



900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

Danny Zeck
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Melanie Haas
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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 May 14, 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 April 9 & 10, 2024	Melanie Haas, Chair
10:05 a.m. (IO)	5. Commissioner's Report (25 min)	Dr. Randy Watson
10:30 a.m. (IO)	6. Citizen's Open Forum (15 min)	
10:45 a.m.	Break (10 min)	
10:55 a.m. (IO)	7. Fort Hays Teaching Program Highlights Mrs. Rachel Wentling, Dir. of Field Experiences, Dr. Jerrie Brooks, Asst. Professor in Advanced Education Programs Kyler Barlow, Academic Program Specialist Dr. Janet Stramel, Professor, Teacher Education	Fort Hays State University
11:15 a.m. (IO)	8. School Mental Health Committee Update (35 min)	Trish Bachman, Special Education
11:50 a.m. (IO)	9. Senate Youth Delegates (10 min) Madisen Finch Leavenworth Sr. High School, Leavenworth Tucker Leck Neodesha High School, Neodesha	Denise Kahler, Director, Communications and Dr. Watson
12:00 p.m.	Lunch and Policy Committee meets	
1:30 p.m. hearing	10. Public Hearing on amendments to K.A.R. 91-31-35 Minimum Graduation Requirements (20 min)	Scott Gordon, General Counsel
1:50 p.m. (RI)	11. Receive Narcan Policy for Kansas State School for the Deaf (10 min)	Luanne Barron, Superintendent, Kansas State School for the Deaf
2:00 p.m. (RI)	12. Receive ERC recommendations for program approval (10 min)	Dr. Catherine Chmidling, Accreditation and Design

2:10 p.m. (AI)	13. Act on ESSER III Allocation Recommendations (30 min)	Dr. Watson, Commissioner
2:40 p.m. (AI)	14. Act on Teacher Licensure Literacy Requirements (10 min)	Shane Carter, Director, Teacher Licensure
2:50 p.m.	Break (10 min)	
3:00 p.m. (AI)	15. Act on the recommendations of the Professional Practices Commission (suspension) Act on the recommendations of the Professional Practices Commission (grant) (10 min)	Scott Gordon, General Counsel Dr. Jen Holt, PPC
3:10 p.m. (AI)	16. Act on new appointments for Professional Practices Commission (20 min)	Shane Carter, Director, Teacher Licensure
3:30 p.m. (IO)	17. Update KESA school improvement and accreditation model update (45 min)	Dr. Ben Proctor, Deputy Commissioner, Direct Learning Services
4:15 p.m.	Break (10 min)	
4:25 p.m. (IO)	18. KSDE Intern Payton Lynn from K-State (10 min)	Dr. Jake Steel, Director Commissioner's Office
4:35 p.m. (AI)	19. Action to approve submission of proposed amendment to K.A.R. 91- 38-3 (school bus safety) through the formal adoption process (10 min)	Scott Gordon, General Counsel
4:45 p.m. (IO) (RI)	20. a. Legislative Matters (45 min) b. Receive special ed funding distribution formula	Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services
5:30 p.m.	Recess Wednesday's meeting will take place at the Brown v. the Topeka Board of Education Museum 1515 SE Monroe Street, Topeka, KS 66612	



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Meeting Agenda Wednesday, May 15, 2024

At the Brown vs. Board of Ed Museum

TIME	ITEM	PRESENTER
9:00 a.m. (IO)	1. Call to Order and Roll Call	Melanie Haas, Chair
9:05 a.m. (RI) (AI)	2. Receive Staff Recommendation and Board Act on amendments to K.A.R. 91-31-35 (Minimum Graduation Requirements). (20 min)	Scott Gordon, General Counsel
9:25 a.m. (AI)	3. Act on post-secondary asset graduation requirements list with additions (10 min)	Dr. Ben Proctor, Deputy Commissioner, Direct Learning Services
9:35 a.m. (AI)	Consent Agenda (15 min)	
	a. Receive monthly personnel report and personnel appoints to unclassified positions	Wendy Fritz, Director, HR
	b. Act on Recommendations of the Licensure Review Committee	Shane Carter, Director, Teacher Licensure
	c. Act on Local Professional Development Plans	Shane Carter, Director, Teacher Licensure
	d. Act on Kansas Parents as Teachers Grants for 2024-2025	Lisa Williams, Early Childhood
	e. Act on Recommendations for Funding Kansas Preschool-Aged At-Risk Programs for 2024-2025	Nathalie McClaine Early Childhood
	f. Act on KU Assessment Contract Extension	Beth Fultz, Career, Standards and Assessment Services

	g. Act to approve cut scores for licensure tests	Shane Carter, Teacher Licensure
	h. Act on recommendations for a visiting scholar license	Shane Carter, Teacher Licensure
	i. Act on request to contract with the Northeast Kansas Education Service Center Keystone Learning Services to support Perkins V Annual Civil Rights reviews	Natalie Clark, Career Standards and Assessment
	j. Act on request to contract with the Bruman Group to support the administration of Perkins V.	Natalie Clark, Career Standards and Assessment
	k. Act on approval of Agreed Transfer of Territory from USD 113 to USD 380 Act on approval of Agreed Transfer of Territory from USD 113 to USD 335	Scott Gordon, General Counsel
	l. Act on recommendations for funding the 2024-2025 AmeriCorps Kansas Grant Awards	Jessica Dorsey, Exec. Dir., Kansas Volunteer Commission
9:50 a.m. (AI)	Chair Report a. Remarks from the Chair b. Act on board travel requests c. Committee reports d. Requests for future agenda items	

Special Program:

10:30 a.m.	Opening remarks (place in history) (10-15)	Park Ranger Lawson Nwakudo
10:45 a.m.	Celebrating the Past (15 min)	Carolyn Wims-Campbell
11:00 a.m.	Shaping the Future (15 min)	Keith Tatum
	Choir - woven through the program	Lansing High School
ADJOURN		

MINUTES

Kansas State Board of Education
Tuesday, April 9, 2024



Call to Order

Vice Chair Porter called the Tuesday meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, April 9, 2024, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. Chair Haas was on zoom, so Mr. Porter chaired the meeting.

(00:07:44)

Special Guests

Superintendent Mike Agrabright was invited to the podium with mentors and new superintendents who are involved in the Kansas Educational Leadership Institute (KELI) program. He introduced Michelle Miller, executive director of KELI, Superintendent Scott Palzer, USD 101 Erie-Galesburg, Superintendent Megan Gaston, USD 283 Elk Valley – Longton, Superintendent Ryan Muhlig, USD 252 Southern Lyon County, Superintendent Duane Ford, USD 243 Lebo-Waverly, and Superintendent Don Epps, USD 344 Pleasanton.

(00:08:30)

Roll Call

The following board members were present:

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

Kansas State Board mission statement, Kansans Can Vision statement, silence, Pledge of Allegiance

Vice Chair Porter read both the board's mission statement and Kansans Can Vision statement. He asked for a moment of silence after which the Pledge of Allegiance was recited.

Approval of the Agenda

Vice Chair Porter asked for a motion to approve the meeting agenda for both Tuesday and Wednesday. Mrs. Dombrowsky asked for a separate vote and discussion on consent item d.

Mrs. Arnold moved to approve the amended agenda: Item (d) will be taken off the consent agenda for discussion and separate vote. Dr. Horst seconded the motion. Motion carried 10-0.

Motion
(00:11:07)

Approval of the March 12 & 13, 2024 minutes

The Vice Chair asked for a motion to approve the minutes of March 12 & 13, 2024.

Mrs. Hopkins moved to accept the minutes of March 12 & 13, 2024 as written. Mr. Hershberger seconded the motion. Motion carried 10-0.

Motion
(00:11:48)

Receive State ESSER III Allocation Recommendations

Because of the one-day meeting (due to the site visits tomorrow to the Kansas State Schools for the Deaf and for the Blind) Dr. Watson chose to use his traditional Commissioner's Report time for a receive item that needed to be on the agenda this month. He briefly shared the Kansas Teacher of the Year finalists for next year.

(00:12:24)
ESSER III
Dr.
Watson

In anticipation of the vote next month on the ESSER III Allocation recommendation, Dr. Watson reminded the board that these funds are not new, but simply an extension on spending the funds that have been previously given. To liquidate the remaining funds the recommendations are:

1. Postsecondary transition - \$1 million to Hire Paths
2. Professional Development - \$300,000 to Kansas Leads (Led by Kansas Teachers of the Year, twice a year, at no costs to the teachers)
3. Statewide Training – \$10 million to LETRS, math proficiency training and STEM enhancement
4. Assessment Assistance – \$5 million, enhanced interim assessments and Fastbridge
5. Principal/Superintendent Training: \$1.5 million
6. Training with high quality instructional materials - \$5 million
7. Registered apprentice program - \$500,000

Total \$23.5 million, liquidating ESSER III funds.

Citizen's Open Forum

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

(00:46:00)
Forum

Sean Wentling, Wichita State University student, spoke about the 2028 graduation requirements and he advocated for the implementation of world language requirements for high school graduates.

Regina Cassidy Daniels, alumni of Christ the King Grade School and active in the alumni organization. She urged the board not to upgrade the Christ the King Grade School from conditionally accredited to fully accredited.

Shane Kirchner, Kansas Association of Private Colleges of Teachers of Education, gave an overview of the private colleges in Kansas who provide teachers to Kansas schools.

Dr. Kasey Johnson, Ottawa University, Spoke on EPPS and Candidate preparation. She spoke on EPPS responsibilities and realities regarding impact of legislative changes,

board policy changes and other state level decisions.

Connor Buchanan, Kansas State student, spoke in support of world languages being prioritized in the new graduation requirements.

John Richard Schrock, Emporia resident, spoke about the descent in science that the United States is experiencing. He believes major changes are needed in K-12 Science and students need stronger content training.

Purple Star School, Leavenworth Public Schools

Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services, shared April is the month of the military child. He gave an overview of the military families in Kansas, most of them around Fort Leavenworth, Fort Riley and McConnell AFB. There are 9,989 students connected to the military. Purple star schools focus on ensuring military connected children a smooth transition. There are five of these schools in Kansas: Geary County schools, Fort Leavenworth school district, Leavenworth public schools, Mulvane public schools, and Derby public schools.

Dr. Kellen Adams, Superintendent of the Leavenworth public schools, shared details about his district. Mr. Potter is the school liaison in the Leavenworth schools who is the point person for the military connected students. There are student activities that are connected to the military with mentoring, JROTC, and Purple Star. Photos were taken with all involved.

Act on ESSER III change requests

Doug Boline, Asst. Director, Special Ed and Title Services, explained the local school districts change requests, as brought to the board as a receive item in March.

Mrs. Arnold 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 ESSER III change requests as presented for use of federal COVID-19 relief funds. Dr. Horst seconded the motion. Motion carried 9-0-1. Mrs. Dombrosky abstained.

Act on KACIE MOU with KBOR for the establishment of the Kansas Advisory Council for Indigenous Education

Nathan McAllister, Humanities Program Manager, KSDE, introduced the action item on KACIE, and noted that he serves as the co-chair of the task force. He introduced Dr. Red Corn, assistant professor of education leadership in Kansas State University College of Education and a citizen of the Osage Nation in Oklahoma, who spoke briefly about the history of this advisory council.

(1:07:06)

Purple
Star

(01:16:41)

ESSER III
Changes

Motion

(01:25:00)

(01:37:36)

KACIE

Mrs. Mah moved that the Kansas State Board of Education sign the proposed Memorandum of Understanding with the Kansas Board of Regents for the establishment of the Kansas Advisory Council for Indigenous Education (KACIE). Mrs. Arnold seconded the motion. Motion carried 9-1. Mr. Zeck voted no.

Motion
(01:55:10)

Act on Accreditation Review Committee (ARC) Recommendations for Systems previously conditionally accredited

(01:56:04)
ARC

Jay Scott, Director, Accreditation and Design, reviewed the 13 systems that were shared at the March board meeting. These schools came up for redetermination because they had been conditionally (not fully) accredited. These 13 submitted a response to the ARC describing the areas of improvement. The ARC determined that the 13 were recommended to move into full accreditation.

Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the recommended accreditation status to USD 216 Deerfield, USD 261 Haysville-Campus, USD 314 Brewster, USD 349 Stafford, USD 397 Centre, USD 298 Peabody-Burns, USD 401 Chase-Raymond, USD 419 Canton-Galva, USD 422 Kiowa County, USD 500 Kansas City, USD 504 Oswego, and Life Preparatory Academy. Dr. Horst seconded the motion. Motion carried 10-0.

Motion
(02:00:00)
ARC

There was a conversation about Christ the King, that had been set aside for a separate vote. The ARC recommended the school be fully accredited. Dr. Watson shared that he was concerned that the school is closing, but it may open again, and if the school reopens it will have accredited status when they reopen.

Mrs. Arnold moved that the Kansas State Board of Education maintain the current recommended accreditation status of conditionally accredited for Christ the King academy. Dr. Horst seconded the motion. Motion carried 9-1. Mrs. Dombrosky voted no.

Motion
(02:02:56)
Christ the
King

Act on Evaluation Review Committee

(02:03:00)
ARC

Dr. Catherine Chmidling, Assistant Director, Accreditation and Design, asked the board to act upon the recommendations of the Evaluation Review Committee as presented in March.

Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for preparation provider accreditation for Kansas State University, and preparation program approvals for Bethel College, MidAmerica Nazarene University, Pittsburg State University, Tabor College,

Motion
(02:12:30)

University of Kansas, and Wichita State University. Mr. McNiece seconded the motion. Motion carried 9-0-1. Mr. Zeck abstained.

First Grade Class from Williams Science and Fine Arts Elementary School in Topeka

(03:37:38)

Mrs. Laura Cluke, teacher, led her first-grade class in joyous singing. It was a wonderful time, and everyone was very appreciative. Dr. Horst presented the class with a book for their classroom, signed by all the board members.

Music

Career and Technical Education (CTE) summary and Consolidated Annual Report (CAR) review

(03:51:05)

Natalie Clark, Assistant Director, Career Standards and Assessment, gave an overview of the CTE approved pathways. This year there are 3,577 pathways. There were 55,302 participants in CTE education in 2022-2023. 30,934 concentrators, meaning a student who has earned two or more secondary level credits in a single CTE pathway. In terms of career and technical student organizations there were 24,856 members in Kansas schools. Students that are CTE concentrators have a 98.53% graduation rate. Mrs. Clark then announced the 2024 Kansas CTE Scholars, live, for the first time. This award can mean scholarships for many students, and a positive part of their resume for future jobs or secondary education. The students are given a special scholar cord for their graduation ceremony.

