers to extend the number of days a substitute teacher may serve in a position. During the 2020-2021, 2021-2022, and 2022-2023 school years the State Board of Education issued temporary emergency declarations that allowed substitute teachers to serve additional days without submitting a waiver. District will be required to submit waiver requests to extend the number of days during the 2023-2024 school year.

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

org no	org name	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0109	Republic County	Allie	Wright-Frederick	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0109	Republic County	Anthony	Nunez	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0203	Piper-Kansas City	Linda	Rumney	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0203	Piper-Kansas City	Kristen	McFarren	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0218	Elkhart	William	Hayes	Agriculture - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0218	Elkhart	Kacee	Hoskinson	Agriculture - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0231	Gardner Edgerton	Crystal	Mathes	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0232	De Soto	Sydney	Jones	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0232	De Soto	Donna	McCullough	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0232	De Soto	Annette	Phillips	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	Michael	Sample	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	Laural	Marshall	High Incidence Special Education	Approved	ELEMENTARY (K-9)
D0253	Emporia	Trevor	Morgan	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0253	Emporia	Abigail	Holmgren	High Incidence Special Education	Approved	EARTH AND SPACE SCIENCE (6-12); SCIENCE (5-8)
D0253	Emporia	Carrie	Sleezer	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0260	Derby	Desert	Gosch	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0260	Derby	Anthony	Jones	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (K-6)
D0260	Derby	Lacey	Browning	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0260	Derby	Kimberly	Poulin	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0260	Derby	Maegan	Fossi	Low Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0260	Derby	Christopher	Freshour	High Incidence Special Education	Approved	ENGLISH LANGUAGE ARTS (5-8)

D0261	Haysville	Brittany	Noel	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0261	Haysville	Delanie	Cundiff	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0261	Haysville	Shelly	Nelson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Sarah	Schaar	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Natalie	Garcia	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Allyson	Wiggins	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Paula	Geisler	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Lindsey	Philbrick	High Incidence Special Education - extension on number of days under an esub.	Approved	(K-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0266	Maize	Stephanie	Facio	High Incidence Special Education - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Stephanie	Facio	Low Incidence Special Education - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0290	Ottawa	Martha	Darter	High Incidence Special Education	Approved	BUILDING ADMINISTRATOR (K-9); BUILDING LEADERSHIP (PRK-12); ELEMENTARY (K-9); ENGLISH AS A SECOND LANGUAGE (K-9); PHYSICAL EDUCATION (K-9)
D0305	Salina	Christina	Mullen	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Brenda	Chelvan	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0342	McLouth	Cheryl	Nave	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0342	McLouth	Cheryl	Nave	General Business Topics - extension on number of days under an esub.	Approved	(); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0342	McLouth	Kassidee	Beadle	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0345	Seaman	Adrea	Banta	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0353	Wellington	Chelsea	Ricke	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0353	Wellington	Conita	Burden	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0353	Wellington	Chad	Whaley	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0353	Wellington	Tyra	Dwyer	Low Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0353	Wellington	Christopher	Starnes	Gifted	Approved	ELEMENTARY EDUCATION (K-6)
D0373	Newton	Jennifer	Forbes	Low Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0373	Newton	Tabitha	Montez	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0383	Manhattan-Ogden	Emmily	Olgeirson	Gifted	Approved	ENGLISH LANGUAGE ARTS (6-12)
D0417	Morris County	Jaedyn	Miller	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Charlotte	Dorrell	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0464	Tonganoxie	Nicolas	Butler	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Cristal	Gonzales	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Stanford	Wallace	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Charlotte	Kellett	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Paige	Bell	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Deirdre	Walstrum	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Stephanie	Edwards	High Incidence Special Education - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Daniel	Harman	Early Childhood Special Education	Approved	ELEMENTARY EDUCATION (K-6)

D0487	Herington	Chelsea	Dalton	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Jackson	Mallory	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Jared	Jegen	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Kristin	Shuck	High Incidence Special Education	Approved*	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); VOCAL MUSIC (PRK-12)
D0501	Topeka Public Schools	Miranda	Gil	High Incidence Special Education	Approved*	HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0512	Shawnee Mission Pub Sch	Madison	Keith	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0607	Tri County Special Education Coop	Ron	Kuszak	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Jennifer	Weathers	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Caitlin	Barcus	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)

D0607	Tri County Special Education Coop	Caitlin	Barcus	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0607	Tri County Special Education Coop	Shannon	Winebrenner	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Matthew	Wallis	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Desirae	Wolford	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0614	East Central KS Coop in Educ	Tyler	Cleveland	High Incidence Special Education	Approved	HEALTH (PRK-12); PHYSICAL EDUCATION (PRK-12)
D0620	Three Lakes Educational Cooperative	Kacey	Morris	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0620	Three Lakes Educational Cooperative	James	Reece	High Incidence Special Education	Approved	BUILDING ADMINISTRATOR (K-12); DISTRICT SCHOOL ADMINISTRATOR (K-12); PHYSICAL EDUCATION (K-12); SOCIAL STUDIES, COMP (5-9)
D0620	Three Lakes Educational Cooperative	Ashley	Michaelis	High Incidence Special Education	Approved	BUSINESS (6-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12); LIBRARY MEDIA (PRK-12)

D0620	Three Lakes Educational Cooperative	Katelyn	Miner	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0620	Three Lakes Educational Cooperative	Merissa	Slade	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Adriana	Ankenman	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Claire	Hilyard	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Karestin	Forge	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Tiffany	Pentz	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0702	Twin Lakes Education Cooperative	Rebecca	Meader	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0702	Twin Lakes Education Cooperative	Laura	Fitzpatrick	High Incidence Special Education	Approved	ELEMENTARY (K-9); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8)
D0707	Barton Co Coop. Program of Special Services	Ona	Marshall	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0710	Chautauqua & Elk Co Sp. Ed. Services	Rebecca	Roach	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0710	Chautauqua & Elk Co Sp. Ed. Services	Stephanie	Goff	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)

D0714	Rice County Sp. Services Coop.	Roberto	Reyes-Alvarado	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0714	Rice County Sp. Services Coop.	Natalie	Henning	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0714	Rice County Sp. Services Coop.	Brecken	Evans	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0715	McPherson County Sp. Ed. Coop.	Brooks	Wilson	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0715	McPherson County Sp. Ed. Coop.	Chelsie	Cannizzo	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0720	East Central KS Sp. Ed. Coop.	Baylee	Blaufuss	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0724	Special Services Cooperative of Wamego	Esme	Dillinger	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); ENGLISH LANGUAGE ARTS (6-12)
D0728	Goddard Special Education Cooperative	Shaheem	Sanders	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0728	Goddard Special Education Cooperative	Brooke	King	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0728	Goddard Special Education Cooperative	Michelle	Moore	High Incidence Special Education	Approved*	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0728	Goddard Special Education Cooperative	Randi	Loyd	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0728	Goddard Special Education Cooperative	Jeremy	Heim	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0728	Goddard Special Education Cooperative	Brittany	Schmidt	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0728	Goddard Special Education Cooperative	Alyvea	Bender	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0728	Goddard Special Education Cooperative	Miranda	Cross	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0728	Goddard Special Education Cooperative	Krista	Adkins	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0728	Goddard Special Education Cooperative	Fanny	Zuazo Pinge	High Incidence Special Education	Approved**	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (6-12)
D0729	Maize Special Education Cooperative	Ann	Burgett	High Incidence Special Education	Approved	ENGLISH (7-12)

D0729	Maize Special Education Cooperative	Stephanie	Facio	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0729	Maize Special Education Cooperative	Stephanie	Facio	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0373	Newton	Jennifer	Forbes	Low Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0720	East Central Kansas Special Education COOP	Shaylan	Terry	High Incidence Special Education	Approved	ELEMENTARY UNIFIED (K-6)
D0261	Haysville	Brittany	Noel	High Incidence Special Education	Approved	HIGH INCIDENCE SPECIAL EDUCATION (K-6); ELEMENTARY EDUCATION (K-6)
D0347	Kinsley-Offerle	Gabriel	Cowell	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0261	Haysville	Brittani	Tancre	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 e.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 3/13/2024

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose requests are granted. Requests and the LRC's recommendations for this month are provided below.

Case # 3514

Applicant requests initial school leadership license with an endorsement in Building Leadership (PRK-12). Review is required due to lack of (5) years of accredited experience required by regulation.

Applicant earned a Master of Science degree in school administration from Southwestern College in 2023. They verified (2) years of accredited teaching experience. Three years of their experience was unaccredited while on a waiver for gifted education. Two more years of unaccredited experience was verified with the applicant's position as an adjunct professor at Southwestern College.

The Licensure Review Committee recommends approval of the license based on meeting Kansas requirements and acceptance of equivalent experience in place of the accredited experience required by regulation. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9001

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee awarded 4 additional points per the rubric's LRC interview for a total of 19 points. The Licensure Review Committee recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Jessica, seconded by Cody and approved unanimously.

Case # 9002

Applicant requests initial Kansas licensure in History, Government, and Social Studies (6-12). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric.

The Licensure Review Committee awarded 4 additional points per the rubric's LRC interview for a total of 19 points. The Licensure Review Committee recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Anita, seconded by Kellen and approved unanimously.

Case # 9003

Applicant requests initial Kansas licensure in Music (PRK-12). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric.

The Licensure Review Committee awarded 4 additional points per the rubric's LRC interview portion and recommends approval of the license. Moved by Cody, seconded by Kellen, with Allen abstaining, and approved.

Case # 9001

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric.

The Licensure Review Committee awarded 3 additional points per the rubric's LRC interview for a total of 18 points. The Licensure Review Committee recommends approval of the license as the candidate met the minimum rubric score of 18 total points. Moved by Jessica, seconded by Anita and approved unanimously.

Licensure Review Committee

Board Materials

March 2024

Case # 3514

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Applicant earned a Master of Science degree in school administration from Southwestern College in 2023. They verified (2) years of accredited teaching experience. Three years of their experience was unaccredited while on a waiver for gifted education. Two more years of unaccredited experience was verified with the applicant's position as an adjunct professor at Southwestern College.

The Licensure Review Committee recommends approval of the license based on meeting Kansas requirements and acceptance of equivalent experience in place of the accredited experience required by regulation. Moved by Jessica, seconded by Allen and approved unanimously.

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The Licensure Review Committee awarded 4 additional points per the rubric's LRC interview for a total of 19 points. The Licensure Review Committee recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Jessica, seconded by Cody and approved unanimously.

Case # 9002

Applicant requests initial Kansas licensure in History, Government, and Social Studies (6-12). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric.

The Licensure Review Committee awarded 4 additional points per the rubric's LRC interview for a total of 19 points. The Licensure Review Committee recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Anita, seconded by Kellen and approved unanimously.

Case # 9003

Applicant requests initial Kansas licensure in Music (PRK-12). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric.

The Licensure Review Committee awarded 4 additional points per the rubric's LRC interview portion and recommends approval of the license. Moved by Cody, seconded by Kellen, with Allen abstaining, and approved.