CTE

Received proposed amendment to school bus safety regulation K.A.R. 91-38-3

(04:11:47)

Dr. Harwood spoke about how the school bus safety is being approached. Scott Gordon, KSDE General Counsel, presented the proposed amendment to regulation K.A.R. 91-38-3 that would make sure that when it is possible, the students would be picked up on the side of the road that they are waiting on. If the board approves this next month, then the changes would go through the regulation amendment process. Dr. Watson noted that this process has been a good example of how the State Board and the Legislature can work together for Kansas students, and in this circumstance to keep students safe.

School
Bus Safety

Keith Dreiling, school bus safety team leader KSDE, gave a presentation on stop arm procedures and the problem of individuals who pass busses. Mr. Dreiling started by emphasizing that a school bus is a very safe vehicle. Students riding a school bus are 70 times more likely to arrive at school safely than riding in a personal vehicle. Master Sergeant Green shared his process for arresting persons who pass a bus that is stopped with the stop arm out. There are cameras on his school district buses. He takes the tag number from the video, runs the number, contacts the person directly, and issues a citation. He noted that almost everyone who has been caught on camera admits passing the bus.

American Board Certification vendor information Shane Carter, Director, Teacher Licensure, provided an informational briefing on the company <i>American Board for Certification and Teacher Excellence</i> (ABCTE) and updated the board about the status of SB 407 and HB 2521.	(05:02:49) ABCTE
Receive Literacy Requirements for Teacher Certification Shane Carter shared the Licensure Team's recommended course of action to address demonstration of structured literacy knowledge to include an approved structured literacy training list, approved testing list, and a way forward to track training and testing completion. This will be a receive item next month.	(05:19:3) Literacy
KESA School Improvement Model Dr. Ben Proctor, Deputy Commissioner, Direct Learning Services, gave an update on the school improvement model. Jay Scott presented the timeline of KESA. In May accreditation levels will be defined. In June the model will be presented as a receive item. In July the board will be asked to vote on the framework.	(05:53:53) KESA
Act on the recommendations of the Professional Practices Commission (PPC) General Counsel Scott Gordon and Dr. Jen Holt of the PPC presented this month's cases to the board.	(06:55:19) PPC
Revocation and Denial: <u>Dr. Horst moved that the Kansas State Board of Education denies or revokes the licenses in cases 23-PPC-40; 23-PPC-47 and 24-PPC-01. Mrs. Hopkins seconded the motion. Motion carried 10-0.</u>	Motion (06:56:27)
Grant: <u>Dr. Horst moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and follow all recommendations in the issuance of the licenses in cases 24-PPC-02; 24-PPC-03 and 24-PPC-04. Mrs. Arnold seconded the motion. Motion carried 10-0.</u>	Motion (6:58:24)
Legislative matters Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services, gave an overview of the legislative action over the past month. He reviewed all the bills that might affect KSBE. The first adjournment happened without the legislature passing the K12 budget package bill. That bill will be brought up when the session continues in the Veto session starting April 29. Dr. Harwood described in detail all the parts of the budget.	(06:59:22) Legislature
Consent Agenda a. Receive monthly personnel report and personnel appoints to unclassified positions	(07:26:00)

- b. Act on Recommendations for Licensure Waivers
- c. Act on Local Professional Development Plans
- e. Act on request from USD 200, Greeley County Public Schools, Greeley County, to hold a bond election
- f. Act on request from USD 200 Greeley County Public Schools, Greeley County to receive Capital Improvement (Bond and Interest) State Aid
- g. Authorize out-of-state tuition contract for student attending the Kansas school for the Deaf
- h. Act to approve amendment to the Articles of Agreement to Maintain the Flint Hills Special Cooperation.
- i. Act on the Restated and Amended DCEC Special Education Cooperative Interlocal 616 Agreement for Special Education Services.
- j. Act on updated interlocal agreement for the continuation of the ESSDACK cooperative

Mrs. Arnold moved that the State Board of Education approve the Consent Agenda minus item (d). Mrs. Mah seconded the motion. Motion carried 10-1.

Motion
(07:26:12)

Consent Agenda Items (d) voted on separately

- d. Act to authorize the funding of a contract for a federally mandated annual statewide evaluation of the Kansas 21st Century Community Learning Center's Grant program, not to exceed \$150,000 to be paid out of Title IV 21st Century Community Centers Grant Activities Fund.

Dr. Horst moves that the State Board of Education approve item (d) 21st Century Community Centers Grant program. Mrs. Arnold seconded the motion. Motion carried 7-2-1. Mr. Zeck and Mr. Hershberger voted no. Mrs. Dombrosky abstained.

Motion
(07:34:00)

Act on Board Travel Requests

Mrs. Arnold moved that the Kansas State Board of Education approved the board travel requests as presented. Dr. Horst seconded the motion. Motion carried 10-0.

Motion
(07:35:00)

Board Attorney Report

Mr. Ferguson mentioned that he is starting negotiations on contracts between the Kansas School for the Deaf and KNEA. Also, he is working on a federal law suit with an entity that has sued a number of educational institutions; it will be Kansas court litigation.

(07:37:00)

Requests for future agenda items

Cathy Hopkins asked that Fort Hays State University present about teacher issues.

Chair Report

Chair Melanie Haas appointed Mrs. Dombrosky to serve on the Kansas High School Athletics Association general board effective July 1, 2024, to replace Dr. Horst. She appointed herself (Melanie Haas) to serve on the Special Education Advisory Committee (SEAC) and she will replace Mr. McNiece. She appointed Mrs. Mah to Kansas Advisory Council for Indigenous Education (KACIE).

Recess

Vice Chair Mr. Porter recessed the meeting until tomorrow at 8:30 a.m. at the School for the Blind in Kansas City.

(07:43:00)
Recess

Jim Porter, Vice Chair

Deborah Bremer, Secretary

MINUTES

Kansas State Board of Education
Wednesday, April 10, 2024



Kansas State School for the Blind and School for the Deaf Site Visits

On Wednesday, April 10, 2024, board members made their annual visits to the Kansas State School for the Blind (KSSB) and Kansas School for the Deaf (KSD).

Board members present for the day were:

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

Note: Mrs. Haas was on Zoom at the School for the Blind presentation.

KANSAS STATE SCHOOL FOR THE BLIND

The day began with the board members visiting the new coffee kiosk, where the students were being trained as baristas and cashiers. Newly ground coffee by the bag was a popular retail item. Full of caffeine, the board moved to the main meeting room. KSSB Superintendent Jon Harding was present but had unfortunately lost his voice, however his staff enthusiastically hosted board members for the first of the day's sessions. During the visit, the following topics were covered: upcoming events, student presentations, difficulties with the state assessment platform, accreditation and the Outside Visitation Team's focus, Mobile STEM Unit, Blind Spot, and personnel training to meet the demand for teachers of the visually impaired. Board members were treated to lunch in the student cafeteria.

KANSAS SCHOOL FOR THE DEAF

At the Kansas School for the Deaf, Superintendent Luanne Barron was not able to attend, due to a family emergency, but curriculum director Benjamin Cardon and secondary principal Joelle Allen coordinated a wonderful day with student presentations from the older students and sign language lessons from the elementary students. It was a joyful time as the board interacted with the students.

ADJOURNMENT

The day's activities concluded at approximately 2 p.m. The next meeting will be May 14 and 15, 2024 in Topeka.

Jim Porter, Vice Chair

Deborah Bremer, Board Secretary

Kansas leads the world in the success of each student.

Agenda Number: 7

Meeting Date: 5/14/2024



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Item Title: Presentation by Fort Hays Teaching Program

From: Deborah Bremer

The Fort Hays Teaching Program Highlights will be presented by:

Mrs. Rachel Wentling, Director of Field Experiences

Dr. Jerrie Brooks, Assistant Professor in Advanced Education Programs

Kyler Barlow, Academic Program Specialist

Dr. Janet Stramel, Professor, Teacher Education

This presentation was requested by Board Member District 5 - Cathy Hopkins

Kansas leads the world in the success of each student.

Agenda Number: 8

Meeting Date: 5/14/2024



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Item Title: School Mental Health Committee Update

From: Trish Backman, School Mental Health Coordinator

Trish Backman, School Mental Health Coordinator, KSDE Special Education and Title Services will give an Update on School Mental Health 2024. She will discuss MHIT, the Mental Health Intervention Team, Inter-Agency Partnerships, the 2023 Updated Toolkit, TASN School Mental Health Initiative, Families Together, and KPIRC Kansas Parent Information Center.

Kansas leads the world in the success of each student.

Agenda Number: 9

Meeting Date: 5/14/2024



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Item Title: 2024 US Senate Youth Presentation

From: Denise Kahler

The Kansas State Board of Education will have the opportunity to hear from the 2024 US Senate Youth program Kansas delegates at the May board meeting. The delegates will receive certificates of recognition. The two alternates are not able to attend.

2024 Kansas Delegates

Madisen Finch, Leavenworth High School

Tucker Leck, Neodesha High School

2024 Kansas Alternates

Quintin Hoppe, Pleasant Ridge High School

Sophia Weber, Herington High School

The US Senate Youth program for high school juniors and seniors was established in 1962 by the William Randolph Hearst Foundation.

Qualified students need to demonstrate a desire to serve others in a leadership role and have high academic achievements, high aspirations for college and career and be self-motivated. They also must demonstrate an interest in government, history, and politics. Two delegates and two alternates are selected from each state every year.

The Hearst Foundation provides each delegate with a \$10,000 undergraduate college scholarship and a weeklong trip to Washington D.C. This year the event was held on March 2-9, 2024.

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 ~~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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DEPT. OF ADMINISTRATION

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ATTORNEY GENERAL

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.

APPROVED

APPROVED

JAN 18 2024

JAN 03 2024

ATTORNEY GENERAL

DEPT. OF ADMINISTRATION

(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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APPROVED

JAN 03 2024

DEPT. OF ADMINISTRATION

APPROVED

JAN 18 2024

ATTORNEY GENERAL

Agenda Number: 10

Meeting Date: 5/14/2024



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Item Title: Public Hearing on Proposed Amendments to Minimum High School Graduation Requirements K.A.R. 91-31-35

From: Scott Gordon

The Kansas State Board of Education will conduct a public hearing on proposed amendments to the minimum high school graduation requirements. A copy of the regulation is attached. If no changes are needed, the State Board is asked to adopt the regulations on May 15, 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 and a report from the Joint Committee on Administrative Rules and Regulations.

Kansas leads the world in the success of each student.

**KANSAS SCHOOL FOR THE DEAF (KSD)
NALOXONE ADMINISTRATION FOR OPIOID OVERDOSE
POLICY**

PURPOSE:

KSD wishes to prevent opioid related overdoses by making Naloxone readily available in secondary school buildings.

DEFINITION:

Opioid overdose occurs when the opioid levels in an individual's body are so high that they become unresponsive and their breathing becomes inadequate. Lack of oxygen affects vital organs which leads to unconsciousness, coma, and even death. It only takes 3-5 minutes without oxygen for brain damage to occur.

Naloxone (Narcan) is indicated for the reversal of an opioid overdose with signs of respiratory depression or unresponsiveness and acts by displacing the opiates from the receptor sites that control breathing. If the individual has not overdosed on an opioid, the naloxone will have no effect on the body.

Opioids are illegal drugs, like heroin, as well as prescription medications used to treat pain such as morphine, codeine, methadone, oxycodone (OxyContin, Percodan, Percocet), hydrocodone (Vicodin), fentanyl, hydromorphone (Dilaudid), and buprenorphine.

POLICY:

It is the policy of KSD to provide assistance to any person(s) who may be suffering from an opioid overdose following protocols and procedures of the school district. Staff members trained in accordance with the policy shall make every reasonable effort, to include the use of Naloxone combined with rescue breaths, to revive the victim of any apparent drug overdose.

This policy is to be used as an adjunct to ***K.S.A. 65-16,127 (Emergency opioid antagonists; dispensing, storing and administering; duties of the state board of pharmacy and first responder agencies; rules and regulations)** and in conjunction with the **State of Kansas's "Naloxone Access Law"** to provide treatment to unresponsive individuals in the school setting. (*see attached)

TRAINING:

- Before administering Naloxone, the appropriate school staff must go through training provided by a Pharmacist, Medical Director, or trained RN. This will allow the employee to be able to recognize an opioid related overdose, respond with proper judgment, administer Naloxone successfully, and to promptly seek further medical attention.
- Upon completion of Naloxone Administration training, a form signed by the staff member and trainee will be placed in their file.
- A list of trained employees will be added to the emergency file folder and maintained.

IDENTIFIED STAFF TO ANNUALLY TRAIN:

- ☐ Administration
- ☐ Nurses
- ☐ School Resource Officer & Security Staff
- ☐ Coaches

After appropriate training, designated individuals will use the four R's: Recognize, Respond, Reverse and Refer.

Signs and Symptoms of an opioid overdose include:

- **Small, constricted “pinpoint” pupils**
- **Falling asleep or loss of consciousness**
- **Slow, shallow breathing**
- **Choking or gurgling sounds**
- **Limp body**
- **Pale, blue, or cold skin**
- **Slowed pulse/heart beat**
- **Speech infrequent/signs incomprehensible**

EQUIPMENT:

NARCAN Nasal Spray

- Needle-Free and easy to use with no inhalation required.
- Narcan Nasal Spray is safe and effective in children for known/suspected opioid overdose.
- First FDA approved Nasal formulation of Naloxone.

STORAGE OF NALOXONE:

- Naloxone will be stored in a secure compartment within the school nurse's office and a secure compartment in the security office and in accordance with the manufacturer's instructions. All trained employees will be made aware of its location and will be able to access it as needed. Naloxone will only be administered on the campus of KSD.

NARCAN ADMINISTRATION

1. RECOGNIZE

Observe for signs of overdose:

- Pale, clammy skin
- Signs Incomprehensible
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

2. RESPOND

Immediately call for help:

- Call for help- Dial 911
 - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
 - If present, remove it
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular-sized breaths
- Blow enough air into their lungs to make their chest rise
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the **seal around the mouth and nose is secure**
 - If you are not using a mask and don't see their chest rise, out of the corner of your eye, make sure you're pinching their nose
- Breathe again
- Give one breath every 5 seconds

4. REFER

- Have the individual transported to nearest medical facility, **even if symptoms seem to get better**
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

3. REVERSE

Administer Intra-Nasal Narcan:

- Tilt head back and give spray (4 mg) into one nostril
- If additional doses are needed, give in the other nostril

Give NARCAN Nasal Spray

Remove NARCAN Nasal Spray from the box.

Peel back the tab with the circle to open the NARCAN Nasal Spray.

Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.

Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.

Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



Graphic credit: (ADAPT Pharma, 2015)

- Place person in recovery position (**lying on their side**)
- Stay with the person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols

Report of Naloxone Administration

Student Demographics and Health History

School District: _____ Name of School: _____

Age: _____ Type of Person: ☐ Student ☐ Staff ☐ Visitor Gender: ☐ M ☐ F ☐ Transgender

Ethnicity: Spanish/Hispanic/Latino: ☐ Yes ☐ No

Race: ☐ American Indian/Alaskan Native ☐ African American ☐ Asian

☐ Native Hawaiian/other Pacific Islander ☐ White ☐ Other

Signs of Overdose Present

☐ Blue lips ☐ Breathing slowly ☐ Shallow breathing ☐ Slow pulse ☐ Unresponsive
☐ Weak pulse ☐ Other (specify) _____

Suspected Overdose on What Drugs?

☐ Heroin ☐ Benzos/Barbituates ☐ Cocaine/Crack ☐ Alcohol
☐ Methadone ☐ Suboxone ☐ Don't Know ☐ Other (specify) _____

Naloxone Administration Incident Reporting

Date of occurrence: _____ Time of occurrence: _____

Vital signs: BP _____/____ Temp _____ Pulse _____ Respiration _____

Location where student was found:

☐ Classroom ☐ Cafeteria ☐ Health Office ☐ Playground ☐ Bus ☐ Other (specify): _____

How was the naloxone given: ☐ Injected into muscle ☐ Sprayed into nose

Naloxone lot #: _____ Expiration date: _____

Naloxone administered by: (Name) _____

Was this person formally trained? ☐ Yes ☐ No ☐ Don't know

Parent notified of naloxone administration: (time) _____

Was a second dose of naloxone required? ☐ Yes ☐ No ☐ Unknown

If yes, was that dose administered at the school prior to arrival of EMS? ☐ Yes ☐ No ☐ Unknown

Approximate time between the first and second dose _____

Naloxone lot #: _____ Expiration date: _____

Person's Response to Naloxone

☐ Combative ☐ Responsive/Angry ☐ Responsive but sedated ☐ Responsive and Alert ☐ No response to naloxone

Post-Naloxone Observations (Check all that apply)

☐ None ☐ Seizure ☐ Vomiting ☐ Difficulty breathing ☐ Other (specify): _____

Other Actions Taken

☐ Sternal rub ☐ Recovery position ☐ Rescue breathing ☐ Chest compressions ☐ Automatic defibrillator
☐ Yelled ☐ Shook the person ☐ Oxygen ☐ Other (specify): _____

Disposition

EMS notified at: (time) _____

Transferred to ER: ☐ Yes ☐ No ☐ Unknown

If yes, transferred via: ☐ Ambulance ☐ Parent/Guardian ☐ Other

Parent: ☐ At school ☐ Will come to school ☐ Will meet student at hospital ☐ Other: _____

Hospitalized: ☐ Yes ☐ If yes, discharged after _____ days ☐ No

Name of hospital: _____

Student/Staff/Visitor outcome:

School Follow-up

Did a debriefing meeting occur? ☐ Yes ☐ No

Recommendation for changes: ☐ Protocol change ☐ Policy change ☐ Educational change ☐ Information sharing ☐ None

Comments (include names of school staff, parent, others who attend debriefing):

Form completed by: _____ Date: _____

Title: _____

Phone number: (_____) _____ - _____ Ext.: _____

School District: _____

School address: _____

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:

Sarah Thompson

Director:

Luanne Barron

Commissioner:

Randy Watson

Meeting Date: 5/14/2024

Item Title:

Receive Item: Narcan Policy for the Kansas State School for the Deaf

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendations of the Narcan Policy for the Kansas State School for the Deaf.

Explanation of Situation Requiring Action:

The Kansas State School for the Deaf requests approval of a Naloxone/Narcan policy. KSD wishes to prevent opioid related overdoses by making Naloxone readily available in secondary school buildings.

Requested POLICY: It is the policy of KSD to provide assistance to any person(s) who may be suffering from an opioid overdose following protocols and procedures of the school district. Staff members trained in accordance with the policy shall make every reasonable effort, to include the use of Naloxone combined with rescue breaths, to revive the victim of any apparent drug overdose.

The policy covers administration of Naloxone, training of staff and storage of Naloxone.

Receive item: ERC recommendation for higher education program approval

Item Title:

Receive recommendations of the Evaluation Review Committee for higher education 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 program approvals for Bethel College, Friends University, MidAmerica Nazarene University, Pittsburg State University, University of Saint Mary, and Wichita State University.

The educator preparation program review processes are guided by Kansas regulations 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 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; assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of complete program reports, review teams of trained evaluators were appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The 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's 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 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 June 2024 State Board agenda as an Action item.



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April 08, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Bethel College

Introductory Statement:

On April 01, 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.

English Language Arts I, 6-12, continuing

Areas for Improvement

Standards 1-7, Science of Reading

None

History, Government, and Social Studies I, 6-12, continuing

Areas for Improvement

Standards 1-10

None

Mathematics I, 6-12, continuing

Areas for Improvement

Standards 1-7

None



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April 08, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Friends University

Introductory Statement:

On April 01, 2024, the Evaluation Review Committee reviewed an application for program approval for Friends University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Friends University continuing program through June 30, 2029:

Biology I, 6-12, continuing

Areas for Improvement

Standards 1-10

None



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April 08, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for MidAmerica Nazarene University

Introductory Statement:

On April 01, 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.

Biology I, 6-12, continuing

Areas for Improvement

Standards 1-10

None

History, Government, and Social Studies I, 6-12, continuing

Areas for Improvement

Standards 1-10

None

Reading Specialist A, PreK-12, continuing

Areas for Improvement

Standards 1-7, Science of Reading

None



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April 05, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Pittsburg State University

Introductory Statement:

On April 01, 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 "Approved" status for the following Pittsburg State University **continuing programs** through **December 31, 2030.**

Biology, I, 6-12 continuing

Areas for Improvement

Standards 1--10

None

High Incidence A, K-6, 6-12, continuing (traditional)

Areas for Improvement

Standards 1-8, Science of Reading

None

High Incidence I, K-6 Innovative MAT Para-ToR, continuing

Areas for Improvement

Standards 1-8, Science of Reading

None

High Incidence I, 6-12 Innovative MAT Paras / Para LRL, continuing

Areas for Improvement

Standards 1-8, Science of Reading

None

Technology I, 6-12, continuing
Areas for Improvement
Standards 1-8
None



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April 05, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for new program approval for the University of Saint Mary

Introductory Statement:

On April 01, 2024, the Evaluation Review Committee reviewed an application for a new program approval for the University of Saint Mary.

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

PROGRAM APPROVAL RECOMMENDATIONS

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

Recommend "New Program Approved with Stipulation" status through December 31, 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.



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April 08, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On April 01, 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.**

Early Childhood Unified I, Birth-Grade 3 MAT, continuing

Areas for Improvement

Standards 1-8, Science of Reading

None

Early Childhood Unified A, Birth-Grade MEd, continuing

Areas for Improvement

Standards 1-8, Science of Reading

None

History, Government, and Social Studies I, 5-8, continuing

Areas for Improvement

Standards 1-8

None

History, Government, and Social Studies I, 6-12, continuing

Areas for Improvement

Standards 1-10

None

PROGRAM REVIEW PROCESS

KSDE'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.)



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

Item Title: Receive recommendations of the Evaluation Review Committee for higher education program approvals

From: Catherine Chmidling

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

The educator preparation program review processes are guided by Kansas regulations 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 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; assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of complete program reports, review teams of trained evaluators were appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The 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's 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 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 June 2024 State Board agenda as an Action item.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:

Randy Watson

Director:

Commissioner:

Randy Watson

Meeting Date: 5/14/2024

Item Title:

Act on ESSER III Allocation Recommendations

Recommended Motion:

It is moved that the Kansas State Board of Education approve the ESSER III allocation recommendations.

Explanation of Situation Requiring Action:

To liquidate the remaining funds the recommendations are:

- Statewide Literacy and Math Training – 10 Million
- Training with High Quality Instructional Materials and staff – 5 million
- Assessment Assistance – 5 Million
- Postsecondary Transition – 1 Million
- Principal and Superintendent Leadership Development – 1.5 million
- Registered Apprentice Program - 500,000
- Kansas LEADS – 300,000

Total \$23.5 million, liquidating ESSER III funds.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 5/14/2024

Item Title:

Act on Literacy Requirements for Teacher Licensure

Recommended Motion:

It is moved that the Kansas State Board of Education approve the requirement for active veteran elementary teachers who teach general content areas of language arts, and history, government and social studies, active special education teachers who provide services to elementary students, active school psychologists who provide services to elementary students, and active elementary administrators to demonstrate structured literacy competency by either passing a State Board of Education approved assessment or by completing a structured literacy training approved by the State Board of Education, to begin as of July 1, 2027.

The State Board of Education adopt and set cut scores for the elementary education: teaching reading, mathematics, social studies and science test (test code #7001) to assess pre-service elementary teacher candidates' knowledge of the science of reading and structured literacy. The recommended exam will go into effect on September 1, 2024, and the previous elementary content knowledge for teaching test will remain available during a transition period set to expire on September 1, 2025. The cut scores for the elementary sub-test are as follows: reading subtest (test code #7002) with a cut score of 143; mathematics subtest (test code #7003) with a cut score of 157; social studies subtest (test code #7004) with a cut score of 155; and science subtest (test code #7005) with a cut score of 159.

Explanation of Situation Requiring Action:

Explanation of Situation Requiring Action:

Licensure Regulation 91-1-205 establishes licensure renewal requirements. The regulation will require an update to implement the recommendation for active veteran elementary teachers who teach general content areas of math, english, science, and history, government and social studies, active special education teachers who provide services to elementary students, active school psychologists who provide services to elementary students, and active elementary administrators to demonstrate structured literacy competency by either passing a State Board of Education approved assessment or by completing a structured literacy training.

A State Board of Education structured literacy training list will be maintained KSDE's literacy team. The literacy team may vet and recommend to the State Board of Education additional trainings to add to the approved structured literacy training list. The recommended initial training list will include the following

trainings:

1. LETRS.
2. Pathways to Proficient Reading.
3. Keys to Literacy.

The Professional Standards Board will review and recommend an exam to measure the science of reading and structured literacy for veteran educators who choose to demonstrate structured literacy competency by passing an exam in lieu of completing an approved training. The recommended exam will be provided to the State Board of Education at a future meeting.

Elementary Education: Teaching Reading, Mathematics, Social Studies, and Science test (test code #7001)

Kansas statute 72-2162 requires the State Board of Education to prescribe and examination designed to ensure that the licensure of a person as a teacher is a reliable indicator the person has the basic knowledge and qualifications necessary to engage in the profession of teaching in the state.

Licensure Regulation 91-1-203 require all applicants to successfully complete pedagogy and content assessments prior to qualifying for an initial teaching license. A content assessment is also required prior to issuance of a new teaching endorsement or an initial school specialist or school leadership license.

The cut scores are as recommended by the Professional Standards Board based on the results provided by ETS' national standard-setting studies comprised of ten panelists from multiple states. Kansas was represented by two panelists on the national standard-setting studies for the elementary education: teaching reading, mathematics, social studies, and science test. The Professional Standards Board recommended approval of the cut scores unanimously.

Upon approval, the regenerated tests and cut scores will go into effect as September 1, 2024.

KANSAS STATE BOARD OF EDUCATION

In the Matter of
the Professional Licensure
of [REDACTED]

24PPC05

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Board of Education ("State Board") upon the complaint filed against the Respondent, [REDACTED] ("Licensee"), by Pam Lewis, Director of Elementary Human Resources for the Shawnee Mission School District USD 512 based on an allegation of breach of contract.

An Amended Complaint was mailed to Licensee's last known address as well as sent by electronic mail to her known email address on February 29th, 2024. Licensee acknowledged receipt of both by way of email on March 1, 2024. Licensee did not file an Answer to the Complaint, nor did she request a hearing.

The hearing in this matter was convened on April 5, 2024. Appearing for the Commission were chairperson, Jennifer Holt and members Carey Spaulding, Christy Ziegler, Darrin SanRomani, Jamie Wetig, Leigh Anne Rogers, and Ricardo Sanchez. Because there was no answer to the Complaint nor a request to be heard at a hearing, the case proceeded for ruling against the Licensee by default and neither party appeared.

Findings of Fact

1. The Licensee and USD 512 are parties to a contract of employment for the 2023-2024 school year.
2. On December 12, 2023, Licensee sent an email to USD 512 that she was resigning from her position and would not be starting back with her class for the 3rd quarter.
3. USD 512 informed Licensee by email that her position would be posted but that resignation would not be accepted until a suitable replacement for her position was secured.
4. Licensee's resignation occurred past the last date for which liquidated damages were required to be accepted by USD 512 as described in the contract of employment.
5. Licensee last reported to work on December 20, 2023.

Conclusions of Law Discussion

1. K.A.R. 91-22-1a provides:

Any license issued by the State Board may be suspended or revoked, or the license holder may be publicly censured by the State Board for misconduct or other just cause, including any of the following: breach of an employment contract with an education agency by abandonment of the position.

2. K.A.R. 91-22-9 provides:

Any person charged in a complaint shall have 20 days after receipt of the complaint in which to file an answer. 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.

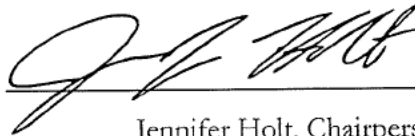
3. Because the Licensee did not file an answer within the prescribed amount of time, she has been deemed to have admitted the allegations and has acquiesced to the proposed action.

4. The Amended Complaint seeks suspension for a time period deemed appropriate by the Professional Practices Commission or other appropriate disciplinary action. In accordance with state law and standard practice of the State Board, the time period deemed appropriate is through the remainder of the term for which the contract was made. The contract between USD 512 and the Licensee continues through and includes May 31, 2024.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education that [REDACTED] license be suspended until May 31, 2024.