Case # 9001

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric.

The Licensure Review Committee awarded 3 additional points per the rubric's LRC interview for a total of 18 points. The Licensure Review Committee recommends approval of the license as the candidate met the minimum rubric score of 18 total points. Moved by Jessica, seconded by Anita and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 f.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

3/13/2024

Item Title:

Act on Local Professional Development Plans

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the professional development plans for the following districts/systems:

USD 357 Belle Plaine

USD 361 Chapparral Schools

Explanation of Situation Requiring Action:

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

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

K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

State department staff have reviewed Belle Plaine and Chapparral Schools five-year professional development plan using the standards and criteria determined by the State Board of Education and recommend it be approved.

Act on Local Professional Development Plan

It is moved that the Kansas State Board of Education act to approve the professional development plans for the following districts/systems:

USD 357 Belle Plaine

USD 361 Chapparral Schools

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

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

K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

State department staff have reviewed Belle Plaine and Chapparral Schools five-year professional development plan using the standards and criteria determined by the State Board of Education and recommend it be approved.

Belle Plaine USD #357

Professional Development Plan



Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/28

5-year Professional Development Plan Approval

The USD 357 Professional Development Council approved the following plan, at its meeting held on February 2, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____

Signature

2/2/24
Date

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Section One

Professional Development Council (PDC)

1.1 Introduction

It is the philosophy of USD #357, Belle Plaine Public Schools that a combination of quality professional education and personal experience leads to the professional growth of our staff.

The purpose of the USD #357 Professional Development Council is to facilitate the professional learning of the licensed staff members so that they possess the knowledge and skills necessary to meet the ever-changing learning needs of our students. To do this we will:

- involve all staff.
- align professional learning with the district’s mission and academic goals established by the USD #357 Board of Education, including graduation requirements, exit outcomes, and school improvement academic targets.
- identify, organize, and promote professional learning that is founded in what research has established are sound staff development practices including job-embedded staff development and action research.
- provide support and staff development to school and district administrators related to their leadership role.

1.2 Membership

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:

- (1) Be representative of the educational agency's licensed personnel; and
- (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 357 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

The Professional Development Council consists of volunteers representing each building. This group is comprised of at least one administrator/licensed leader representative from each building and one teacher representative from each building.

Your Professional Development Council representatives are:

- PDC Chairperson – Mike Welty (HS Teacher, Chairperson)
- HS - Keith George (Building Administrator)
- HS - Mike Welty (HS Teacher, Chairperson)
- HS- Kylie Hamilton (HS Teacher)
- MS – Josh Godwin (Building Administrator)
- MS – Lisa Shaw (MS Teacher)
- ES – Tammy Withrow (Building Administrator)
- ES – Jessica Ferguson (ES Teacher)

Licensed Teacher Member Selection:

Group Represented	Number
Elementary School	1-2
Middle School	1-2
High School	1-2
Total	3-6

Teacher representatives are selected in August by their buildings. Staff nominates members per the nomination form found in Appendix A. The PDC chair is responsible for sending the form, collecting the names, tallying the results, and asking teachers to be part of PDC. If a position becomes vacant, the PDC chair will use the previous nomination form or resend the nomination form to get a replacement member.

Licensed Leader Member Selection:

Group(s) Represented	Number
Elementary School	1
Middle School	1
High School	1
Total	3

Licensed Leaders are represented by the default with each building’s principal.

If there are no nominees or volunteers for a group/s, the PDC Chair will resend out the nomination form and/or ask individuals if they would consider serving as a member.

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.

1.3 Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

1.4 Annual Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

USD 357 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the

end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center. Typically, the PDC uses the training provided by Orion Education & Training in Clearwater, KS.

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored on the PDC Google drive. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

KAR 91-1-217. In-service education professional development council.

- (b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

1.50 Officers

Officers:

The Professional Development Council will have one chairperson, who is selected in the spring for the next academic year. The chairperson's term is one year and may be renewed for subsequent terms.

Chairperson:

- Calls and conducts all meetings
- Takes minutes of point approvals at each meeting
- Calls special meetings as needed
- Creates transcripts for all re-licensure applications
- Carries out other duties as determined by the PDC

1.51 Meetings

Meetings:

The Professional Development Council meets at least two times each school year to ensure that all professional development is in compliance with the goals and expectations of the individual buildings in the district. The schedule will be determined by the PDC chair based on member availability and district calendar. The PDC chair will notify all members of meeting dates. Meetings can be conducted in person or electronically depending on circumstances. The PDC chair can call additional meetings if needed to address time sensitive issues.

1.52 Voting

- Simple majority of current council members in attendance.
- If there is a tie, the PDC Chair may delay the vote, call another meeting, vote later electronically or by phone, etc. The PDC Chair will not be used as a tie breaker except for an urgent reason.

1.52 Documentation

All professional development activity and records will be submitted and records will be kept on the PLMS. Individuals can access this website at <http://www.mylearningplan.com>. Teachers can enter information as needed. New employees will be trained upon employment and teachers may be retrained upon request to any PDC member.

1.54 Communications

The PDC chair will create agendas and meeting minutes and share with the PDC and Superintendent.

1.55 Approvals

The PDC will approve all PD points, IPDP, and the PD plan during their meetings.

Section Two

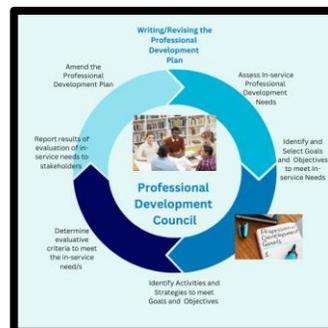
The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
- (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

- (b) Each council shall have the following responsibilities:
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



2.0 Introduction

Frontline Professional Growth (formerly mylearningplan) will be used to keep track of PD data.

2.1 Assessment and prioritization of school improvement needs

Measures of the Impact of Staff Development or Professional Learning

Impact is measured at the building and district level through:

- assessment of students' academic performance on specific academic targets annually.

Impact is measured for the individual classroom teacher's level through:

- assessment of student's academic performance on specific academic targets at regular intervals throughout each school year and also annually.

Impact is measured for individuals who are applying what is learned to a district or school program:

- analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.

2.2 Identification of goals and objectives to achieve professional development needs

District:

Goal 1: Increase the post-secondary success rate from 41% to 75% and the graduation rate from 82% to 95% by the spring of 2027.

Goal 2: Increase the percentage of all students that meet the NWEA projected growth in reading (fall to fall) from 42.4% to 75% by the spring of 2027.

Goal 3: Increase the percentage of all students that meet the NWEA projected growth in math (fall to fall) from 46.5% to 75% by the spring of 2027.

2.3 Identification of activities and actions to achieve the goals and objectives

High School:

1. Freshman Success Class/Individual Plans of Study
2. Reading Strategies
3. Math Instructional Strategies

Middle School:

1. Social and Emotional Learning
2. Newsela/PLTW
3. PLTW/Math Program

Elementary School:

1. Growth Mindset
2. Structured Literacy
3. Operations & Algebraic Thinking/Numbers & Base Ten

Individual:

Individual goals should be revisited as needed to ensure that they are specific to your content area and/or your particular classroom needs. Must have, but not limited to one individual goal. Your individual goal should match the goal(s) in your KEEP 2 evaluation.

2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

Success is determined through data analysis from the KESA process.

If the method of evaluation is decided during the goal and objective setting process, determining success will be straightforward as the data sets have already been chosen and the questions to ask are already known.

2.5 Reporting results of evaluation of in-service needs

Individual teachers share evidence related to each level with the PDC through reports on the appropriate forms. Building and district results will be reported through the KESA process.

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation each spring shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Changes to the plan will be in alignment with the PDC process and the KESA school improvement guidance. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5 Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.
2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.

Documentation of this process is also important. Forms used should be in the plan, whether that is in an appendix or in the body of the plan

DEFINITION

The Individual Professional Development Plan (IPDP) is a plan describing the professional development goals and the planned staff development activities or professional learning. The IPDP is to be completed by the individual in cooperation with the building administrator and is

submitted to the PDC for approval.

It is the responsibility of the building administrator to review the individual's plan to ensure alignment to the district, building, and individual's professional goals before approving an employee's goals and activities reflected on his/her IPDP.

PURPOSE

The purpose of the IPDP is for continued growth in the professional educator's grade/discipline or school improvement efforts. The plan will:

- assess individual needs.
- determine individual development goals.
- determine individual professional development strategies.

PLAN DEVELOPMENT

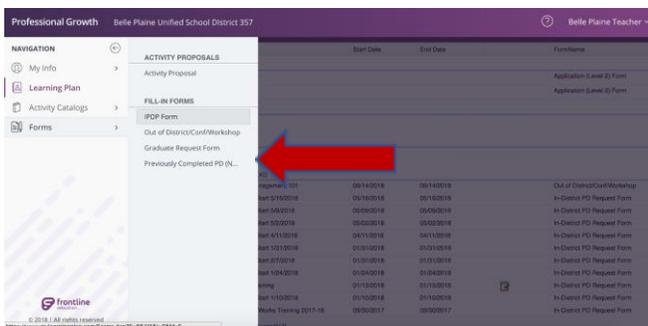
The individual in cooperation with the building administrator and the PDC will write an IPDP that:

- addresses individual goals that are determined through analysis of skills related to student learning needs and are aligned with the individual's KEEP 2 goals.
- is written for a period of one year-with the option for annual renewal based upon continued needs.
- will include specific titles of courses whenever possible.

The IPDP will be completed in PLMS and can be accessed by the individual for review or updates at any time.

Submitting your Individual Professional Development Plan through the Professional Learning Management System (PLMS)

Each year, every teacher is required to submit a new Individual Professional Development Plan (IPDP) through PLMS. **The IPDP must be submitted by October 1 of each school year.**



On the IPDP form, you must complete the following:

1. Name
2. Teaching Assignment
3. Degree Information (Bachelor's or Master's)
4. Start date (First day of the current year's contract)
5. End Date (Last day of the current year's contract)
6. Click on **ADD NEW PERSONAL GOAL**
7. Give the goal name and goal description (use your KEEP 2 goal)

Submit the IPDP to the building administrator for approval. Once approved by the building admin, the IPDP will be sent to the PDC for final approval.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 357 uses the following steps as guidance to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, either the licensed staff or the supervisor will forward on the finished plan through the PLMS to be added to the PDC meeting agenda for review. If the supervisors has issues with the

plan, he/she can discuss those with the PDC at the scheduled review meeting.

3.2 Assess individual needs.

This assessment will help the staff and designated supervisor determine gaps in staff's attained skills and the skills needed to meet district, building and individual professional development needs.

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development points for licensure renewal.