This Initial Order is made and entered this _____ April _____, 2024.

PROFESSIONAL PRACTICES COMMISSION

A handwritten signature in black ink, appearing to read "J. Holt", is written over a horizontal line.

Jennifer Holt, Chairperson

Order signed on _____ April 17 _____, 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 15 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

On April 17th, 2024, I certify that a copy of the foregoing
was placed in the United States first class mail, postage prepaid, addressed to:



A copy was emailed to:
swartmadisona@gmail.com

Rachel England
rachelengland@smsd.org

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 5/15/2024

Item Title:

Act on Recommendations of the Professional Practices Commission (suspend)

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 suspend the license in 24-PPC-05.

Explanation of Situation Requiring Action:

For the 2023-2024 school year, Licensee entered into a contract with USD 512 whereby she agreed to certain terms include the deadlines by which she would need to resign her position without being at risk of a complaint seeking suspension of her license. On December 12, 2023, Licensee resigned from her position and informed USD 512 that she would not be returning for the rest of the school year. The term of the contract was through May 31, 2024. A complaint was filed by USD 512 seeking suspension of the Licensee's license through the remainder of that contract. That complaint, as amended, was mailed to Licensee's last known address and to her email address. She provided neither an answer nor request for a hearing. The Professional Practices Commission reviewed the amended complaint during its April 2024 meeting and recommends suspension of Licensee's teaching license through and including May 31, 2024.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of



OAH Case No.: 24ED0006 ED
KSDE Case No.: 23-PPC-39

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 8 to 0 recommends to the Kansas State Board of Education (State Board) that the application by [REDACTED] for an emergency substitute teaching license be granted, as well as any other licensure if [REDACTED] meets the requirements.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by [REDACTED] concerning a complaint filed by the KSDE on October 9, 2023, seeking denial of [REDACTED] application for an emergency substitute teaching license.

The hearing was held on January 12, 2024.

[REDACTED] appeared in person without an attorney.

KSDE appeared by and through R. Scott Gordon, General Counsel.

Appearing for the Commission were Chairperson, Dr. Jennifer Holt, and members Caroline Spaulding, Jamie Wetig, Dr. Christy Ziegler, Aaron Edwards, Darrin San Romani, Ricardo Sanchez, and Leigh Anne Rogers.

Loren F. Snell, Jr., Administrative Law Judge, was appointed and served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

KSDE offered documents marked as Exhibits A through E and requested they be admitted as evidence. [REDACTED] had no objection. Exhibits A through E were admitted.

██████ offered documents identified as Exhibits 1 through 3 and requested they be admitted as evidence. KSDE had no objection. Exhibits 1 through 3 were admitted.

Findings of Fact

1. ██████ applied to KSDE for an emergency substitute teaching license. The exact date of the application is unknown to the Commission.

2. A criminal background check was conducted and revealed that ██████ had been charged on or about February 8, 2007, in Holt County Circuit Court in Missouri, case number 07J9-CR00029-01, with felony theft in Forest City, Missouri while ██████ was the City Clerk for Forest City, Missouri. [Exhibit A]. ██████ was convicted of felony theft, on or about September 30, 2008. [Exhibit B]. ██████ was placed on probation for a period of five (5) years. [Exhibit C].

3. ██████ provided testimony as to the events charged on February 8, 2007. ██████ took responsibility for her actions that led to her criminal charge and conviction and provided her explanation of the events that led to the charge. ██████ testified to the changes that had taken place in her life. ██████ testified she was employed as the financial secretary at the Holton Middle School in Holton, Kansas, and her supervisor was aware of her criminal history. [Exhibit 3].

4. ██████ provided letters of recommendation. [Exhibitions 1, 2, and 3].

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.¹

“A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to [K.A.R. 91-22-1a](a).”² Conduct for which a license may be suspended or revoked includes, but is not limited to: “(1) Conviction of any crime punishable as a felony; ... (4) conviction of any misdemeanor involving drug-related conduct.”³

The Commission, in determining whether to recommend to the Board that an individual’s application should be granted, is required to determine the extent of the applicant’s efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession.⁴

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(g)(1) in determining if ██████ application for an emergency substitute teaching license should be granted. The factors considered were:

¹ Kan. Const., Art. VI and K.S.A. 72-255.

² K.A.R. 9122-1a(b).

³ K.A.R. 91-22-1a(a).

⁴ *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).

- (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.

"It is the function of the administrative hearing body to determine the weight or credibility of the testimony of witnesses."⁵

The Commission acknowledged there was no evidence offered to suggest [REDACTED] testimony was not credible, and the Commission, having considered the testimony offered by [REDACTED] found her to be credible.

The Commission acknowledged that [REDACTED] criminal conduct was serious; however, felt that [REDACTED] acknowledged the wrongfulness of her criminal conduct and took responsibility. The Commission felt [REDACTED] had taken steps to rehabilitate herself and separate herself from the conduct that led to her criminal conduct. The Commission noted [REDACTED] had maintained a position of trust in her current position of employment.

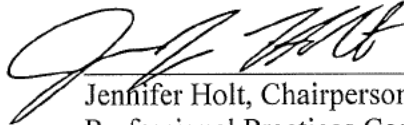
[REDACTED] has recognized the wrongfulness of her criminal conduct, taken responsibility for it and made efforts to change to avoid the same conduct in the future.

The Commission feels [REDACTED] past criminal conduct is not reflective of the person she is now. The Commission feels [REDACTED] past conduct has ceased to be a factor in her fitness for licensure and she is suitable, to be a role model for students.

On a vote of 8 in favor and 0 opposed the Commission recommends to the State Board that the emergency substitute teaching license be granted to [REDACTED].

⁵ *Lacy v. Kansas Dental Board*, 274 Kan. 1031, 1047-48, (2002) (citing *Swezey v. State Department of Social & Rehabilitation Services*, 1 Kan. App. 2d 94, 98, 562 P. 2d 117 (1977)).

IT IS SO ORDERED.


Jennifer Holt, Chairperson
Professional Practices Commission

Prepared by:
Loren F. Snell, Jr.,
Presiding Officer
Office of Administrative Hearings.

Notice

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

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **fifteen (15) 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,
Topeka, Kansas 66612

Response briefs are due within **ten calendar days** after service of the legal brief upon the opposing party. Any reply brief is due **five calendar days** after service of any response brief on 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

On April 4, 2024, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:



and I further certify that I caused a copy of the foregoing to be hand-delivered to:

R. Scott Gordon, Attorney
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Tel: (785) 296-3204

Marisa Seele

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 15 b.****Staff Initiating:**

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:**5/15/2024****Item Title:**

Act on Recommendations of the Professional Practices Commission (grant)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and issue the emergency substitute teaching license applied for in 23-PPC-39.

Explanation of Situation Requiring Action:

On or about September 30, 2008, the Applicant was convicted of felony theft that occurred on or about February 8, 2007. Applicant was sentenced to a period of 5 years' probation which she successfully completed. Applicant testified that while she was working as the City Clerk in Forest City, Missouri, she was accused of embezzling city funds. Applicant further testified that she believes her ex-husband and the former city clerk were actually responsible for the missing funds but since she was not able to prove it she pled guilty to the charge. Applicant currently works as a clerk for the Holton Middle School in Holton, Kansas and that her supervisor is aware of her criminal history. The Professional Practices Commission recommends issuing the applied-for emergency substitute teaching license to the Applicant as well as any subsequent license for which she may apply and for which she is duly qualified.

Nominee's Full Name: ↑	KSBE district:	The school district in which you work:	Who do you represent:	Admin Level:	Level you Teach:	Nominee represents school district size of:
Carla Breckenridge	District 7,District 8,District 10	259 Wichita	Teacher	N/A	Middle School	5001 and over

Please state briefly, your qualifications for this appointment:

I am currently a certified 6th grade ELA teacher in USD259 Wichita Public Schools actively practicing in Kansas. I have practiced in Kansas as a teacher with USD 259 since I began my teaching career in 2006. I have taught in both elementary school and middle school, with the previous two years taught in middle school, and the previous 16 years taught in elementary school.

Working and educational experience:

My educational experience includes 18 years of teaching experience, with 16 years having taught elementary school, and the last two years having taught middle school 6th grade ELA. My experience includes team lead, grade level lead, and participation on various district-level committees including restorative practice trainer of trainers, behavior support committee,

Carla M. Breckenridge

Education: Newman University - Building Leadership Program; 2015

Newman University - MSED; ESOL Endorsement 2013

Wichita State University - B.A., Elementary Education; 2006

Texas Southern University - B.A, Journalism; 1988

Experience:

2022-Present 6th Grade ELA Middle School Teacher, Wichita Public Schools; Wichita, KS

- **Taught: Sixth Grade English**
- **Grade Level Team Lead (2022-2023)**
- Collaborated with staff, parents, community stake holders to meet the diverse needs of students of ethnic backgrounds, socio economically limited resources, disabilities, and English language learners.

2006-Present Certified Elementary School Teacher, ESOL Endorsed Wichita Public Schools; Wichita, KS

- **Taught: Fifth, Second and Third Grades** in ESOL and title schools.
- Developed and implemented differentiating core and intervention instruction for core knowledge curriculum with rigor and fidelity.
- Assessed, evaluated, progress monitored and utilized data analysis to improve student growth for tier leveled students. Increased low performance into a school that achieved the Standard of Excellence in reading.
- **Cooperating Teacher:** Provided coaching, feedback, mentoring, informal and formal evaluations with the student teachers that I supervised. **Peer Mentor:** Provided coaching and feedback to improve instruction for a colleague.
- Collaborated with staff, parents, community stake holders to meet the diverse needs of students of ethnic backgrounds, socio economically limited resources, disabilities, and English language learners.
- **District Level Leadership: Diversity & Equity Champion Committee; WABSE Workgroup; Family Engagement Workgroups**
- **Building Leadership:** Supported building level administration in implementing building wide protocols. Assisted in interviewing classified and certified staff.
- **Grade Level Leadership:** Fifth and Third; Increased accountability of core rigor and teaching to fidelity among team. AVID: Increased student accountability with AVID strategies.
- Actively participated on **Family Engagement** and Literacy Teams to create partnership with student, family, and community stakeholders. Collaborated with staff and grade level colleagues, in supporting the vision for student achievement.

2017-2020 Kansas Strong, Master Teacher.

- Provided professional development and coaching STEM workshops for Kansas elementary and middle school teachers throughout the state of Kansas.

2014-2018 Summer STEM Academy Teacher, Wichita Public Schools

- From the inception of the Mueller Summer STEM Academy, developed and provided rigorous, integrated, and engaging STEM enrichment instruction for incoming fifth and third grade students.

2002-2013 TRIO Program Upward Bound Instructor, EOC Instructor & HAP Tutor, Wichita State University •

- Provided differentiated basic adult education instruction to adult and veteran learners.
- Provided integrated enrichment summer instruction and after school tutoring to high school students during the academic school year.

Accomplishments

2020 - 2021 Back to School Virtual Summer Prep Class/ACT Prep Class

- Developed and provided virtual summer tutoring classes for 2-7th grade students to close the academic learning gap as a result of the COVID-19 pandemic, and provided ACT Prep classes for high school students.

2019 - 2021 Two-Day Third Grade STEM Technology Exploration, Wichita Public Schools

- Partnered with my son Landon Breckenridge, a WPS grad and a Microsoft software engineer to provide a two-day stem technology exploration coding class for all third graders. Following the two-day class, eight students received their very own Ipad, through a partnership with fellow software engineers at Microsoft.

2018-2019 Bossgirls, Wichita Public Schools

- Developed and led Bossgirls, a fifth-grade girls empowerment group to address behavior, bullying, self-esteem, and social skills. Over 70% of the girls actively engaged in bi-weekly meetings that addressed pre-adolescent issues, and graduated from the program.

2017 Family Engagement Evening Activity/Field Trip, Wichita Public Schools

- Coordinated a viewing of the Hidden Figures movie with 30 of my former third graders and their families to educate them on the contributions of African American NASA scientists.

Professional Organization

- **KNEA - Racial Justice Leadership Committee**

Relevant Training

Restorative Practice Trainer of Trainers

NEA Women & Minority Leadership Training

Opportunity Teacher Leader Academy – Wichita Public Schools

Behavior Technical Academy (Inaugural Class) – Wichita Public Schools

BIST Training

CHAMPS Training

Just Add Arts Social Emotional Symposium

Trauma Informed Schools Training

8 to Great Powercoach Training

AVID Training

LETRS Training

Reading Symposium

SRG Summer Training

Community Involvement

2021– Present Girl Scouts of Heartland Kansas

- **Board of Directors**
 - Girl Scout champions leadership growth in girls through community service, personal development, and fun-filled experiences in Girl Scouts – the pre-eminent leadership development organization for girls.

1992-Present Wichita (KS) Chapter of The Links, Incorporated

- **Chapter President (2022-2024)**
 - The Links, Incorporated is an international, not-for-profit corporation, established in 1946. It is one of the nation's oldest and largest volunteer service organizations committed which has five facets which include Services to Youth, The Arts, National Trends and Services, International Trends and Services and Health and Human Services. The programs are implemented through strategies such as public information and education, economic development, and public policy campaigns.
- **Conference Chair (2013-2020) Leadership U- Achieving the Dream Annual African American High School Leadership Conference**
 - Collaborated with local colleges and universities, corporate sponsors, community partners, and committee members effectively to develop and promote an annual community wide diversity leadership program for area high school students and parents.
 - Experience designing, implementing, and integrating effective community wide youth development programs (from early learning through college), with initiatives in the areas of education, health, public safety, financial asset building, arts and humanities, adult education, and community/family engagement. Developed an annual budget.
- **Parent Engagement Workshop Presenter**

Recognition and Awards

2019 Wichita Public Schools Excellence in Public Service Award Recipient

2019 Rise Up for Youth – Sisterhood Class Act Award

2019 & 2004 Good Apple Award Recipient

2018 Doris Kerr Larkin Award Recipient

2010 Advance Kansas Leadership Participant

Nominee's Full Name: ↑	KSBE district:	The school district in which you work:	Who do you represent:	Admin Level:	Level you Teach:	Nominee represents school district size of:
Angle Powers	District 2,District 3,District 4	233 Olathe	Teacher	N/A	High School	5001 and over

Please state briefly, your qualifications for this appointment:

I am currently certified and actively practicing in Kansas have 24 years of experience in Kansas as an educator.

Working and educational experience:

I have had opportunities to work nationally, at the state level, and locally in responding to situations that may impact licensure with my roles in NEA, KNEA, and my local.

Angie Powers

Education	August 2006-May 2008	Emporia State University	Emporia, KS
	Master's in Instructional Technology		
	<ul style="list-style-type: none">Visual Literacy & Web 2.0 focus		
	August 2003-May 2006	Emporia State University	Emporia, KS
	Master's in Curriculum & Instruction		
	<ul style="list-style-type: none">Effective Practitioner focus		
	August 1996-May 2000	Emporia State University	Emporia, KS
	Bachelor's in English Education		
	<ul style="list-style-type: none">ESL/ELL Endorsement		
Current License	March 2018- March 2028	Accomplished English/Language Arts & English as a Second Language 7-12 License National Board Certified Teacher	
Experience	August 2003-present	Olathe District Schools	Olathe, KS
	Teacher & Online Instructor		
	<ul style="list-style-type: none">Taught AP Lang & Comp, English II, & PreAP English II at Olathe Northwest High SchoolTaught eEnglish I, eCreative Writing, and Advanced eCreative Writing at eAcademyServed on Building Leadership, Technology Leadership, Safe & Civil & AP Vertical teamsRepresented building on Staff Development CouncilFacilitated English/Language Arts Professional Learning CommunitiesSponsored NHS, GSA, The Aviary Literary Magazine & ONW Writing Center		
	June 2013-July 2013	University of Kansas	Lawrence, KS
	Item Writer for Dynamic Learning Maps		
	<ul style="list-style-type: none">Created assessment items for students with significant cognitive disabilities		
	July 2011-May 2012	Olathe District Schools	Olathe, KS
	Secondary English/Language Arts Facilitator		
	<ul style="list-style-type: none">Facilitated monthly Language Arts Study Groups & organized curriculum revision processPlanned & implemented district professional development for 6-12 E/LA teachers		
	July 2006-May 2012	Olathe District Schools	Olathe, KS
	Instructional Resource Teacher		
	<ul style="list-style-type: none">Observed & provided feedback to new-to-district teachers, as part of Olathe's induction programDelivered school improvement support to one high school & two alternative education programsSupported use of instructional technology to aforementioned buildings/programsInstructed Advanced Teaching & Learning sessions for teachers pursuing Master's degree		
	August 2000-May 2003	Ottawa High School	Ottawa, KS
	Teacher		
	<ul style="list-style-type: none">Taught English 9, College Prep English 9, Creative Writing & Advanced Creative WritingServed on building QPA Leadership Team<ul style="list-style-type: none">Chaired Vocabulary CommitteeFounded Writers' Café Literary MagazineSponsored Junior Class		

Professional Associations

- National Council of Teachers of English
 - Review articles for *English Journal*
 - Presented at four NCTE Conventions
- Association for Supervision & Curriculum Development
- Delta Kappa Gamma (International Society for Women Educators)
 - Inducted in Beta Omega Chapter in 2017
 - Served on membership committee
- Kansas Exemplary Educators Network
- Kansas Education Association
 - Co-Chair Social Justice Committee
 - KNEA Board Member
- Olathe NEA Executive Board
 - Vice-President
- National Education Association
 - NEA Director
 - Member of Equity Leaders Network
 - Trained in Leaders for Just Schools
- Kansas Association of Teachers of English

Leadership

Sept 2019-present

National Education Association Director

- Elected to NEA Board of Directors from five candidates in statewide vote

June 2020-present

NEA Leaders for Just Schools Cohort Facilitator

Selected to lead a nationwide cohort of educators creating safe and just schools

June 2017-present

Human Rights Campaign Welcoming Schools Facilitator

- Selected as one of 25 participants out of 200 applicants across the country

June 2016-present

Greater Kansas City Writing Project Fellow

- Provided professional development in the area of writing to other teachers across the metro area

August 2016-present

GLSEN/NEA GSA Advisor Summit

- Selected as one of the 30 advisors across the country to attend GSA Advisor Summit

August 2012-present

Olathe NEA Executive Board High School Rep. & Communications Director

- Coordinate digital communications, represent teachers & co-founded Olathe NEA Ally Program

October 2000-present

Professional Development Presenter

- Facilitated professional development with multiple audiences in various locations: Ottawa High School, Olathe Public Schools (high school & district level), National Council of Teachers of English, Mid-America Nazarene's Games & Learning Conference, Johnson County Community College's Cavalier Conference, Greater Kansas City Writing Project, etc.

August 2007-May 2016

Olathe Northwest Building Leadership Team Chair / Instructional Resource Teacher

- Coordinated school improvement for a *U.S. News & World Report* top-ranked Kansas school
- Mentored new-to-district teachers and struggling educators (2007-2012)

Honors & Awards

- Ottawa High School Teacher of the Month (October 2002)
- Rotary Award for Excellence in Education (2000)
- Olathe Northwest Master Teacher Nominee (2008)
- Olathe Public Schools Foundation Educator Excellence Award (2006)
- Olathe Public Schools Foundation Grant Recipient (2007 and 2017)
- The Most Influential Teacher Award for U.S. Presidential Scholar Cassie Wang (2013)
- Kansas Teacher of the Year Region 3 Finalist (2018)
- Olathe Human Relations Commission Humanitarian Award (2019)
- Kansas NEA Jack Williamson Service Award & Human Rights Award (2020)

Nominee's Full Name: ↑	KSBE district:	The school district in which you work:	Who do you represent:	Admin Level:	Level you Teach:	Nominee represents school district size of:
Anita Ann White	District 9	250 Pittsburg	Teacher	N/A	High School	1201-2500

Please state briefly, your qualifications for this appointment:

I have been fully certified in Kansas since 2004 and have worked at Pittsburg High School since that time.

Working and educational experience:

I have taught 20 years at PHS as student publication advisor and in the Social Studies Department where I presently serve as chair. I have been involved in multiple committees at the building and district level and serve on KSDE committees including Licensure Review Committee, Teacher Licensure Regulations Committee, and just joined the HGSS Standards Committee for Teacher Education Preparation. As a classroom teacher, I bring the voice of my peers and my own experience to the table in these opportunities.

Anita White

Teaching Experience

Pittsburg High School 2004 to present

2011 to present: Social Studies Department, ESOL Department

Courses: American History, World History, World Geography, American Government, AP US Government and Politics, Justice Studies, World History Special Topics: The Holocaust, ESOL American History, ESOL World History, ESOL Government

2004 to 2011 Student Publications Adviser

Courses: Introduction to Journalism, PhotoImaging, Student Publications (Newspaper and Yearbook)

Additional Responsibilities have included: Social Studies Department Chair, Building Leadership Team, Academic Detention Instructor, ESOL Department, CTE Department

Education

Masters of Science	Curriculum & Instruction	Emporia State University 2017
Master of Arts	World History	Pittsburg State University 2013
Teaching Certificate	Secondary Education	Pittsburg State University 2004
Master of Science	Community College Teaching	Pittsburg State University 1992
Bachelor of Arts	History	Pittsburg State University 1989
Legal Education	45 Hours	University of Kansas School of Law 1993-94

Continuing Education includes:

United States Holocaust Memorial Museum Belfer Conference 2022, 2023

Roots of Arab Spring NEH Institute 2013

APSI U.S. Government and Politics 2022, 2023

Professional Organizations and Activities

Kansas State Department of Education	HGSS Standards for Teacher Preparation Program
Feb. 2024 to present	Committee
Kansas State Department of Education	Licensure Review Committee
2020 to present	
Kansas State Department of Education	Regulations Committee
2020 to present	
Kansas Council for the Social Studies	member
National Council of Social Studies	member
Journalism Education Association	member 2004-2010
Columbia Scholastic Press Association	member 2004 2010,
	Publications Judge multiple years
Kansas National Education Association	member since 2004
Building Representative, State Representative Assembly, Bargaining Team, Local President 2023 to present, Uniserv Southeast Administrative Board At-Large member, Uniserv Southeast Administrative Board President, KNEA Board of Directors Member 2019 to present, NEA Representative Assembly (multiple years), NEA Leaders for Just Schools 2020 to present	

Education Awards and Presentations

CSPA Judge

CSPA Convention Speaker

Certified Journalism Educator

Walsworth Trainings

PSU Graduate Scholarship

Phi Alpha Phi

Phi Alpha Theta

Nominee's Full Name: ↑	KSBE district:	The school district in which you work:	Who do you represent:	Admin Level:	Level you Teach:	Nominee represents school district size of:
Candace M Landers	District 8	260 Derby	Teacher	N/A	Elementary	2501-5000

Please state briefly, your qualifications for this appointment:

I am currently certified and actively practicing in Kansas, Have at least five years' professional educational experience, and have been in active practice.

Working and educational experience:

I have been an educator of fifteen years; serving in both public and private schools. My background includes working with general education students, as well as special services including Special Education and Gifted. I have served in may leadership roles during my career.

CANDACE LANDERS

EDUCATOR · ADVOCATE · WRITER

PROFILE

Elementary educator with fifteen years in education pursuing an advisory position with the State of Kansas' Professional Practices Commission..

A strong voice for educators. A fierce advocate for students.

PROFESSIONAL ACCOMPLISHMENTS

Board Member | 2023 - Present
Kansas National Education Association

Member | 2023 - Present
KNEA Strategic Focus Grant Committee

| 2023 - Present
Kansas National Education Association

Vice President | 2023-2024
Derby National Education Association

Advisor | 2023-2024
Superintendent's Advisory Council

Building Representative | 2021 - Present
Derby National Education Association

Member | March 2021 - Present
Derby Five Year Strategic Planning Committee

Grade Level Writing Instructor

Building Lead Teacher | 2021 - Present
Mathematics

Member | 2019-2021
Building Leadership Team



EXPERTISE

Team Building

Public Speaking

Curriculum & Lesson Design

Data Analysis

Coaching

INTERESTS

Research & Development

Writing & Journalism

Neurodivergence

Mental Health

Social Media

Politics

WORK EXPERIENCE

EDUCATOR

Derby Public Schools | Derby, KS | 2019-Present

- Implement strategies for students with learning differences
- Provide a variety of opportunities to help students with social emotional learning
- Collaborate with building principal to address staff concerns

EDUCATOR

The Independent School | Wichita, KS | 2017-2019

- Delivered differentiated core content to all learners
- Member of the Curriculum Committee that sourced, analyzed, and procured new reading curriculum
- Ran after-school enrichment program

EDUCATOR

Caldwell Elementary | Wichita, KS | 2011-2012, 2014-2016

- Assessed, recorded, and communicated student progress
- Organized learning resources and classroom environment to facilitate positive learning experience
- Grew exponentially in the area of effective team building

EDUCATOR

Country Meadows Elementary | Peoria, AZ | 2013-2014

- Created a collaborative learning environment with students of varying backgrounds while building an atmosphere of respect and rapport
- Supported students with Individual Education Plans by appropriately scaffolding lessons while maintaining high expectations

EDUCATOR

Creative Castle | Peoria, AZ | 2012-2013

- Created a pleasant, inviting classroom atmosphere in which children felt comfortable and secure
- Planned and taught grade appropriate lessons
- Managed classroom behavior and interactions

EDUCATION

BACHELOR OF EDUCATION

Elementary Education

Wichita State University
2006-2011

RELATED EXPERIENCE

POLL WORKER

Sedgwick County
Various Sites | 2020-present
Wichita, KS

- Meaningful civic engagement

TEACHER

Wichita Oasis
Wichita, KS | 2015-2017

- Developed curriculum for Sunday children's group

STUDENT TEACHER

Caldwell Elementary
Wichita, KS | 2010-2011

- Gained knowledge of effective management strategies

AVID TUTOR

Wichita Public Schools
Wichita, KS | 2010-2011

- Facilitated and mentored cooperative groups of young learners

Nominee's Full Name: ↑	KSBE district:	The school district in which you work:	Who do you represent:	Admin Level:	Level you Teach:	Nominee represents school district size of:
Erica Shook	District 7	313 Buhler	Administrator	Building	N/A	1201-2500

Please state briefly, your qualifications for this appointment:

Prior to becoming an administrator, I taught high school English for 11 years as well as having been an adjunct professor of English and Teacher Education for the past 13 years. For the past 3 years I have served as the K-12 principal of Ad Astra Virtual and Alternative Academies in Buhler. I have been a licenced educator in Kansas since 2010 and held a substitute license prior to that.

Working and educational experience:

I have a variety of education experiences from PreK-12 to post-secondary. I have been an active member in KNEA and my local associations as well as serving on our negotiations team for most of my career. As an officer in our local association, I spent many hours working directly with teachers as it related to licensing and negotiated agreements.

ERICA SHOOK

TEACHER LEADER AND
ADMINISTRATOR

WORK EXPERIENCE

DIRECTOR

AD ASTRA ACADEMIES | JUNE 2021 - PRESENT

ENGLISH DEPARTMENT CHAIR

MCPHERSON HIGH SCHOOL | AUGUST 2010 - MAY 2021

- Taught Dual-Credit Composition I and II, College Bound English, LeadWorthy, Exploring Teaching as a Career, Teaching Internship Supervisor, Developmental English, English II, English III, Senior English, Greco-Roman Mythology, European and World Mythology

ADJUNCT PROFESSOR OF ENGLISH

MCPHERSON COLLEGE | AUGUST 2013 - PRESENT

- Currently Teaching Young Adult Literature (EN-320), Intercultural Education (CI-333), Cultural Diversity (CI-658)
- Previously Taught College Composition I and II (EN-110 and EN-111)

FOUNDER AND CHAIR

KANSAS EDUCATORS SUPPORT FOUNDATION

ACADEMIC HISTORY

Tabor College

CERTIFICATE | JUNE 2023 - AUGUST 2024

- Certificate in Neuroscience and Trauma

Emporia State University

PROFESSIONAL CERTIFICATE | JUNE 2020 - DECEMBER 2020

- Certificate in Building Level Leadership

Creighton University

ED.D. (ABD) | AUGUST 2015 - DECEMBER 2019

- Doctoral Candidate (ABD) in Interdisciplinary Leadership
- Working Dissertation Title: Novice Teacher Induction and Mentoring: A Comparative Case Study

Ft. Hays State University

MLS | AUGUST 2010 - DECEMBER 2013

- Master of Liberal Studies in Humanities with an Emphasis in Literary Arts

McPherson College

BA | MAGNA CUM LAUDE | August 2006 - May 2010

- Bachelor of Arts in English with 6-12 Teaching Licensure

PROFESSIONAL PURPOSE

I am passionate about helping educators fuel their own passions by supporting them in their continued professional learning and collaboration and encouraging future teachers to forge their path into one of the greatest professions in the world.