3.4 Determine individual professional development strategies.

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

3.5 Write the Individual Professional Development plan.

The Individual Professional Development Plan should include *goals* or clear statements of what you wish to know and be able to do because of the professional development. For example: *I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.*

Ideally, the plan should also include indicators for each of the three levels (*Knowledge, Application, Impact*). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

3.6 Analyze progress.

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

3.7 Revise the plan as necessary.

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

3.8 IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Any licensed person who is not employed by but who works or resides within USD 357 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Chair is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees must pay the cost of participation to be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison or (Insert title for possible option) at (Insert contact information). District office 620-488-2288

The steps the individual will take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for

licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

3.9 Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

The Belle Plaine Professional Development Council has developed the process by which licensed personnel may renew professional licenses. The process is updated as technological advancements and software are made available to staff. The district currently uses Frontline (MyLearningPlan) to track applications for professional development, requests for point approval, and requests for PDC transcripts.

Each building in the district has PDC representatives who answer questions for staff members and who bring point requests to the PDC Chairperson for approval outside of regular meetings. At regular meetings a simple majority may approve points.

4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.



IN-SERVICE EDUCATION” MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)



SERVICE TO THE PROFESSION” MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
KAR 91-1-205(k)

Things that count Things that don't count

Activities acceptable for Staff Development Points

<i>Category</i>	<i>Acceptable Activities</i>	<i>Unacceptable Activities</i>
Higher Education/ College Classes	One (1) semester hour of college/university credit equals twenty (20) staff development points	Coursework that does not pertain to teaching content or pedagogy
Knowledge/Skills What do you know that you didn't know before?	Sessions related to improvement of student learning. These include: <ul style="list-style-type: none"> workshops, conferences, seminars, or on-line courses visits to school programs (two visitations during a five-year period) formal study groups meeting at least six (6) hours without stipend 	Workshops or conference unrelated to content or pedagogy Personal reading (individual) Internet browsing
Application What are you doing now in your classroom that you could not/did not do before?	A new skill/activity implemented with at least three dates of implementation documented over a semester, and documented using lesson plans, teacher log/journal, written data collection, video presentation, on-going student production/achievement, written paper, portfolio, or other described documentation	One-time shots of short duration Training of other teachers
Impact What changes did this new skill/activity affect in your students? (positive or negative)	An evaluation of the effect of a strategy following implementation as documented by data. These can include: <ul style="list-style-type: none"> written analysis of achievement gains pre-post tests spreadsheets student performance documentation 	Oral summaries without data or documentation

<i>Service to the Profession</i>	<ul style="list-style-type: none"> • Committees related to instruction • Consultant work to other districts • KESA work groups and teams • Peer teaching/coaching • Mentoring a new teacher • Professional teaching organization- officer or committee member • State committee such as testing or standards development • Back to school meetings such as insurance, blood-borne pathogens, motivational speakers 	<ul style="list-style-type: none"> • Activities paid or compensated by the district (example: open house or parent/teacher conferences) • Volunteer work such as little league, scouts, non-school sanctioned groups • Private tutoring/lessons if paid • Personal reading (individual) • Internet browsing
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4.2 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

What has positively changed about the program?			
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Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

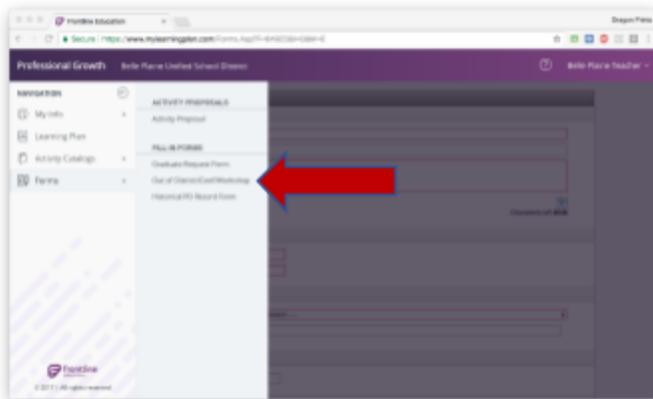
The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

Submitting Activities through PLMS

All professional development activity and records will be submitted and records will be kept on the PLMS. Individuals can access this website at <http://www.mylearningplan.com>.

Requesting approval to attend an out-of-district workshop, conference, or other PD activity
Use this form to report other PD activities such as book/periodical/website reviews.



On the **Out of District/Conf/Workshop form**, you must fill out the following:

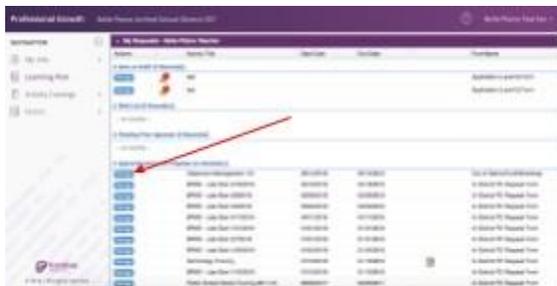
1. Title of Activity (as given by the name of the workshop/conference)
2. Activity Format
3. Description of the activity
4. Category – Content Standards, Professional Education, or Service to the Profession
5. Number of Meeting Dates (if this activity meets for multiple days, you will need to provide the date and times for each meeting date)

6. Location of the workshop/conference
7. Provider
8. All fees that you are requesting be paid by the district
9. Payment Type
10. Number of professional development hours/points requested
11. District, Building, and/or Individual goals that this activity will meet

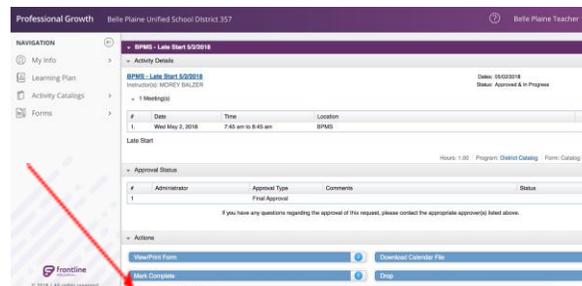
Once you submit this form it will go to the building administrator for approval, and then, upon building admin approval, the District Leadership Team will review the request and determine whether or not your request is approved.

If approved, you will attend the conference/workshop/other. Upon completion, you will find the activity in the **LEARNING PLAN** section of PLMS

Click on **MANAGE**
next to the activity

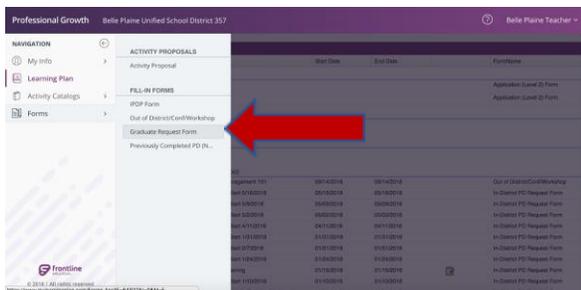


Click on **MARK COMPLETE**



Complete the required areas on the Mark Complete form, then submit it for final approval of the professional development points.

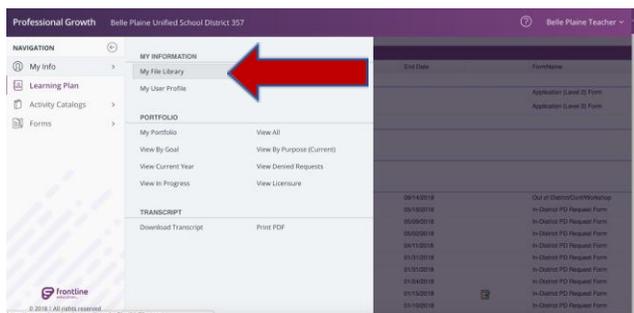
Requesting approval for college credit



On the **Graduate Credit Form**, you must complete the following:

1. Course Title (title given by the college/university)
2. Course Number (course number given by the college/university)
3. Description of the course
4. Course start and end dates
5. Provider
6. College credit hours requested
7. PD Hours requested (college credit hours x 20)
8. Select the District, Building, and/or Individual goal(s) this college course meets
9. Purpose (must select relicensure)

Once you submit this form it will go to the building administrator for approval. Once you complete the course, you must upload proof of enrollment or a transcript to PLMS. It does not have to be an “official transcript” sent from the college. (ex. enrollment form or tuition receipt is acceptable as long as it lists the college/university name, name of the course, the course number, and the number of semester credit hours).



To upload your proof of enrollment:

1. Click on **My Info** then **My File Library**
2. Click on **Add File**
3. Find the file on your computer and upload it

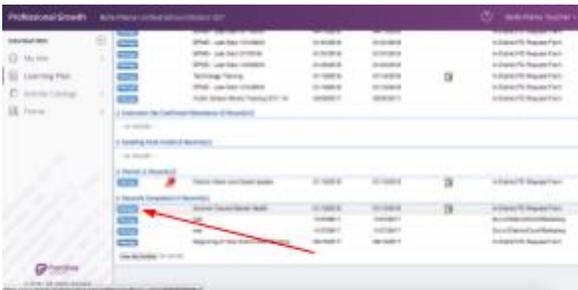
Once the file is uploaded, find the college course from the **LEARNING PLAN** screen. Click on

MANAGE then **MARK COMPLETE**. You will fill out the required sections and attach the proof of enrollment that you uploaded previously. **NOTICE:** Your request will not be approved without the file attachment.

Requesting Level 2: Application PD Points

You can receive Level 2: Application PD points for an activity if:

1. the activity has already been approved as a Level 1: Knowledge activity.
2. the Level 1: Knowledge activity type is either Content Standards or Professional Education.
3. the activity was applied in the classroom at least 3 times over the course of a semester.
4. you have necessary documentation uploaded to **My File Library** in PLMS.



On the **LEARNING PLAN** page in PLMS, scroll down to the **Recently Completed** section. You may have to click on **View My Portfolio** if you do not see the activity listed here. Find the Level 1 activity and click on **Manage**.

Click on **APPLICATION LEVEL**. Complete the form and be sure to attach the necessary documentation that you uploaded.

Requesting Level 3: Impact PD Points

You can receive Level 3: Impact PD points for an activity if:

1. the activity has already been approved as a Level 2: Application activity.
2. the activity was applied in the classroom over the course of 2 semesters.
3. you have necessary documentation uploaded to **My File Library** in PLMS.

On the **LEARNING PLAN** page in PLMS, scroll down to the **Recently Completed** section. You may have to click on **View My Portfolio** if you do not see the activity listed here. Find the Level 2 activity and click on **Manage**.

Click on **IMPACT LEVEL**. Complete the form and be sure to attach the necessary documentation that you uploaded.

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

4.3 Level Indicators

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
 - Membership in the school or district PDC.
 - Serving as a member of the school's steering team.
 - Serving on a curriculum development committee.
 - Providing staff development.
 - Samples of published articles or newsletters and an explanation of the time spent in writing.

- An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3

Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
 - Study habits.
 - Improved school attendance.
 - Improved homework completion rates.
 - Independent observation of positive students' classroom behaviors.
 - Increased enrollment in advanced classes.
 - Increased participation in school-related activities.
 - Decreased dropout rates.

Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.4 Awarding Professional Development Points for purposes related to employment or other local matters

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Professional development points are not part of the district salary schedule.