AREAS OF EXPERTISE

- Project/Problem-Based Learning
- Equity-Centered Design Thinking
- Culturally Responsive Teaching
- STEAM
- Service-Learning
- Young Adult Literature
- Book Studies
- Alternative and Virtual Education
- Building Teacher Leaders
- AP Coordinator
- LeadWorthy (CKH)
- Google Applied Digital Skills

HONORS AND AWARDS

- LaunchLearning Fellow
- Google Applied Digital Skills Ambassador
- LEGO Master Educator, 2020 and 2021
- Dayton Rothrock Alumni Fellow, 2019
- Kansas Teacher of the Year Nominee, 2019
- USD 418 Secondary Educator of the Year, 2018
- ECET-2 Kansas Teacher, 2018 and 2019
- Who's Who Among American Colleges and Universities, 2010
- Teacher of Promise 2009
- McPherson College Service-Learning Award, 2008 and 2009

PRESENTATIONS

- GOOGLE APPLIED DIGITAL SKILLS, NAEA, TAMPA, FL, OCTOBER 2023
- PLAY ATTENTION: A PLAYFUL MINDSET MEETS ACADEMIC CONTENT, KANSAS LEADS, MANHATTAN, KS, APRIL 2023
- READING FOR ACTION: ENGAGING YOUTH IN SOCIAL JUSTICE THROUGH YOUNG ADULT LITERATURE, KANSAS LEADS, ANDOVER, KS, APRIL 2022
- GOOGLE APPLIED DIGITAL SKILLS FOR THE VIRTUAL SCHOOL, KVLC, ANDOVER, KS, FEBRUARY 2022
- REVOLUTIONIZING THE VIRTUAL SCHOOL EXPERIENCE, KVLC, ANDOVER, KS, FEBRUARY 2022
- EXTREME STEAM EDU FOR VIRTUAL STUDENTS, KVLC, ANDOVER, KS, FEBRUARY 2022
- EXTREME STEAM EDU, ISTE 2020, ZOOM, NOVEMBER 2020
- LEARNING ACROSS KANSAS, PBS/KSDE PARTNERSHIP, HIGH SCHOOL SEASON 1, EPISODES 4-6, APRIL - MAY 2020
- EXTREME STEAM EDU, ISTE 2020, ANAHEIM, CA, JUNE 2020 (CANCELED DUE TO COVID-19)
- EXTREME STEAM EDU, MACE CONFERENCE, MANHATTAN, KS, MARCH 2020
- EXTREME STEAM EDU, KEEN STATE EDUCATION CONFERENCE, TOPEKA, KS, FEBRUARY 2020
- EXTREME STEAM EDU, CTE CONFERENCE, MANHATTAN, KS, FEBRUARY 2020
- FUTURE TEACHER TOOLBOX, CTE CONFERENCE, MANHATTAN, KS, FEBRUARY 2020
- THE LEADER IN YOU: LEARNING FROM EACH OTHER, SHOWCASING OUR SCHOOL DISTRICTS, KTOY LEADERSHIP CONFERENCE, WICHITA, KS, NOVEMBER 2019
- PROJECT LIT COMMUNITY, KATE CONFERENCE, WICHITA, KS, OCTOBER 2019
- EXTREME STEAM EDU, KATE CONFERENCE, WICHITA, KS, OCTOBER 2019
- EQUITY-CENTERED DESIGN THINKING, MCPHERSON COLLEGE EDCHAT, MCPHERSON, KS, OCTOBER 2019
- PROJECT LIT COMMUNITY, NERDCAMP, HESSTON, KS, JUNE 2019
- PROJECT LIT MAC, PROJECT LIT SUMMIT, NASHVILLE, TN, JUNE 2019
- PROJECT LIT COMMUNITY, KATE CONFERENCE, WICHITA, KS, OCTOBER 2018

LEADERSHIP AND COMMUNITY ACTIVITIES

- HUMAN RIGHTS CONSULTANT, US INSTITUTE OF DIPLOMACY AND HUMAN RIGHTS
- OVT MEMBER AND CHAIR
- LAUNCH LEARNING FELLOW, KANSAS COSMOSPHERE
- KANSAS COSMOSPHERE GOVERNING BOARD MEMBER AND SECRETARY
- MINDSPARK FUTURES FELLOW
- SOCIAL JUSTICE LEADERSHIP COMMITTEE (KNEA)
- GOOGLE APPLIED DIGITAL SKILLS AMBASSADOR
- INTERIM BLUEPRINT REVIEW TEAM (KSDE) 7-12 ELA
- KANSAS STATE DEPARTMENT OF EDUCATION (KSDE) 9-10 ELA COMPETENCIES/RUBRICS TEAM
- 6-12 ELA CURRICULUM REVIEW TEAM, MCPHERSON HIGH SCHOOL
- CAMP SUNFLOWER, BOARD MEMBER
- KNEA READING CIRCLE COMMISSIONER, UD 1 VALLEY
- COMMUNITY MENTAL HEALTH COALITION MEMBER, MCPHERSON
- PATIENT AND FAMILY ADVISORY COUNCIL MEMBER, MCPHERSON HOSPITAL
- KANSAS STATE DEPARTMENT OF EDUCATION (KSDE) ELA STANDARDS REVIEW TEAM
- LITERACY NETWORK OF KANSAS (LINK) ADOLESCENT LITERATURE COMMUNITY OF PRACTICE LEADER
- EXTREME STEAM EDU CO-FOUNDER
- COOPERATING TEACHER
- KANSAS TEACHER OF THE YEAR TEAM C
- PROJECT LIT MAC FOUNDER/PROJECT LIT COMMUNITY CHAPTER LEADER
- MCPHERSON COLLEGE TEACHER EDUCATION PROGRAM REVIEW BOARD
- SENIOR CLASS SPONSOR

PROFESSIONAL MEMBERSHIPS

- USA/KPA
- ISTE
- KEEN
- KNEA
- MCPHERSON EDUCATION ASSOCIATION, VICE-PRESIDENT/ACTING PRESIDENT (PAST)
- KANSAS ASSOCIATION OF TEACHERS OF ENGLISH, VICE-PRESIDENT (PAST)
- NATIONAL COUNCIL OF TEACHERS OF ENGLISH (PAST)
- PROJECT LIT COMMUNITY
- ROTARY CLUB, MCPHERSON (PAST)
- OPTIMISTS CLUB, MCPHERSON (PAST)

PROFESSIONAL DEVELOPMENT AREAS OF FOCUS

- NEUROSCIENCE AND TRAUMA
- CULTURALLY RESPONSIVE TEACHING
- SOCIAL AND RACIAL JUSTICE IN EDUCATION
- LGBTQ+, HUMAN RIGHTS CAMPAIGN
- ALTERNATIVE AND VIRTUAL EDUCATION
- MICROSCHOOLS
- BIBLIOTHERAPY, LITERATURE, AND MENTAL HEALTH CERTIFICATION
- THE SCIENCE OF WELL-BEING, YALE
- DYSLEXIA TRAINING
- SAFE ZONE TRAINING, WICHITA, KS
- ACTION CIVICS
- CTE/ISTE
- TEACHER RETENTION SUMMIT, MANHATTAN, KS
- PROJECT LIT COMMUNITY SUMMIT, NASHVILLE, TN
- MINDSPARK EQUITY-CENTERED DESIGN THINKING, LAS VEGAS, NV
- YOUTH MENTAL HEALTH FIRST AID USA CERTIFICATION
- KANSAS TEACHER OF THE YEAR LEADERSHIP CONFERENCE
- ECET2-KANSAS
- PROCESS CHAMPIONS TRAINING: CAPTURING KIDS' HEARTS
- CAPTURING KIDS' HEART
- RON CLARK ACADEMY 2-DAY EDUCATOR TRAINING, ATLANTA, GA
- KANSAS LEADERSHIP CENTER YOUR LEADERSHIP EDGE, WICHITA, KS
- BUCK INSTITUTE PBL TRAINING (LEVELS 1 AND 2)
- ACES TRAUMA INFORMED TRAINING
- INSPIRED LEADERSHIP, ENERGY LEADERSHIP ASSESSMENT AND COACHING

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 5/14/2024

Item Title:

Act on New Appointments to the Professional Practices Commission

Recommended Motion:

It is moved that the Kansas State Board of Education act to appoint _____ (Carla Breckenridge, Angie Powers, or Anita White) to serve on the Professional Practices Commission representing a Public School Classroom Teacher-At Large position. The appointed nominee would serve a full-term effective July 1, 2024 through June 30, 2027.

It is moved that the Kansas State Board of Education act to appoint _____ (Carla Breckenridge, Angie Powers, or Anita White) to serve on the Professional Practices Commission representing a Public School Classroom Teacher-At Large position. The appointed nominee would serve a full-term effective July 1, 2024 through June 30, 2027.

It is moved that the Kansas State Board of Education act to appoint _____ (Candace Landers) to serve on the Professional Practices Commission representing a Public School Elementary Classroom position. The appointed nominee would serve a full-term effective July 1, 2024 through June 30, 2027.

It is moved that the Kansas State Board of Education act to appoint _____ (Erica Shook) to serve on the Professional Practices Commission representing a Public High School principal position. The appointed nominee would serve a full-term effective July 1, 2024 through June 30, 2027.

Explanation of Situation Requiring Action:

The Professional Practices Commission (PPC) is charged with investigating and making recommendations to the Kansas State Board of Education regarding the disposition of licensees and applicants alleged to have engaged in professional misconduct. Currently, there are five open positions on the PPC –two Public School Classroom Teachers (any level), one public school elementary teacher, one public high school principal, and one middle school/junior high principal. No applications were received to fill the middle school/junior high principal position. The Kansas State Department of Education solicited nominations from throughout the state, and those nominations are now before the State Board. It is recommended that the Kansas State Board of Education appoint members of the Professional Practices Commission as stipulated under the statute, K.S.A. 72-2315, which states: "members shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

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

Agenda Number: 17

Meeting Date: 5/14/2024



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

Item Title: KESA 2.0 Update

From: Ben Proctor

The Accreditation and Design Team will share an overview of the KESA 2.0 accreditation determination process and protocol.

Kansas leads the world in the success of each student.

Agenda Number: 18

Meeting Date: 5/14/2024



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

Item Title: Payton Lynn Policy Internship Summary

From: Jake Steel

Payton Lynn is a senior at KSU and is in the process of fulfilling a policy internship at KSDE. Payton will present to the Kansas State Board of Education on her experience as a Policy Intern and thank them for their investment.

Kansas leads the world in the success of each student.

91-38-3. School transportation supervisor; duties and responsibilities.

(a) Appointment and general responsibilities.

- (1) Each governing body shall designate an employee to be the transportation supervisor.
- (2) (A) The transportation supervisor shall be responsible for supervision and maintenance of the school district's transportation system.

(B) The transportation supervisor shall act as liaison between the school district and any contracted bus transportation service.

(b) School transportation routes and stops.

- (1) The transportation supervisor shall be responsible for establishing all regular transportation routes and stops for the loading and unloading of students along those routes. The supervisor shall keep a current map on file for each regular transportation route, with all stops noted and a current map of the school district showing each attendance center.
- (2) The transportation supervisor shall not establish stops on any interstate highway, state toll road, or other limited-access highway.
- (3) The transportation supervisor shall give special consideration to road conditions and safety concerns when planning the regular transportation routes. If a safety hazard is encountered, the appropriate authorities shall be contacted about eliminating or correcting the hazard, if possible.
- (4) The transportation supervisor shall, when practicable, avoid establishing stops that would require students to cross any roadway.
- (5) Each driver shall report to the transportation supervisor any condition encountered by the driver on a transportation route that appears to pose a safety hazard.
- (6) If visibility is less than 500 feet when approaching an established school bus stop from any direction, the transportation supervisor shall contact state, county, or township road authorities and request that warning signs be posted for the school bus stop. Whenever practicable, stops shall be established only at points where visibility is at least 500 feet for all motorists.

(c) Driver training meetings.

- (1) Each transportation supervisor shall conduct at least 10 safety meetings per year for all school transportation providers employed by the school district.
- (2) Attendance at each meeting shall be documented with a sign-in sheet or similar document. The record of attendance and the agenda shall be retained by the supervisor for at least two years.
- (3) Safety meeting topics shall include school transportation safety concerns from drivers regarding route safety, changes in laws or regulations, and other safety issues as determined appropriate by the transportation supervisor.

(4) Safety meetings may be electronically recorded so that drivers who are unable to attend a particular meeting can view the program at another time.

(5) Each school transportation provider shall attend at least 10 safety meetings per year. Newly hired drivers shall be required to attend only those meetings held following their employment.

(d) Records retention.

(1) The transportation supervisor shall be responsible for maintenance and repair records for all school buses, activity buses, and school passenger vehicles used for student transportation, except short-term leased vehicles, that are either owned or leased and are operated by the school district. These records shall include information on scheduled maintenance, lubrication records, repair orders, and other maintenance.

(2) The maintenance record for each vehicle shall be kept as long as the school owns or leases the vehicle, and for at least two years following disposition of the vehicle.

(3) Maintenance records shall be available for inspection by the Kansas highway patrol, other law enforcement agencies, and Kansas state department of education officials.

(e) Contracts for bus transportation services. Each school district that contracts for bus transportation services shall ensure that each contract for those services includes a provision requiring the contractor to meet the requirements of subsections (c) and (d).

(f) Students with special needs. Each school district shall, before transportation, notify the transportation supervisor of any student with special health care concerns, special needs for transportation, or an individualized education program requiring transportation. The supervisor shall ensure that all drivers, substitute drivers, and attendants are informed of these needs and receive any training that is necessary to safely transport the student or to accommodate the student's special needs.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 5/15/2024

Item Title:

Act on proposed amendment to school transportation supervisor regulation K.A.R. 91-38-3

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the submission of an amendment to K.A.R. 91-38-3 through the formal regulatory adoption process.

Explanation of Situation Requiring Action:

During its April meeting, the Kansas State Board of Education received a proposed amendment to K.A.R. 91-38-3. The purpose of the amendment is to require transportation supervisors to avoid, when practicable, requiring students to cross any street when board or disembarking from a school bus when establishing bus stops. KSDE now asks the State Board for authority to submit the proposed regulation through the formal adoption process. Language to be added to the regulation is underlined in the draft shown in the following pages.

Agenda Number: 21 a.

Meeting Date: 5/14/2024



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

Item Title: Legislative Matters

From: Sherry Root

A report on the veto session and a summary of bills passed in the 2024 legislative session.

Kansas leads the world in the success of each student.

Agenda Number: 21 b.

Meeting Date: 5/14/2024



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

Item Title: Special Education Funding Distribution Formula

From: Sherry Root

H Sub for SB387 requires the State Board of Education to develop a distribution model for \$75 million of increased special education funding. This is a receive item.

Frank Harwood, Deputy Commissioner

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 2

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 5/15/2024

Item Title:

Receive staff response and act on Minimum High School Graduation Requirements regulation amendments

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the proposed amendments to its minimum high school graduation requirements regulation K.A.R. 91-31-35.

Explanation of Situation Requiring Action:

A public hearing was held on Tuesday, May 14th. 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. Those 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.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3

Staff Initiating:

Director:

Commissioner:

Meeting Date:

5/15/2024

Deborah Bremer

Randy Watson

Item Title:

Act on post-secondary asset graduation requirements list with additions

Recommended Motion:

It is moved that the Kansas State Board of Education approve the post-secondary asset graduation requirements list as recommended.

Explanation of Situation Requiring Action:

Dr. Ben Proctor, Deputy Commissioner, will present the post-secondary asset graduation requirements list with two additions:

Youth Apprenticeships
40 or more Community Service hours
Client-centered Projects
Workplace learning experience directly related to a student IPS
Industry-Recognized Certifications
Seal of Biliteracy
ACT Composite (Score of 21 or higher)
WorkKeys Level (Silver or higher)
9+ College hours
State Assessment scores of 3 or 4 for Math, ELA, Science (demonstrating College Readiness)
ASVAB per requirements of the military branch selected
SAT score (1200 or higher)
Completing Board of Regents Curriculum
International Baccalaureate Exam (4+)
Advanced Placement Exam (3+)
CTE Scholar
Eagle Scout or Gold Scout
4-H Kansas Key Award
Two or more high school athletics/activities
JROTC
95% attendance in high school **Use to be 90%**
Senior Exit Interview/Senior Projects
CTSO Officers **this is an addition**



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:

Lindsey Brown to the position of Auditor on the Fiscal Auditing team, effective April 10, 2024, at an annual salary of \$52,000. This position is funded by the CACFP Audit and State General fund.

Julia Whalen to the position of Program Consultant on the Child Nutrition and Wellness team, effective April 15, 2024, at an annual salary of \$55,036.8. This position is funded by the CACFP Admin, Summer Food Service Admin and Federal Food Service Admin fund.

Joseph Jewett to the position of Coordinator on the Special Education and Title Services team, effective April 17, 2024, at an annual salary of \$68,674.06. This position is funded by the Consolidated Admin Pool fund.

Kiley Powers to the position of Program Consultant on the Child Nutrition and Wellness team, effective April 29, 2024, at an annual salary of \$55,036.8. This position is funded by the SFSP Admin, CACFP Audit and Federal Food Service Admin fund.



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

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	1	4		
Unclassified	2	3	3	3	0	4	6	1	1	4		
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0	0		
Total Separations	2	4	4	3	4	2	2	0	4	2		
Classified	0	0	0	0	0	0	0	0	1	0		
Unclassified	2	4	4	2	4	2	2	0	3	2		
Unclassified Regular (leadership)	0	0	0	1	0	0	0	0	0	0		
Recruiting (data on 1st day of month)	4	5	3	3	9	3	6	3	3	5		
Unclassified	4	5	3	3	7	3	6	3	3	5		
Unclassified Regular (leadership)	0	0	0	0	2	0	0	0	0	0		

Total employees 270 as of pay period ending 4/13/2024. 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: 4 a.

Meeting Date: 5/15/2024



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 Report on Personnel filling unclassified positions and Personnel Count.

Kansas leads the world in the success of each student.

Licensure Review Committee

Board Materials

May 2024

Case # 3515

Requests initial Kansas licensure for District Leadership (PRK-12). Review for the license is required due to ineligibility for standard out of state district leadership license.

Applicant completed a Pennsylvania state approved district leadership coursework program with Wilkes College in 2023. The state of Pennsylvania issued them a statement of eligibility for an initial Pennsylvania license for District Leadership upon securing of appropriate employment in Pennsylvania. Applicant lives and works in Kansas and will not be employed in Pennsylvania, making them ineligible for the standard out of state license required by regulation. Applicant met all other Kansas requirements for this initial school leadership license.

The Licensure Review Committee recommends approval of the license based on meeting Kansas requirements except for the standard out of state license. Moved by Tricia, seconded by Allen and approved unanimously.

Case # 3517

Requests initial Kansas licensure for French (PRK-12) and English to Speakers of Other Languages (PRK-12). Review for the license is required due to never applying for their initial Kansas license and now being ineligible without recency and current content tests.

Applicant completed a Master of Science in Education degree in teacher preparation (French and ESOL) with the University of Kansas in 2007. They successfully completed the appropriate PRAXIS content tests for both French and ESOL that were required at the time but never applied for their initial teaching license.

Since 2010, applicant has lived in Canada, providing home-schooling and fulltime care to their multiply disabled son. They are now ready to return to the profession of teaching, but the Canadian Ministry of Education will not grant them a teaching license without verification of a standard Kansas teaching license. Because applicant never applied for their initial license, they would now have to meet recency and take and pass the current PRAXIS content tests for French and ESOL. Since applicant has no intention of returning to or teaching in Kansas, they are asking the committee to grant their initial teaching license based on the requirements they met in 2007.

The Licensure Review Committee recommends approval of the license based on meeting Kansas requirements in place at the time the original program and testing were successfully completed. Moved by Tricia, seconded by Kellen and approved unanimously.

Case # 3518

Requests initial Kansas licensure for School Counselor (PRK-12). Review for the license is required due to ineligibility for standard out of state license.

Applicant completed a Virginia state approved school counselor coursework program with Liberty University in 2023. The state of Virginia issued them a statement of eligibility for an initial Virginia license for School Counselor upon securing of appropriate employment in Virginia. Applicant lives and works in Kansas and will not be employed in Virginia, making them ineligible for the standard out of state license required by regulation. Applicant met all other Kansas requirements for this initial school specialist license.

The Licensure Review Committee recommends approval of the license based on meeting Kansas requirements except for the standard out of state license. Moved by Allen, seconded by Tricia and approved unanimously.

Content Test Appeal Cases

The applicants below met all Kansas requirements for an initial teaching license except for passing scores on the appropriate PRAXIS content exam(s). The KSDE Content Test Appeal application process allows these applicants to achieve initial licensure via alternate criteria, scored on a standard rubric previously reviewed and approved by the Kansas State Board of Education. The criteria include the following:

- 1) GPA in the content coursework during the applicant's initial teacher preparation program
- 2) Highest score achieved on the at least twice attempted appropriate PRAXIS content exam(s)
- 3) Employing school district's formal evaluation of applicant's content knowledge
- 4) Applicant interview with the Licensure Review Committee

The applicant must preliminarily verify 15 points on the rubric according to the first three criteria in order to qualify for the committee interview. The applicant must then obtain a minimum of 3 points according to the rubric for the interview portion, verifying a minimum total of 18 points in order to be recommended for approval of initial licensure to the Kansas State Board of Education.

Case # 9005

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Tricia and approved unanimously.

Case # 9006

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 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 # 9007

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Anita and approved unanimously.

Case # 9008

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 recommends approval of the license as the candidate met the minimum rubric score of 18 total points. Moved by Anita, seconded by Kellen and approved unanimously.

Case # 9009

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Tricia and approved unanimously.

Case # 9010

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Kellen, seconded by Allen and approved unanimously.

Case # 9011

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Kellen, seconded by Allen and approved unanimously.

Case # 9012

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Tricia, seconded by Anita and approved unanimously.

Case # 9013

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Jessica, seconded by Tricia and approved unanimously.

Case # 9014

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Jessica, seconded by Tricia and approved unanimously.

Case # 9015

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Cody, seconded by Anita and approved unanimously.

Case # 9016

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Anita and approved, with Jessica abstaining.

Case # 9017

Applicant requests initial Kansas licensure in Biology (6-12). 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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Cody, seconded by Anita and approved unanimously.

Case # 9018

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Jessica, seconded by Tricia and approved unanimously.

Case # 9019

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Tricia, seconded by Cody and approved unanimously.

Case # 9020

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 and met with the Licensure Review Committee for an interview.

The Licensure Review Committee recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Tricia and approved, with Jessica abstaining.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 b.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

5/15/2024

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 # 3515

Requests initial Kansas licensure for District Leadership (PRK-12). Review for the license is required due to ineligibility for standard out of state district leadership license.

Applicant completed a Pennsylvania state approved district leadership coursework program with Wilkes College in 2023. The state of Pennsylvania issued them a statement of eligibility for an initial Pennsylvania license for District Leadership upon securing of appropriate employment in Pennsylvania. Applicant lives and works in Kansas and will not be employed in Pennsylvania, making them ineligible for the standard out of state license required by regulation. Applicant met all other Kansas requirements for this initial school leadership license.

The Licensure Review Committee recommends approval of the license based on meeting Kansas requirements except for the standard out of state license. Moved by Tricia, seconded by Allen and approved unanimously.

Case # 3517

Requests initial Kansas licensure for French (PRK-12) and English to Speakers of Other Languages (PRK-12). Review for the license is required due to never applying for their initial Kansas license and now being ineligible without recency and current content tests.

Applicant completed a Master of Science in Education degree in teacher preparation (French and ESOL) with the University of Kansas in 2007. They successfully completed the appropriate PRAXIS content tests for both French and ESOL that were required at the time but never applied for their initial teaching license.

Since 2010, applicant has lived in Canada, providing home-schooling and fulltime care to their

multiply disabled son. They are now ready to return to the profession of teaching, but the Canadian Ministry of Education will not grant them a teaching license without verification of a standard Kansas teaching license. Because applicant never applied for their initial license, they would now have to meet recency and take and pass the current PRAXIS content tests for French and ESOL. Since applicant has no intention of returning to or teaching in Kansas, they are asking the committee to grant their initial teaching license based on the requirements they met in 2007.

The Licensure Review Committee recommends approval of the license based on meeting Kansas requirements in place at the time the original program and testing were successfully completed. Moved by Tricia, seconded by Kellen and approved unanimously.

Case # 3518

Requests initial Kansas licensure for School Counselor (PRK-12). Review for the license is required due to ineligibility for standard out of state license.

Applicant completed a Virginia state approved school counselor coursework program with Liberty University in 2023. The state of Virginia issued them a statement of eligibility for an initial Virginia license for School Counselor upon securing of appropriate employment in Virginia. Applicant lives and works in Kansas and will not be employed in Virginia, making them ineligible for the standard out of state license required by regulation. Applicant met all other Kansas requirements for this initial school specialist license.

The Licensure Review Committee recommends approval of the license based on meeting Kansas requirements except for the standard out of state license. Moved by Allen, seconded by Tricia and approved unanimously.

Content Test Appeal Cases

The applicants below met all Kansas requirements for an initial teaching license except for passing scores on the appropriate PRAXIS content exam(s). The KSDE Content Test Appeal application process allows these applicants to achieve initial licensure via alternate criteria, scored on a standard rubric previously reviewed and approved by the Kansas State Board of Education. The criteria include the following:

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The applicant must preliminarily verify 15 points on the rubric according to the first three criteria in order to qualify for the committee interview. The applicant must then obtain a minimum of 3 points according to the rubric for the interview portion, verifying a minimum total of 18 points in order to be recommended for approval of initial licensure to the Kansas State Board of Education.

Case # 9005

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Tricia and approved unanimously.

Case # 9006

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 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 # 9007

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Anita and approved unanimously.

Case # 9008

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 recommends approval of the license as the candidate met the minimum rubric score of 18 total points. Moved by Anita, seconded by Kellen and approved unanimously.

Case # 9009

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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Tricia and approved unanimously.

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unanimously.

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Case # 9016

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

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The Licensure Review Committee recommends approval of the license as the candidate exceeded

the minimum rubric score of 18 total points. Moved by Allen, seconded by Anita and approved, with Jessica abstaining.

Case # 9017

Applicant requests initial Kansas licensure in Biology (6-12). 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.

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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 recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Tricia and approved, with Jessica abstaining.

Cheylin Educator Professional Development Plan

Cheylin Schools
USD 103

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2028

5-year Professional Development Plan Approval

The USD 103 Professional Development Council approved the following plan, at its meeting held on 3/20/2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: 
Signature

3/26/2024
Date

Plan Updates

[illegible]

(Add pages as needed)

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Section One

Professional Development Council (PDC)

1.1 Introduction

Mission Statements

Board of Education Mission Statement-

The mission of Cheylin USO 103 is to provide students with knowledge and the means to acquire, use and enjoy knowledge throughout their lives.

Cheylin PDC Council Guiding Principles-

Cheylin USD 103 PDC Council believes that:

Staff development is a combination of educational personal experiences that contribute to the professional growth of the certified staff.

An effective professional development plan will help meet individual and school needs and should be meaningful to the participants.

A professional development plan allows each certified staff member the opportunity to be responsible for his/her own professional development.

An effective professional development plan will provide participants an opportunity to gain in-service points that may be used for both recertifications and advancement of the professional salary schedule.

The Professional Development Council (PDC) is a representative group of the local district certified personnel which advises the local Board of Education in matters concerning the planning, development, implementation and operation of the Educator Professional Development Plan.

The **purpose** of the PDC is to facilitate movement for certified staff and the school district toward a common goal of continued school improvement and instructional effectiveness.

The ultimate **goal** is improved learning opportunities and outcomes for all students and continuous professional growth for certified personnel.

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 103 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 Membership of the PDC shall consist of the following:

- At least 2 Certified staff members
 - o One to two from the elementary building
 - o One each from the jr. high/high school building
- One Administrator/Licensed Leader

Licensed Teacher Member Selection:

Group(s) Represented	Number
Elementary Building	1-2
Jr./Sr. High Building	2
Total	3-4

Certified personnel shall be selected from a list of volunteers by their respective buildings by May 1st for the succeeding term beginning with the following school year. If a vacancy occurs, the group represented shall select the new member as soon as practicable.

Licensed Leader Member Selection:

Group(s) Represented	Number
District Leader	1
Total	1

Licensed leader members will also be selected on a volunteer basis by the district licensed leaders.