4.5 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 8/1/23)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations**

91-1-215(f) and 91-1-206(a)

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Appendix A

Membership Nomination Form

PDC Nominations

The district is required to update our Professional Development Plan every 5 years. This plan determines how licensed personnel earn Professional Development points that can be used to renew your professional license. As a part of this process we must choose members for the PDC Council. The main job of these members is to review and approve PDC points. The Council meets about twice a year. Per regulations these members are to be selected by the staff.

Your help is needed with nominations for the new 5 year plan. Please use the form below to nominate a representative from your building.

mwelty@usd357.org [Switch account](#)



Not shared

I would like to nominate the following person from my building for the USD 357 Professional Development Council.

Your answer

Submit

Clear form

Appendix B

IPDP Form

Individual Professional Development Plan

Use this form to submit your individual professional development plan.

Personal/IDP Information

Name

Teaching Assignment

Degree Information

School Year for which the IPDP Applies

Start Date

End Date

Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.

Status	Personal Goal	Actions
--- No entries. Click ADD NEW below. ---		

[Add New Personal Goal](#)

Revision Notes/Comments

Comments

 Characters left **2048**

Finish

[Submit](#) [Save as Draft](#)

Appendix C

PDC Application Form

Out of District/Conf/Workshop Form

Activity Details

This section contains information about the activity

Title of Conference	<input type="text"/>
Activity Format	--- Click To Select ---
Description	<input type="text"/>
	 Characters left 2048
Category	--- Click To Select ---
URL for Description	<input type="text"/>

Attach Supporting Material

You must scan your documents and attach it to your MY FILES area of the File Library. Once uploaded as a personal file, you will see it below.

Attach files here

Meeting Location, Days, Times

# of Meetings	1
MeetingDate 1	
Meeting 1 Date	<input type="text"/>
Start & End Time	<input type="text"/> :00 To <input type="text"/> :00
Location	<input type="text"/>

Provider

Provider	--- Click To Select ---
If not on list, enter here	<input type="text"/>

Graduate Credit Form

Course Information

Course Title

Course Number:

Description

 Characters left 2048

Dates

Course Start Date

Course End Date

Course Provider

Provider

If not on list, enter here

Registration/Tuition Fees

Cost of Registration

Graduate/College Credits

Enter the number of Credits you are seeking for this activity

College Credits

PD Hours

Graduate Credit Form

Course Information

Course Title

Course Number:

Description



Characters left 2048

Dates

Course Start Date

Course End Date

Course Provider

Provider

If not on list, enter here

Registration/Tuition Fees

Cost of Registration

Graduate/College Credits

Enter the number of Credits you are seeking for this activity

College Credits

PD Hours

Appendix D

Quick Reference

Belle Plaine - USD 357

PD Points and License Renewal

Ongoing

Login to [Frontline](#) and check “My Portfolio” for hours and credits currently

Visit [KSDE website](#) for date of license expiration

In District PD

Sign the sign-in sheet each inservice

Out of District Workshops

Create form in [Frontline](#) before attending

Gain approval from Administrator

After workshop, login to [Frontline](#) and mark complete

College Class (must be included on USD 357 transcript if using)

Create form in [Frontline](#) (Graduate Request Form) before attending

Gain approval from Administrator

After class is completed, login to [Frontline](#) and mark complete

Renew License (up to 6 months in advance)

Login to [Frontline](#) and check “My Portfolio” for hours and credits currently

Check for missing inservice points

Ensure all college classes are included (if using)

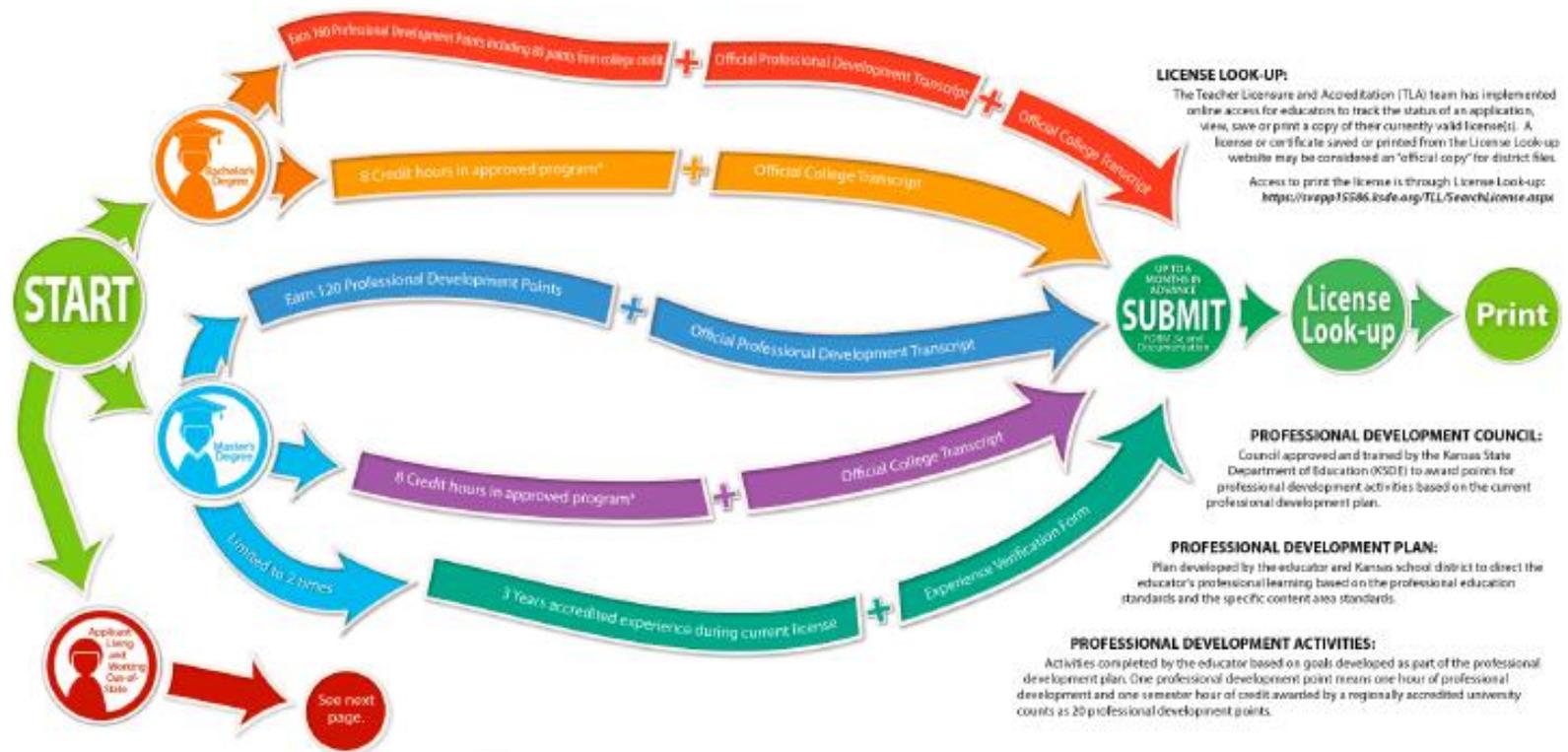
Visit [KSDE website](#) for process

Complete application at [KSDE website](#)



Renewal of Kansas Professional License

All renewal requirements must be earned during term of the current license.



* **APPROVED PROGRAM:** University/college program approved by the state that leads to a new endorsement/ license. Example: ESOL, School Counselor, Building Leadership.



For more information contact:
Teacher Licensure and Accreditation
Kansas State Department of Education | London State Office Building | 900 SW Jackson Street, Suite 104 | Topeka, KS 66612-1212
(785) 296-2288

www.ksde.org

The Kansas Department of Education is an Equal Opportunity Employer. All individuals are encouraged to apply. For more information, please contact the Human Resources Department at (785) 296-2288. KSDE is an Equal Opportunity Employer. For more information, please contact the Human Resources Department at (785) 296-2288.

Appendix E

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for

renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203

(a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of

the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph

(b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the

state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;

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

(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

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

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

(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment as a school specialist;

(3) an application for a provisional school specialist endorsement license; and

(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:

(1) Submit an application for a license and the licensure fee; and

(2) provide verification of one of the following:

(A) Having met the requirements of paragraph (b)(3); or

(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.

(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the

person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for

licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in

one or more of the following areas:

(1) Content endorsement standards as adopted by the state board;

(2) professional education standards as adopted by the state board; or

(3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district

shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

(1) The plan results from cooperative planning with a designated supervisor.

(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.

(3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6,

Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211

Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.

(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in

already held or assigned positions.

(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff

development, or both.

(e) "Noncontractual times" means periods of time during which an employee is not under a contractual

obligation to perform services.

(f) "Professional development" means continuous learning that is based on individual needs and meets

both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel

from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's inservice education plan.

(h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.

(i) "Professional development point" means one clock-hour of in-service education. One semester hour

of college credit shall count as 20 professional development points.

(j) "Professional education standards" means those standards adopted by the state board that specify

the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

(l) "Staff development" means continuous learning offered to groups of professionals that develops the

skills of those professionals to meet common goals, or the goals of a school or school district.

(m) "State board" means the state board of education. This regulation shall be effective on and after July

1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective

July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
- (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.

- (a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.
- (b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including

responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;

(2) to develop operational procedures; and

(3) to develop a five-year plan that may be approved by the governing body of the educational agency

and is based upon criteria established by the state board.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article

6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional

development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person

has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity.

Evidence

of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service

activities verifies that the application of the knowledge or skills has had a positive impact on student

performance or the educational program of the school or school district, the person shall be awarded

three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be

presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the

profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on

the number of professional development points that may be earned. However, a council may impose

limits on the number of professional development points that may be earned for purposes related to

employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article

6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

(1) Consultant fees and honorariums;

(2) travel expenses for consultants;

(3) cost of materials used in training;

(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;

(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state

and out of state, for certified individuals who have individual development plans on file;

(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and

(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

(1) Rental or facilities;

(2) utilities;

(3) equipment;

(4) administrative expenses; and

(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

USD 361 Chaparral Schools

Professional Development Plan

2022-2027

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC/BOE

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Section 1: Professional Development Council (PDC) Membership

KAR 91-1-217. In-service education professional development council.

a) Each professional development council shall meet the following criteria:

- (1) Be representative of the educational agency's licensed personnel; and
- (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

The table below outlines the number of representatives from each licensed group. Licensed classroom teachers represent grade level and content focused licensed teachers. Licensed support staff represent those who support classroom instruction through intervention support, student support, technology, etc. Licensed building or district administrators represent building principals, assistant principal / athletic director or superintendent.

Licensed Classroom Teachers	
Group Represented	Number
Anthony Elementary	2
Chaparral Jr./Sr. High	2
Harper Elementary	2
Licensed Support Staff	
Group Represented	Number
All buildings and district licensed support staff	1
Licensed Building or District Administrator	
Group Represented	Number
Licensed building or district administrators	1
Total	8

Members are appointed to 3 year singular terms. A 2nd term may be a possibility, however, a 3 year gap needs to occur. The table below outlines the rotation with the intention of minimizing the number of new members each year. The cells with the same color represent the length of the term.

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
AES 1					

AES2					
CHS 1					
CHS 2					
HES 1					
HES 2					
Support Staff					
Admin					

Process for PDC Member Selection

Licensed Classroom Teacher

During the beginning of the year professional development, each building grade band team nominates 1 member from their team who is placed on a ballot that is voted on by the entire building. In case of zero nominations, the building leadership team appoints 2 members from the grade band teams to serve. The building leadership team facilitates the nomination and voting process.

Support Staff

During the beginning of the year professional development, all building and district support staff meet and nominate 2 or more members who are placed on a ballot voted on by the entire support staff team. A member of this team is appointed to facilitate this process.

Licensed Building or District Administrator

During the beginning of the year professional development, all building and district administration meet and nominate 2 or more members who are placed on a ballot voted on by the entire admin team. A member of this team is appointed to facilitate the process.

PDC Chair Selection Process

Nominations are taken from the group to be a chairperson. Nominations are taken until complete. All nominations are placed on a ballot and voted on by the PDC. The PDC members vote on their person of choice by casting a ballot and compiling the collective results. In case of a tie or lack of interest the PDC chair is selected by secret ballot where all names are placed on a roster and 3 names are selected as possible chairs. The ballots are collected and the votes tallied.

Responsibilities

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

The primary responsibilities are listed in the statute posted above. The timeline below outlines the tasks throughout the year that also highlight those responsibilities.

Monthly Meeting Schedule

Task	Month
<ul style="list-style-type: none"> → Review Points Requests → Goal setting → Election of chair 	August
<ul style="list-style-type: none"> → Support staff training for <i>Frontline</i> use. → Approve all Individual Professional Development Plans & ensure that all staff have completed a plan. → Send semi-annual report to staff 	September
<ul style="list-style-type: none"> → Complete annual training. → Review Point Requests → Review Professional Learning Feedback results 	October
<ul style="list-style-type: none"> → Review Point Requests → Review Professional Learning Feedback results 	November
<ul style="list-style-type: none"> → Review Point Requests 	January
<ul style="list-style-type: none"> → Review Point Requests → Review Professional Learning Feedback results → Send semi-annual report to staff 	February
<ul style="list-style-type: none"> → Review Point Requests → Review district, building and grade band team goal progress. → Review Professional Learning Feedback results 	March

<ul style="list-style-type: none"> → Review Point Requests → Review Professional Learning Feedback results → District, building and grade band team goal adjustment proposals 	April
<ul style="list-style-type: none"> → Review Point Requests → Review Professional Learning Feedback results → Finalize professional learning goals for the next year. 	May

Officers & Committee Roles

Officers are nominated and voted on by the members of the PDC committee. Each of the numbers below represent a role for each of the PDC members. Further assignment details are outlined in the [Frontline Information section of the Appendix](#).

1. One chairperson. Duties include facilitating the meeting along with final approval of requests in *Frontline*.
2. One Training Compliance Officer. Duties include ensuring that all PDC members have been trained each year. This role also includes being a final approver for all requests.
3. One Time Keeper. Duties are to keep the meeting and members on task. This role also includes being a final approver in *Frontline* for all requests with a focus on Application and Impact Requests.
4. One Data Specialist. Duties include presenting data, facilitating the interpretation of the data specifically related to the goal setting process and approver for all requests.
5. One prior approver 1. This role also includes being a prior approver in *Frontline* for Content Standards and a final approver for all requests.
6. One prior approver 2. This role also includes being a prior approver in *Frontline* for Professional Standards and a final approver for all requests.
7. One prior approver 3. This role also includes being a prior approver in *Frontline* for Service to the Profession and a final approver for all requests.
8. One prior approver 4. This role also includes being a prior approver in *Frontline* for Content Standards and Professional Standards and a final approver for all requests.

Annual Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. **KAR 91-1-215 through K.A.R. KAR 91-1-219.**

Each year the PDC will receive annual training by the PDC member selected to participate in the annual training. The annual training will take place at a regular meeting following the training date attended by the PDC member. The PDC member participating in the annual training will be selected at the beginning of the year's organizational meeting. The training expectations are as follows:

1. Develop and/or update a five-year plan approved by the USD 361 Board of Education and in alignment with criteria established by the Kansas State Board of Education.
2. Annual training takes place by at least one member of the PDC before September 30th each year and then is responsible for training the full PDC.
3. The training compliance officer provides support to ensure annual training requirements are taking place by members of the PDC training records will be kept in Frontline.
4. Calibration of the approval process is a part of the training with the intention of improving consistency.

Operational Procedures

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

Meetings

- Meetings will be held the 3rd Wednesday of each month with the exception of June, July and December
- Meeting time will be 4:00 pm. virtually.
- Meetings are based on the academic calendar.
- All PDC members will attend the monthly meetings.

Voting

- Simple majority for voting, which will be five meaning that at least five members must be present for action to be taken at any meeting.
- In case of a tie the Chair will decide.

Documentation

- For PDC documentation Frontline will be used and all data will be housed with Frontline.

- It will be the responsibility of each staff member to keep up to date records and record the data into *Frontline*.
- Documentation will be maintained in Frontline.
- Forms are provided by *Frontline* and are available online
- Staff are trained in August each year on how to use the *Frontline* system.

Communication

- All PDC members will receive calendar invites for all meetings.
- The chair will attend the School Board Meetings upon request.
- Professional development plans are shared with Site Councils once a year.
- Parents or the public are not involved in this process.

Approvals

- The Professional Development Plan is approved by the PDC members and the Board of Education.
- Points are entered and approved through the Frontline webportal. Additional [Frontline Information](#) is located in the Appendix.
- Members of the PDC are assigned different roles that support the prior and final approval process. Each request is approved by a majority of the PDC through *Frontline* along with a full list approval at PDC meetings.

Vacancies

- Each building or group is responsible for filling the vacancy by a vote of their peers.
- Vacancies are filled from the group where the vacancy occurred, ensuring the ratio stays the same

Section 2: The District PD Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



Assessment of in-service needs

The following describes the needs assessment information used to frame the potential gaps between current skills and practices demonstrated by staff to the skills and practices needed in order to answer the following questions: How well are all district students meeting the learning standards? Does instruction align with state and district content curriculum standards? What is not being done? Who are the students or student groups that need particular attention?

The following data sources will be used to help identify the gaps:

- Kansas State Assessment Scores
- Behavior, Math and Reading Screening Data
- School Climate Data
- School-wide analysis of individual teacher goals
- Connection to district and building goals identified through the Kansas Education Systems Accreditation (KESA) process.

The overall decision will be finalized by the PDC committee with input from the Building Leadership Team recommendations from each school.

Data is gathered through a digital survey to be completed by teaching staff asking:

- What are your strengths as a teacher?
- What are your weaknesses as a teacher?
- What are your biggest challenges in the classroom?
- What are your biggest goals for your students?
- What professional development opportunities would you like to have?
- How can we make your job easier? What do you think is the most important thing we can do to improve education?

A focus group conversation facilitated by the building principal with the building leadership team about professional development needs of the building is completed with teaching staff in order to reach teaching and learning goals. This focus group conversation takes place in the spring each year. eWalk and collective educator evaluation data will also be input shared helping to guide the conversation.

Input is provided by all staff members. Documentation will include survey information and notes from staff meetings from each building. Documentation is maintained by the PDC committee. Google forms are created and located in the Shared Professional Development Drive.

Identification of goals and objectives to achieve the in-service needs.

The responses below outline the methods used to identify the goals and objectives.

2 district goals that then include 2 elementary and 2 secondary district professional development goals are created that use the needs assessment findings. The PDC and BLT collectively help to identify these goals by September 15th.

These goals are written in the form of: Increase [area of focus] teacher skills from x% to y% by [date]. The PDC will need to determine the criteria or measures needed in order to show if the goal was met or not met.

Teachers and administrators provide the input. Meeting notes and survey information are digitally stored for the PDC to use. Information is collected annually and stored in the Professional Development Shared Drive. Information will be posted on the Staff Website. The current digital system is through Google Apps for Education with forms and notes stored in Shared Drives.

Identification of activities and actions to achieve the goals and objectives

The purpose of this section is to outline the process used to select the professional development content, strategies and/or activities at the district, building, grade band team and individual staff level.

Determining the specific strategies need to qualify as research based. Justification of this research needs to be considered by the PDC.

The following paragraphs outline the process used to determine the activities, strategies or content for each level.

District	Determine the overlap of goals identified at the building level along with determining the alignment with the school board vision. District activities are determined semi-annually (September and February) in order to plan for upcoming professional development days. The PDC determines the district activities. Professional development plans are collected on a shared digital document that includes district, building and grade band team goals.
Building	Determine the overlap of goals identified at the grade band team level along with determining the alignment with goals set at the other buildings. Building activities are determined semi-annually (October and March) in order to plan for upcoming professional development days. The BLT determines the building activities. Professional development plans are collected on a shared digital document that includes district, building and grade band team goals.
Grade Band Team	Determine the overlap of goals identified at the individual level along with determining the alignment of goals set by other Grade Band Teams (GBT). GBT activities are determined semi-annually (November and April) in order to plan for upcoming professional development days. The GBT determines the GBT activities. Professional development plans are collected on a shared digital document that includes district, building and grade band team goals.
Individual	The individual uses individual goals and objectives to determine the specific content, activities or strategies that are needed to reach their goals. Communication with peers regarding appropriate methods of learning are a part of the individual planning process. The individual

determines the individual activities. Individual professional development plans are stored on *Frontline*.

Training for the goal and activity entry into the shared Google sheet takes place during the back to school professional development window.

Evaluative criteria to determine levels of success in meeting the in-service needs

Surveys will be given at the end of the professional learning event to determine if the needs of the staff have been met. Discussions in gradeband meetings which are held every two weeks will also occur to check on the needs of the staff.

All staff will have the opportunity to provide feedback through the survey or in grade band meetings which are held every two weeks.

The end of event Google survey includes questions such as:

- How strongly aligned or misaligned were each of the professional learning skills learned when compared to the building goals? grade band team goals? individual goals?
- What suggestions do you have that would help improve alignment between the skills practiced and impacting the building, grade band team or individual goals?
- What level of engagement best describes your experience? (Low, Fair, Moderate, High)

Survey results will be kept by the PDC committee and shared with the Building Leadership and District Leadership Teams. Grade band team notes are also shared with the Building Leadership Team. The gradeband team notes are kept in a google doc which is shared with the DLT and BLT.

Evaluative Criteria

The following criteria also help to inform the PDC regarding strengths and weaknesses regarding the professional development activities that are planned.

- Analysis of students' academic performance on specific academic targets annually.
 - Grade band teams look at the data every two weeks. Based on the data, decisions are made on how to proceed with instruction.
- Analysis of related student behaviors annually.
 - Attendance, behavior screening, office discipline referrals and student grades comprise the data points.
- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
- Classroom Walkthrough data
- Teacher Evaluation summaries by building.

Reporting results of evaluation of in-service needs

Semi-annual reports compiled by the PDC are shared through email to teaching staff. These reports include a listing of the current goals and activities along with the progress toward reaching the goals. PDC members will also share the updates at BLT meetings. The reports that are emailed will also be stored on the Shared Google Drive for Professional Development.

Amending the Professional Development Plan

This document may be amended in the following manner:

1. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.
2. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it. Any amendments may be approved using the voting procedures under the Operational Procedures above. Once an amendment is approved, the Recorder will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.
3. Amendments approved by the PDC shall be submitted to the Board of Education.

Section 3: Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. Below are a listing of steps when completing the Individual Professional Development Plan (IPDP). The IDPD is updated at the same time as the teacher's evaluation cycle.

1. Collaborate with a designated supervisor
 - a. The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:
 - i. Developed in collaboration with a designated supervisor.
 - ii. Signed by the individual and her or his supervisor – if the supervisor agrees with the plan.
2. Assess your individual needs
 - a. Identify personal professional development needs – including acquiring points for licensure renewal.
3. Determine your individual professional development goals
 - a. These should be based upon identified needs, including the need for professional

development points for licensure renewal.

4. Determine individual professional development strategies
 - a. Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.
 - b. Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.
5. Write the Individual Professional Development plan
 - a. The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development.
 - b. Enter the goals on *Frontline* using the *Individual Professional Development Form*.
 - c. Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.
 - d. In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.
6. Analyze progress
 - a. Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.
7. Revise the plan as necessary
 - a. Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Approval by the PDC

1. Once the plan is approved by the building principal, the plan is then approved by the PDC using the criteria of clarity of the goals, level of challenge in attaining the goals and

potential impact to student learning goals. Plans must be approved by the PDC by September 30th.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Any person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Relative to awarding professional development points, individuals are treated the same as if they are employees of the district. However, the non-employees are responsible for identifying their own learning needs.

The steps the individual must take to complete the plan:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine two to three professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to the building principal most closely related to their licensure or community in which they reside.
4. After the designated building principals has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

SCKSEC Certified Personnel

1. South Central Kansas Special Education Cooperative (SCKSEC) certified personnel may establish a local IPDP with their building/district, following the district approval system.
2. It will be the responsibility of the SCKSEC teacher to send a copy of the IPDP plan to the SCKSEC Assistant Director by September 15 of each school year in which the IPDP is developed or revised.
3. It will be the responsibility of the SCKSEC teacher to send updates of local district IPDP to SCKSEC at the same interval as provided to IPDP participants.
4. When a transcript is approved at the district level for licensure, a signed original will be

forwarded to SCKSEC where it would be packaged with any SCKSEC qualified point awards for the professional staff person.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Appeal Process

In the event an individual development plan is not approved by the PDC, the following is the appeal process to be used.

1. The individual appealing the non-approval submits a written appeal to the PDC chair including the reason for the appeal.
2. The PDC chair sets a meeting with all members of the PDC to review the appeal.
3. The PDC meets to review the appeal and determine approval or non-approval.

If the PDC again denies the approval of an individual development plan, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section 4: Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Matrix for Awarding PD Points

The 3-TIER POINT SYSTEM allows for points to be awarded in three areas. The points for Content and Professional Education are doubled at the Application Level and tripled at the Impact Level. The information in the table below outlines the activities and evidence that is needed in order to receive the requested points.

Levels of Implementation	Activities & Points (as approved by PDC)	Frontline Evidence (as approved by PDC)
SERVICE TO THE PROFESSION	<p style="text-align: center;">1 hour = 1 point</p> <ul style="list-style-type: none"> <input type="checkbox"/> Committee Meetings <ul style="list-style-type: none"> <input type="checkbox"/> Student Improvement Team Meeting <input type="checkbox"/> MTSS Team Meetings <input type="checkbox"/> Building Leadership Team Meeting 	<p>Complete "Knowledge Request" Form on <i>Frontline</i> and select "Service to the Profession" as "Category" along with accurate "Activity Type"</p> <p>Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seat Time <input type="checkbox"/> A reflection form will still pop up for

	<input type="checkbox"/> Mentor/Mentee Meetings <input type="checkbox"/> Other committees designed to achieve district goals <input type="checkbox"/> Faculty Meetings (Dates, activities, legal compliance)	this request, type "service, stp, etc."
<p><i>Step 1</i></p> <p>KNOWLEDGE</p> <p>"Something new"</p> <p>Content Endorsement Standards—standards adopted by the Kansas State Board of Education that define skills and knowledge required for the specific content endorsements in a Kansas State Teaching License.</p> <p>Professional Education Standards—standards adopted by the Kansas State Board of Education that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position</p>	<p>1 hour = 1 point</p> <input type="checkbox"/> Workshops/Conferences <input type="checkbox"/> Study Groups <input type="checkbox"/> Podcast/Webinar/TwitterChat/Self-Taught <input type="checkbox"/> Online Courses <input type="checkbox"/> Book Study/Read <input type="checkbox"/> Observations (other classrooms or schools) <input type="checkbox"/> Faculty Meetings (applies directly to student learning) <input type="checkbox"/> College courses at this level are 20 points = 1 credit hour	<p>Required:</p> <input type="checkbox"/> Written personal reflection (completed electronically) <input type="checkbox"/> Make sure to "Mark Complete" on Frontline under "Approved and/or In Progress" <input type="checkbox"/> Seat Time
<p><i>Step 2</i></p> <p>APPLICATION</p> <p>"Will it work?"</p> <p>What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?</p> <p>Documentation Expectations</p> <input type="checkbox"/> Purpose (Why implement _____?) <input type="checkbox"/> Outcomes (What was the desired outcome? How has the desired outcome been met or not met?) <input type="checkbox"/> Duration (What amount of planning and practice time was needed for a majority of participants to be proficient?) <input type="checkbox"/> Sharing (How will evidence of application be shared?)	<p>2 x Original Knowledge Level Points</p> <p>Validation at this level requires consistent application within one year after Knowledge Level points are awarded. Collect data for documentation during application.</p>	<p>Required:</p> <input type="checkbox"/> Complete Application form on <i>Frontline</i> - Application link appears after Knowledge Level has been approved and completed. <input type="checkbox"/> Evidence may include, but is not limited to: (evidence could contain a link to a website/Google Drive) <input type="checkbox"/> Student work samples <input type="checkbox"/> Student interviews <input type="checkbox"/> Structured interviews <input type="checkbox"/> Self-reflection log <input type="checkbox"/> Peer observation with conferencing/feedback <input type="checkbox"/> Log from observer <input type="checkbox"/> Documented practice with feedback <input type="checkbox"/> Video or Pictures <input type="checkbox"/> Surveys <input type="checkbox"/> Lesson plans accompanied by student work samples <input type="checkbox"/> Written documentation from team meetings/study groups <input type="checkbox"/> Teacher/staff portfolio <input type="checkbox"/> Action research results
<p><i>Step 3</i></p> <p>IMPACT</p>	<p>3 x Original Knowledge points</p> <p>Validation of Impact requires that staff</p>	<p>Required:</p> <input type="checkbox"/> Complete Impact form on <i>Frontline</i> - Impact link appears after Application

<p>“How did it change student performance or teaching strategy ”</p> <p>How has student performance improved? What has positively changed about the program?</p> <p>Documentation Expectations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research (What is the research question? {open ended, guiding, concise}) <input type="checkbox"/> Duration (9 weeks or more) <input type="checkbox"/> Alignment to District & State Learning Standards (100% alignment) <input type="checkbox"/> Data Collection Process (How will the data that is collected relate to the research question?) <input type="checkbox"/> Results (How will data be shared?) 	<p>members submit data driven evidence of improved student performance or school/program improvement over the course of at least 1 quarter after Application points are awarded.</p>	<p>Level has been approved and completed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Forms of approved data: <ul style="list-style-type: none"> <input type="checkbox"/> District approved formative/summative assessments <input type="checkbox"/> Levelized assessments <input type="checkbox"/> Writing Portfolios <input type="checkbox"/> Ongoing Progress Reports (i.e., IEP progress reports, ...) <input type="checkbox"/> Alignment to district, grade, or content area curriculum targets
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Process for Requesting Points

Inservice points are requested through the Frontline platform. The checklist that follows outlines the steps to requesting points.

1. Go to the [Frontline](#) portal and enter login credentials.
2. Under the “Forms” menu select either “Knowledge Request” or “Graduate”.
 - a. Complete the form.
 - b. As the professional learning event is completed the following questions are asked in a “Knowledge Request Personal Reflection Form”.
 - i. Describe the instructional strategies used during the activity?
 - ii. How could I adapt the content or strategy into my own education practice?
 - iii. How is the activity or content related to your education philosophy?
 - iv. What do you still need to understand more deeply?
 - c. Submit Form
3. Application Points
 - a. Under “My Info” select “My Portfolio”, choose the completed course used for Knowledge Points.
 - b. Select “Application Level” at the bottom of the page.
 - c. Complete “Application Level Request” form.
 - i. Points will be automatically calculated from the “Knowledge Level”.
 - d. Approval for Application Questions
 - i. Why implement _____?
 - ii. What was the desired outcome? How has the desired outcome been met or not met?

- iii. What amount of planning and practice time was needed for a majority of participants to be proficient?
 - iv. How will evidence of application be shared?
 - e. Submit form.
4. Impact Points

Additional [Frontline information](#) is located in the Appendix.

Professional Development Points and Semester Credit Hours for Licensure Renewal

In-Service points earned through the IPDP process may be used for renewal of licensure. The Professional Development Plans for Licensure Renewal as outlined in the Kansas In-Service Program Regulations are as follows:

If you hold a current BACHELOR's DEGREE:

- Earn 160 professional development points with an approved Individual Professional Development Plan (IPDP).
- At least 80 of the 160 points must be college or university credit hours (1 hour= 20 points).
- Appropriateness of college credit must be approved by the PDC. If you hold a current ADVANCED DEGREE:
- Earn 120 professional development points with an approved IPDP.
- Points may be earned through a combination of semester credits and points or on points alone.
- Appropriateness of college credit must be approved by the PDC.
- Note: Individual staff may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if they are earned as part of an approved teacher preparation program for additional endorsements or for a school specialist or leadership license.

Points must be earned in at least one of the three areas:

- Content Endorsement Standards—standards adopted by the Kansas State Board of Education that define skills and knowledge required for the specific content endorsements in a Kansas State Teaching License.
- Professional Education Standards—standards adopted by the Kansas State Board of Education that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.
- Service to Profession—an activity that assists others in acquiring proficiency in instructional systems, professional practices, or content, or that directly relates to licensure of professional education, accreditation processes, or professional organizations.

Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/28/22)

Do I have to have professional development points to renew my five-year professional license?

ALL licensure renewals must be done with professional development points earned under an approved IPDP beginning July 1, 2003. Three exceptions to this guideline are for which you may apply directly to Licensure and Teacher Education at KSDE are:

1. if you are completing a program for an additional endorsement or license, and can provide an official transcript verifying at least 8 credit hours that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
2. if you held a certificate and earned a graduate degree prior to July 1, 2003 AND have at least 3 years of accredited experience during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
3. if you have completed the Nation Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(A) or (B)**

How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credits must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points. **Regulation 91-1-205(b)(3)(F)**

If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded,

including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

Do official transcripts from the colleges or universities need to be included with the professional development transcript?

Yes. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). If an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a foreign language. **Regulations 91-1-215(f) and 91-1-206(a)**

Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching

course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
 - the coaching clinic or course relates to an individual development plan goal on the teacher’s PDC-approved plan; AND
 - the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession.

To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e., Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC’s should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual’s plan.

Process to Request Transcript

Send an email to the PDC Chair to request a printout of the *Frontline* transcript and signature.

The individual requesting licensure renewal should follow current practices for relicensure. Application for certification renewal shall be made within a 6-month period prior to renewal date. The address is listed below.

Kansas State Board of Education Certification and Teacher Education 120 S.E. 10th Avenue
Topeka, Kansas 66612

Appendix

Professional Development Regulations

[KAR 91-1-205.](#)

Licensure renewal requirements.

[KAR 91-1-206.](#)

Professional development plans for license renewal.

[KAR 91-1-211.](#)

Licensure review committee

KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by the state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203

(a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of

3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C)

(i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

- (1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
- (2) an application for a substitute teaching license; and
- (3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

- (1) Verification of completion of at least 50 percent of the deficiency plan;
- (2) verification of continued employment and assignment to teach in the provisional endorsement area;
- (3) an application for a provisional endorsement teaching license; and
- (4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:

- (1) Verification of completion of at least 50 percent of the deficiency plan;
- (2) verification of continued employment and assignment as a school specialist;
- (3) an application for a provisional school specialist endorsement license; and
- (4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:

- (1) Submit an application for a license and the licensure fee; and
- (2) provide verification of one of the following:
 - (A) Having met the requirements of paragraph (b)(3); or
 - (B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.

(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure.

(b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.

(c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board.

(d) This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211

Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.

(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.

(e) "Non Contractual times" means periods of time during which an employee is not under a contractual obligation to perform services.

(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's inservice education plan.

(h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.

(i) "Professional development point" means one clock-hour of in-service education. One

semester hour of college credit shall count as 20 professional development points.

(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6,

Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.

(a) Each professional development council shall meet the following criteria:

- (1) Be representative of the educational agency's licensed personnel; and
- (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;

- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

- (1) Consultant fees and honorariums;
- (2) travel expenses for consultants;
- (3) cost of materials used in training;
- (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
- (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
- (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
- (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

- (1) Rental or facilities;
- (2) utilities;
- (3) equipment;
- (4) administrative expenses; and
- (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing

Frontline Information

Approval Structure

Prior Approval for Forms or Proposals (Verbal or through Frontline)

- Principal or Supervisor
- Details for who would be the prior approvers for each of the buildings would be determined early in August. Reference the [Officers and Committee Roles](#) section for more details and the [Approval Setup for PDC Team](#) below.
- Prior Approvals are added through the Configuration Tools >> Site Configuration >> Buildings List path

Final Approval

- The purpose of this report would be for the PDC to use as a consent agenda approval that would be used at the meetings as an efficient and effective way of approving the points. The intent of the final approval is to morally and ethically verify that the points being earned in fact support the education skills.
- Final approvers are added through the Configuration >> Forms and Data >> Forms List menu option. Each form used needs to have the final approvers added.

Mark Complete

- The final step for receiving points is to complete a reflection questionnaire.

Approval Setup for PDC Team in Frontline

<i>The numbers in the table represent the role number from the list on page 9. Prior approvers can be assigned by building, but final approvers by category.</i>		Building			
		AES	HES	CHS	District
Prior Approver		3, 5, 7	4, 6, 7	5, 6, 8	4, 7, 8
Final Approver		1			
	Knowledge				
	Category (Content Standards)	5, 8			
	Category (Professional Standards)	6, 8			
	Category (Service to the Profession)	2, 7			

	Application	2, 3
	Impact	2, 3

District Scheduled PD

- Teachers enroll and register for district scheduled professional learning activities on the District Catalog section of Frontline.
- District scheduled opportunities are posted for at least 4 weeks after the completion of the event.
- Events are posted to Frontline at least 1 week prior to the learning opportunity.

Training for Teachers

The following bullet points outline the training points that either need reviewed or taught to the teaching staff.

- IDPD
 - Training during August back to school professional learning. Deadline for submission to the building principal is September 30th.
- Knowledge
- Application
- Impact-Select this option if these points for showing an impact to student learning. These points must follow an application level as well as knowledge level points. Research and data required.
- Understanding the use of Content Standards, Professional Standards, and Service to Profession
 - Content Standards: standards adopted by the state board that define the skills and knowledge required for the specific content endorsements.
 - Professional Standards: standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
 - Service to Profession: any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation process, or professional organizations.

Contacts & Support

The following list of staff assigned to the following sections are listed on the Staff Website under Professional Learning.

- PDC committee
- Prior Approvers

- Final Approvers

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 g.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 3/12/2024

Sherry Root

Randy Watson

Item Title:

Act on request from USD 262 Valley Center, Sedgwick County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 262 Valley Center, Sedgwick County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

See attachments.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/13/2024

Frank Harwood

Frank Harwood

Randy Watson

Item Title:

Act on request from USD 262 Valley Center, Sedgwick County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 262 Valley Center, Sedgwick County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 262 Valley Center, Sedgwick County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 262 plans to use the bond proceeds (not to exceed **\$58,900,000**), to pay the costs to (a) construct, furnish, and equip a new elementary school and a supplemental program center; (b) construct, furnish, and equip renovations, additions and improvements to Valley Center High School including additional classrooms, an addition for career and technical education, and improvements to the kitchen and serving areas; (c) construct, furnish, and equip improvements at Valley Center Middle School including bathroom addition; (d) construct, furnish, and equip improvements at Valley Center Intermediate School including additional classrooms.

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

1. The vote to submit the bond application by the local board of education was 6-1.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does include facilities that MAY used primarily for extracurricular activities.

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

Unified School District 262 Valley Center	County: Sedgwick
--	-------------------------

1. Current equalized assessed tangible valuation *	<u>\$239,892,830</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$33,584,996</u>	
4. State Aid Percentage	<u>15%</u>	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$54,605,000</u>	<u>22.8%</u>
6. Amount of bond indebtedness requested	<u>\$58,900,000</u>	<u>24.6%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$113,505,000</u>	<u>47.3%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$33,584,996</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$79,920,004</u>	<u>33.3%</u>

Forms Requested

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

February 20, 2024
Date

February 20, 2024
Date

Dale Brungardt
Director, School Finance

Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 h.

Staff Initiating:

Sherry Root

Director:

Commissioner:

Randy Watson

Meeting Date: 3/13/2024

Item Title:

Act on request from USD 262 Valley Center, Sedgwick County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 262, Valley Center, Sedgwick County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

See attached documents.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/13/2024

Frank Harwood

Frank Harwood

Randy Watson

Item Title:

Act on request from USD 262 Valley Center, Sedgwick County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 262 Valley Center, Sedgwick County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 262 Valley Center, Sedgwick County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held February 27, 2024.

USD 262 plans to use the bond proceeds (not to exceed **\$58,900,000**), to pay the costs to (a) construct, furnish, and equip a new elementary school and a supplemental program center; (b) construct, furnish, and equip renovations, additions and improvements to Valley Center High School including additional classrooms, an addition for career and technical education, and improvements to the kitchen and serving areas; (c) construct, furnish, and equip improvements at Valley Center Middle School including bathroom addition; (d) construct, furnish, and equip improvements at Valley Center Intermediate School including additional classrooms.

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

1. The vote to submit the bond application by the local board of education was 6-1.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are not in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.

10. Bond project does include facilities that would not be used primarily for extracurricular activities.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 262 Valley Center	County: Sedgwick
--	-------------------------

1. Current equalized assessed tangible valuation *	\$239,892,830	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$33,584,996	
4. State Aid Percentage	15%	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$54,605,000	22.8%
6. Amount of bond indebtedness requested	\$58,900,000	24.6%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$113,505,000	47.3%
8. Estimated amount of bond indebtedness authorized without approval	\$33,584,996	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$79,920,004	33.3%

Forms Requested

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

February 20, 2024
Date

Dale Brungardt
Director, School Finance

Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 i.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 3/13/2024

Sherry Root

Randy Watson

Item Title:

Act on request from USD 339 Jefferson County North, Jefferson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 339, Jefferson County North, Jefferson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

See attachments.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/13/2024

Frank Harwood

Frank Harwood

Randy Watson

Item Title:

Act on request from USD 339 Jefferson County North, Jefferson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 339 Jefferson County North, Jefferson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 339 Jefferson County North, Jefferson County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 339 plans to use the bond proceeds (not to exceed **\$5,500,000**), to pay the costs to (a) construct, furnish and equip HVAC, roofing, lighting, safety and security, fire alarm system and ADA accessibility improvements to District facilities; (b) construct, furnish and equip improvements, additions and renovations to Jefferson County North High School, including additional classrooms, parking improvements, and restroom improvements; (c) construct, furnish and equip other necessary renovations and improvements to District facilities; stadium repairs and updates.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does include facilities that MAY be used primarily for extracurricular activities.

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

Unified School District 339 Jeff Co North	County: Jefferson
--	--------------------------

1. Current equalized assessed tangible valuation *	\$36,272,042	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$5,078,086	
4. State Aid Percentage	6%	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$0	0.0%
6. Amount of bond indebtedness requested	\$5,500,000	15.2%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$5,500,000	15.2%
8. Estimated amount of bond indebtedness authorized without approval	\$5,078,086	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$421,914	1.2%

Forms Requested

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

February 20, 2024
Date

February 20, 2024
Date

Dale Brungardt
Director, School Finance

Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 j.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 3/13/2024

Sherry Root

Randy Watson

Item Title:

Act on request from USD 339 Jefferson County North, Jefferson County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 339, Jefferson County North, Jefferson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

See attachments.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8. j.

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 3/13/2024

Item Title:

Act on request from USD 339 Jefferson County North, Jefferson County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 339 Jefferson County North, Jefferson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 339 Jefferson County North, Jefferson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at **100 percent** as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held February 27, 2024.

USD 339 plans to use the bond proceeds (not to exceed **\$5,500,000**), to pay the costs to (a) construct, furnish and equip HVAC, roofing, lighting, safety and security, fire alarm system and ADA accessibility improvements to District facilities; (b) construct, furnish and equip improvements, additions and renovations to Jefferson County North High School, including additional classrooms, parking improvements, and restroom improvements; (c) construct, furnish and equip other necessary renovations and improvements to District facilities; stadium repairs and updates.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does include facilities that MAY be used primarily for extracurricular activities.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 339 Jeff Co North	County: Jefferson
--	--------------------------

1. Current equalized assessed tangible valuation *	\$36,272,042	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$5,078,086	
4. State Aid Percentage	6%	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$0	0.0%
6. Amount of bond indebtedness requested	\$5,500,000	15.2%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$5,500,000	15.2%
8. Estimated amount of bond indebtedness authorized without approval	\$5,078,086	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$421,914	1.2%

Forms Requested

- | | |
|--|---|
| <ul style="list-style-type: none"> (X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation | <ul style="list-style-type: none"> (X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities |
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February 20, 2024
Date

February 20, 2024
Date

Dale Brungardt
Director, School Finance

Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 k.

Staff Initiating:

Director:

Commissioner:

Meeting Date:

3/13/2024

Sherry Root

Randy Watson

Item Title:

Act on request from USD 348 Baldwin City, Douglas County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 348, Baldwin City, Douglas County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

See attachments.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 k

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/13/2024

Frank Harwood

Frank Harwood

Randy Watson

Item Title:

Act on request from USD 348 Baldwin City, Douglas County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 348 Baldwin City, Douglas County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 348 Baldwin City, Douglas County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 348 plans to use the bond proceeds (not to exceed **\$17,000,000**), to pay the costs to acquire, construct, equip and install (a) career and technical education facility improvements and renovations to the district high school and junior high school buildings, (b) safety and security improvements to the high school, including site work and relocated bathrooms, (c) renovations and improvements to the high school and junior high school buildings, including enclosed walkway, parking and bus loop improvements, (d) renovations and improvements to other district facilities, including traffic flow roadway improvements off Eisenhower Street and 6th Street.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) does not appear to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

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

Unified School District 348 Baldwin City	County: Douglas
---	------------------------

1. Current equalized assessed tangible valuation *	<u>\$150,784,984</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$21,109,898</u>	
4. State Aid Percentage	<u>0%</u>	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$12,365,000</u>	<u>8.2%</u>
6. Amount of bond indebtedness requested	<u>\$17,000,000</u>	<u>11.3%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$29,365,000</u>	<u>19.5%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$21,109,898</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$8,255,102</u>	<u>5.5%</u>

Forms Requested

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

February 20, 2024
Date

February 20, 2024
Date

Dale Brungardt
Director, School Finance

Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 I.

Staff Initiating:
Sherry Root

Director:

Commissioner:
Randy WatsonMeeting Date: 3/13/2024

Item Title:

Act on request from USD 348 Baldwin City, Douglas County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 348, Baldwin City, Douglas County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

See attachments.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/13/2024

Frank Harwood

Frank Harwood

Randy Watson

Item Title:

Act on request from USD 348 Baldwin City, Douglas County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 348 Baldwin City, Douglas County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 348 Baldwin City, Douglas County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at **100 percent** as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held February 27, 2024.

USD 348 plans to use the bond proceeds (not to exceed **\$17,000,000**), to pay the costs to acquire, construct, equip and install (a) career and technical education facility improvements and renovations to the district high school and junior high school buildings, (b) safety and security improvements to the high school, including site work and relocated bathrooms, (c) renovations and improvements to the high school and junior high school buildings, including enclosed walkway, parking and bus loop improvements, (d) renovations and improvements to other district facilities, including traffic flow roadway improvements off Eisenhower Street and 6th Street.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) does not appear to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 348 Baldwin City	County: Douglas
---	------------------------

1. Current equalized assessed tangible valuation *	\$150,784,984	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$21,109,898	
4. State Aid Percentage	0%	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$12,365,000	8.2%
6. Amount of bond indebtedness requested	\$17,000,000	11.3%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$29,365,000	19.5%
8. Estimated amount of bond indebtedness authorized without approval	\$21,109,898	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$8,255,102	5.5%

Forms Requested

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

February 20, 2024
Date

Dale Brungardt
Director, School Finance

Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 m.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 3/13/2024

Sherry Root

Randy Watson

Item Title:

Act on request from USD 440 Halstead, Harvey County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 440, Halstead-Bentley, Harvey County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

See attachments.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/13/2024

Frank Harwood

Frank Harwood

Randy Watson

Item Title:

Act on request from USD 440 Halstead-Bentley, Harvey County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 440 Halstead-Bentley, Harvey County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 440 Halstead-Bentley, Harvey County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 440 plans to use the bond proceeds (not to exceed **\$28,500,000**), to pay the costs for (a) additions, improvements and renovations to Bentley Primary School, including secured entry, site improvements, and renovation and modernization of library, classrooms, cafeteria, restrooms, special education areas, and gymnasium; (b) additions, improvements and renovations to Halstead Middle School, including site improvements, renovation and modernization of Pre-K classrooms, cafeteria and restrooms, and a new entrance for facility activities; (c) additions, improvements and renovations to Halstead High School, including a 7th and 8th grade addition, weight room and girls' locker room addition, administration offices and conference room addition, performing arts and rehearsal space classroom addition, renovations and modernization of auditorium, classrooms, and industrial arts spaces; and secured entry addition and improvements; (d) renovation and improvements to all district facilities including a replacement press box at the football facility and new softball and baseball fields.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.

7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does include facilities that MAY used primarily for extracurricular activities.

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

Unified School District 440 Halstead-Bently **County: Harvey**

1. Current equalized assessed tangible valuation *	<u>\$62,027,975</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$8,683,917</u>	
4. State Aid Percentage	<u>12%</u>	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$3,515,000</u>	<u>5.7%</u>
6. Amount of bond indebtedness requested	<u>\$28,500,000</u>	<u>45.9%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$32,015,000</u>	<u>51.6%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$8,683,917</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$23,331,084</u>	<u>37.6%</u>

Forms Requested

- | | |
|--|---|
| (X) 5-210-118 General Information | (X) Schematic floor plan of the proposed facilities |
| (X) 5-210-106 Resolution | (X) Map of the school district showing present facilities |
| (X) 5-210-108 Publication Notice | (X) Small map of the school district showing the adjoining school districts |
| (X) 5-210-110 Application | (X) Map of the school district showing proposed facilities |
| (X) 5-210-114 Equalized Assessed Valuation | |

February 20, 2024
Date

February 20, 2024
Date

Dale Brungardt
Director, School Finance

Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 n.

Staff Initiating:
Sherry Root

Director:

Commissioner:
Randy Watson

Meeting Date: 3/13/2024

Item Title:

Act on request from USD 440 Halstead-Bentley, Harvey County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 440 Halstead-Bentley, Harvey County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

See attachments.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 n

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/13/2024

Frank Harwood

Frank Harwood

Randy Watson

Item Title: APPLICATION

Act on request from USD 440 Halstead-Bentley, Harvey County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 440 Halstead-Bentley, Harvey County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 440 Halstead-Bentley, Harvey County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held February 27, 2024.

USD 440 plans to use the bond proceeds (not to exceed **\$28,500,000**), to pay the costs for (a) additions, improvements and renovations to Bentley Primary School, including secured entry, site improvements, and renovation and modernization of library, classrooms, cafeteria, restrooms, special education areas, and gymnasium; (b) additions, improvements and renovations to Halstead Middle School, including site improvements, renovation and modernization of Pre-K classrooms, cafeteria and restrooms, and a new entrance for facility activities; (c) additions, improvements and renovations to Halstead High School, including a 7th and 8th grade addition, weight room and girls' locker room addition, administration offices and conference room addition, performing arts and rehearsal space classroom addition, renovations and modernization of auditorium, classrooms, and industrial arts spaces; and secured entry addition and improvements; (d) renovation and improvements to all district facilities including a replacement press box at the football facility and new softball and baseball fields.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does include facilities that MAY used primarily for extracurricular activities.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 440 Halstead-Bently	County: Harvey
--	-----------------------

1. Current equalized assessed tangible valuation *	\$62,027,975	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$8,683,917	
4. State Aid Percentage	12%	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$3,515,000	5.7%
6. Amount of bond indebtedness requested	\$28,500,000	45.9%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$32,015,000	51.6%
8. Estimated amount of bond indebtedness authorized without approval	\$8,683,917	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$23,331,084	37.6%

Forms Requested

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

February 20, 2024
Date

February 20, 2024
Date

Dale Brungardt
Director, School Finance

Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 o.

Staff Initiating:

Director:

Commissioner:

Meeting Date:

3/13/2024

Sherry Root

Randy Watson

Item Title:

Notification to the Kansas State Board of Education of the intention of five private schools, three student granting organizations, and an out of state virtual school, to participate in the Tax Credit for Low Income Student Scholarship

Recommended Motion:

This is information only. By statute these entities must give notice to the State Board of their intent to participate in the Tax Credit for Low Income Student Scholarship

Explanation of Situation Requiring Action:

Five private schools, three student granting organizations, and one out of state virtual school, listed below **meet the requirements** and this is to **notify the Kansas State Board of Education** of their intention to participate in the Tax Credit Low Income Student Scholarship Program (TCLISSP).

Listed below are five private accredited schools:

- a) Heartland Christian School - Colby
- b) Hope Lutheran School - Shawnee KS
- c) St John Lutheran School - Alma
- d) Wichita Friends School - Wichita
- e) Zion Lutheran School - Independence

Listed below are three Student Granting Organizations:

- a) Scholarships for Catholic Schools - Dodge City
- b) St Paul Lutheran School Foundation - Leavenworth
- c) Cornerstone Charitable Foundation - Beloit

The out of state virtual school is:

OptimaEd in Naples, Florida

The Tax Credit for Low Income Scholarship Students Program (TCLISSP), [72-4351 \(ksrevisor.org\)](https://ksrevisor.org) et al, requires that the State Board receive notification when there are schools and student granting organizations intending to participate in the TCLISSP.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 p.

Staff Initiating:

Director:

Commissioner:

Meeting Date:

3/13/2024

Pat Bone

Randy Watson

Item Title:

Act to initiate RFP process for the 2024 Great Ideas in Education Conference keynote speaker

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract bid process for a keynote speaker for the 2024 Great Ideas in Education Conference in an amount not to exceed 12,000.00 for October 2024.

Explanation of Situation Requiring Action:

We have revised the conference platform this year to include only one Keynote speaker. The conference is being held October 23-25, 2024 in Wichita. This RFP process will result in the identification of a keynote speaker for the conference. The total amount includes the potential speakers fees and all travel expenses.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8 q.

Staff Initiating:

Sarah Thompson

Director:

Luanne Barrow

Commissioner:

Randy Watson

Meeting Date:

3/13/2024

Item Title:

Authorize out-of-state tuition contract for student attending the Kansas School for the Deaf

Recommended Motion:

It is moved that the Kansas State Board of Education authorize an out-of-state tuition contract for the 2023-2024 school year for a student attending Kansas School for the Deaf.

Explanation of Situation Requiring Action:

In July, the Kansas State Board of Education authorized out-of-state tuition contracts for students who attend the Kansas School for the Deaf. An additional request has been submitted within this 2023-2024 school year. It is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas School for the Deaf (KSD) to enter into a contract for out-of-state tuition with the school district listed below.

KSD will receive tuition payments from:

Harrisonville School District, Harrisonville, Missouri - 1 Day Student - \$10,000

Agenda Number: 18

Meeting Date: 3/12/2024



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

Item Title: Legislative Matters: presented by Frank Harwood

From: Sherry Root

KSDE staff will provide a status report on bills that may impact PreK-12 education as well as give other updates on legislative matters. The State Board's Legislative Liaisons will also provide their regular report.

Kansas leads the world in the success of each student.