Term of Membership

Term of membership on the PDC shall be 2-years, no limit. Term office for elected members shall be August 1 to July 31. At the end of the 2-year term, 1 member may choose to not continue on the council. Resignations shall be accepted by the PDC Chair.

If there are no nominees or volunteers for a group/s, the PDC Chair will send out the list of names of all licensed teachers and/or leaders in that group/s to that group/s from which to select. The staff with the most votes will be the new PDC member/s. The names of those selected will go to the PDC chair.

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.

Training

PDC Council members will attend training through the Southwest Plains Regional Service Center, Sublette, either in-person or via SPRSC training materials.

The PDC chair will be responsible for ensuring that training is completed and will document that training in the PDC record book.

USD 103 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. PDC Council members will attend training through the Southwest Plains Regional Service Center, Sublette, either in-person or via SPRSC training materials.

Typically, the training occurs in July of each year. 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 PDC Record Book is currently stored on the PDC Chair's computer and access is shared with the other PDC members. 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.

As the advisory council to our local Board of Education, the PDC members ensure its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

The **officers** of the PDC shall consist of a chairperson and a vice-chairperson. The officers shall be elected each year at the first regular meeting of the PDC on or before September 30th.

The **duties** of the **Chairperson** shall be to:

1. Preside at all meetings.
2. Call special meetings as needed.
3. Prepare an agenda for all meetings.
4. Manage calendar and local professional development activities with the superintendent.
5. Work in collaboration with school improvement and professional development personnel.
6. Ensure completion of annual training by all PDC members

The **duties** of the **Vice-Chairperson** shall be to:

1. Act in absence of the chairperson
2. Carry out any duties as requested by the chairperson of PDC
3. Be responsible for meeting reminder notices

While not a PDC officer or member, A Recording Secretary will be provided by the Board of Education to facilitate correspondence, record minutes and maintain records of all PDC points. Additional responsibilities shall be to:

1. Publish notifications and minutes of all meetings and distribute them to all members of the PDC and Cheylin certified staff members.
2. Tabulate earned PDC points at the close of each school year and print transcripts to be given to the District Clerk for placement in personnel files.

1.5.1 Meetings

Meetings will be held quarterly (August, November, February and May) in the high school library, with special meetings called after notice is given.

- All meetings of the Council will be open to all certified staff and board members.
- Non-members may speak to PDC following procedure.
- Agendas and minutes will be sent to all PDC members electronically.
- At least 1 member from each membership group must be present to have a quorum.
- Meetings will be conducted in person.
- If an emergency meeting is needed, the chair will schedule it.

1.52 Voting

- Approval will be given by consensus
- At least 1 member from each membership group must be present to have a quorum.
- In the event consensus cannot be reached, the vote will be delayed and another meeting called.

1.53 Documentation

The PD Plan and IPDP forms are located in the shared PDC folder located on the Google Drive. PD Approval of points are compiled on a spreadsheet located in the folder and hard copy transcripts are located in the clerk's office. The PDC chair and the clerk are responsible for holding and maintaining these records. Records are adjusted directly after meetings. Documentation of member and officer selection is recorded in the meeting minutes; these are stored in an electronic folder in the PD folder on the Google Drive.

1.54 Communications

The PDC Chair will update the Cheylin School Board on the activities of the PDC Council annually at a regular board meeting. Faculty will be informed of any pertinent meeting results.

1.55 Approvals

PD points and IPDP plans are approved by consensus of the board. The 5-Year Plan renewal is approved at the end of the 5-year cycle by the PDC members' consensus.

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

For documentation, see Section 1.53.
See Appendix for IPDP, Forms A & B.

2.1 Assessment and prioritization of school improvement needs

Needs will be identified and reviewed annually through one or more of the following:

1. KESA Accreditation Cycle current goals and evaluations
 - a. Specific goals in line with the **current** KESA Accreditation Cycle include:
 - i. show improvement in reading using a multi-tiered system of support in jr. high & high school
 - ii. raise percentage of students in the low-risk category of social-emotional health
2. Cheylin Staff Development Needs Assessment Survey
3. District School Improvement Goals and Objectives
4. KSDE Kansans Can goals
5. State and District Assessment Results
6. Parent and Community Needs Input Survey

The PDC, the KESA Leadership team, and administration will collaboratively determine the main concentration for in-service training needs.

2.2 Identification of goals and objectives to achieve professional development needs

Individual teachers choose their PD goals in accordance with the current KESA goal, The 4 Fundamentals, and Structured Literacy and other school improvement needs (see above) and their content area of expertise. The Cheylin Staff Development Needs Assessment Survey is used to determine training needs.

2.3 Identification of activities and actions to achieve the goals and objectives

At the district and school level, professional development is chosen by the KESA Leadership Team and administration to meet accreditation goals. Individual staff meet their goals through personal selection of PD activities.

2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

A continuous and systematic evaluation of the District Professional Development Program will be the responsibility of the PDC. The evaluation may involve:

1. Needs
 - a. Periodic review of the needs assessment.
 - b. Periodic review of appropriateness of activities to ensure that they meet the needs of the KESA goals set by the District.
 - c. Periodic review of activities offered to ensure that they are appropriate to the certified employee's level of development in meeting the KESA goals.
2. Each licensed staff member will be given the opportunity to complete an evaluation form for each in-service activity.
3. Priorities- A review and revision of the program based on identified needs. Needs Assessments- A review and revision of the needs assessment and the process of its administration. This will be used to set up in-service activities to meet the goals set by the District for KESA.
4. Participant recommendations for changes and/or improvements Activities- A review and revision of methods of delivery and the quality of in-service activities. This will ensure that activities meet the needs of the KESA goals and provide data for analysis.
5. Implementation/PDC Program Operations- A review of policies, procedures and efficiency of record keeping.
6. Participation levels (Form A) and Evaluations (Form B)

2.5 Reporting results of evaluation of in-service needs

Results of evaluation of in-service needs are reported to the Cheylin Site Council, and school board and other stakeholders.

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation in the Spring semester shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5 Once an amendment is approved, the Recording Secretary 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.
Amendments approved by the PDC may be submitted to the Board of Education for its approval, which will be recorded in the Plans Update form.

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.

Overview:

The IPDP is the official plan required by the District to allow educators to renew certification by using in-service, workshop, and /or college credit points.

To be eligible to use in-service point, a participant/educator must develop an Individual Professional Development Plan and have it approved by the Cheylin PDC. The IPDP will result from cooperative planning with a designated supervisor and be signed by the supervisor and educator. The plan will then go to the PDC for approval.

In the plan, educators will set one or more goals and indicate types of in-service activities they will participate in to earn in-service credits for renewal of certification. These goals include content standards, professional education, and Service to the Profession. In-service activities must align with the District or individual school improvement goals and pertain to their area of endorsement/expertise.

Requirements:

Certified participants/educators are required to have an approved IPDP on file if they are seeking in-service credit for staff development opportunities.

Participants must develop a written plan in accordance with individual professional objectives aligned with the District/School Improvement and current KESA Goals. (*Educator Individual Professional Development Form* - see *Appendix*.) and submit it, signed, to the PDC for approval. Upon approval, the plan remains in the district IPDP files. (Participants should keep a copy for their files.)

New IPDP's are to be submitted for approval by September 30th of the school year.

- ▶ For initial plans, the IDPD must be filed within 60 days of the beginning contract date.
- ▶ All teachers and administrators in their first year of employment in USO 103 may submit until the last day of the 1st semester.

All current IPDP plans are to be reviewed and updated as needed by educators on an annual basis by September 30th each year. Additional IPDP updates may be submitted at any time.

Out of district professional development activities need to be approved by administration in advance only if school time or funding is requested. All summer activities including points and credits may be submitted until the last school day in September of the same year. Individuals will automatically receive points for district-sponsored in-service activities if they are in attendance and have an approved IPDP on file.

For all activities outside of the district, including college credit work, educators are to submit proof (agenda, syllabus, etc.) and an *Evaluation Form B* (see *Appendix*) to the PDC. Evaluations for summer and early September activities may be filed until the last day of September that same year.

Time Limit: All documents or requests for points must be complete and submitted within one year from date of in-service.

All college credit will be converted into PD points and added to the in-service transcript.

Verification of in-service credit is provided by the PDC. in-service transcripts will include the date of the activity, a brief title or description and the number of points awarded.

- A copy of your unofficial in-service transcript may be requested as needed through the district office. Official transcripts will be given to the applicant in a sealed district envelope when requested.

The educator will submit points earned and designated for salary advancement to the PDC for verification by August 20th for the new year payroll accounting. IPDP points shall come from non-contract time. (Refer to the negotiated agreement)

The PDC is responsible for approval or disapproval of the IPDP.

If the IPDP is disapproved, it will be returned to the educator with recommendations for modifications. There will be flexibility within the plan only as deemed necessary by the PDC. This flexibility, being the exception not the rule, allows the PDC to temporarily adjust guidelines such as specific timelines to be waived for reasons determined valid. If the PDC disapproves an IPDP, staff may appeal that decision using the instructions in Section 3.9.

NOTICE: It is the responsibility of the educator to submit intention of advancement on the salary schedule to the main office by April 15th. A grade card must be filed 5 working days prior to the September board meeting. An official transcript must be filed by September 30th. (Refer to negotiated agreement)



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 103 uses the following steps 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 to the PDC Chair 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.

Licensed staff identify their personal professional development needs based on their area of expertise and the accreditation goals, with input from the supervisor, as needed.

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 (Insert USD number and/or name) 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 may 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).

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.

4.1 Definitions and Criteria to Earn PD Points

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\(k\)](#)

- Also, in order to be awarded points, staff also must have a current *Individual Professional Development Form* (IDP) on file.
- Points can be obtained for any professional development you do, whether at your school during in-services and PLCs, or at workshops, book studies, and college classes that you take on your own.

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? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to everyone. 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 USD 103 may use to determine 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.

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.

Points Needed for Additional Situations

1. Standard Subs-Retired educator must complete half of the required points for based on type of degree, i.e. 80 for Bachelor's degree (40 of which are college credit) and 60 for a Master's degree
2. Renewal of a Substitute license-50 PDC points

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.

IDP points used for salary advancement shall come from non-contract time. Twenty (20) IDP points equals one (1) semester hour. Teachers with a bachelor's degree as the highest degree may advance on the salary schedule using a combination of IDP points (as defined in the negotiated agreement) that is no more than half (1/2) the needed college hours. Teachers with a master's degree may advance on the salary schedule with any combination of college semester hours and IDP points, as defined in 6) of the negotiated agreement.

4.5 Questions about awarding PD points relative to renewal licensing

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

Please see the following pages for:

Educator Individual Professional Development Form

Form B - Inservice Evaluation

Excel Sheet for tracking Points

Educator Individual Professional Development Form

2023-2024

Name:	Position: Grade Level(s):
-------	------------------------------

License Expiration Date:

Cheylin Schools USD 103 Elementary/Secondary (circle which apply)	School Year:
--	--------------

<p>SCHOOL IMPROVEMENT</p> <p><u>Professional Learning and Student Results</u></p> <p>When educators' knowledge, skills and dispositions change, they have a broader repertoire of effective look kill strategies to use to adapt their practices to meet performance expectations and student learning needs. When educator practice improves, students have a greater likelihood of achieving results. When student results improve, the cycle repeats for continuous improvement.</p> <p>If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practices.</p> <p><u>Standards for Professional Learning</u></p> <p>Learning Communities Leadership Resources Data Learning Designs Implementation Outcomes</p>	<p>DISTRICT/BUILDING GOALS</p> <p>School Improvement: Professional Growth Increase educators' effectiveness through Professional Development opportunities.</p> <p>School Improvement: Instruction Build content knowledge, improve and adapt instructional methods and strategies, develop lessons that challenge and engage all students, individualize and differentiate instruction, teach higher level thinking skills and thought processes, and provide higher Depth of Knowledge (DOK) level learning activities.</p> <p>School Improvement: Curriculum Evaluate, update and improve curriculum resources. Implement Kansas College and Career Readiness Standards (common core) with an emphasis in curricular areas assessed at the state level. Alignment of curriculum (vertical and cross curricular) to assessments.</p> <p>School Improvement: Technology Provide training and integrate technology as an educational tool in classroom instruction and student learning for 21 century skills.</p> <p>School Improvement: Student Development High expectations for all students' learning and achievement. Expect one year's growth in one year's time. Conduct variety of assessments regularly to</p>
---	--

	determine students’ strengths, needs and progress. Use formative and summative data to drive and inform instruction.
--	---

Element(s) addressed (mark selection/s)	1) Learner []	2) Knowledge Base []	3) Instruction []	4) Professional []
--	-------------------	--------------------------	-----------------------	------------------------

Individual Professional Goals:

Goal	Activities planned to achieve goal	Resources needed	Timeline	Evidence to support goal attainment
1.				
2.				
3.				

Teacher Signature: Date:	Evaluators Signature: Date:
---	--

reviewed 1/31/2024

Evaluation Form B

Cheylin Schools USD 103	***Be sure to attach/submit PROOF OF ATTENDANCE, i.e. presentation notes, agenda, etc.
Name: Position: Grade Level (s):	Date of Inservice:
NAME OF INSERVICE OR CONFERENCE:	Presenter:
Professional Activity: (circle which apply) - Inservice (Local or Out of District) _____ hours total - College Credit (number of credit hours _____) Number of Points Requested _____ (reference PDC plan for guidelines)	(See Cheylin Schools Educator Development Program) Level: (circle which apply) - Knowledge - Application - Impact - Service to the Profession
_____ Teacher Signature/Date	PDC Points/Credits Approved: _____ _____ PDC Chair Signature/Date

A. As a result of this activity, what knowledge skills have you acquired?			
B. How will this assist you professionally and what (if any) changes will you make?			
C. Rate the level of activity	3 (extremely helpful)	2 (helpful)	1 (little or no use)
Use Back of Form as needed. Submit additional documentation as required for points (reference PDC Plan for guidelines).			

revised 1/31/2024

Example of Spreadsheet used to record

Professional Development Points

PD Points - District	Videos 15 pts
.NAME	
Doe, Jane	X
Smith, John	X

Sheets include the following:

District Inservices
Individual Inservices
Service to the Profession
College Credit
Professional Learning Committees
Service to the Profession - KESA

Appendix B

Professional Development Statutes and Regulations

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) "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 in-service 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.)

PROFESSIONAL DEVELOPMENT PLAN

2023-2028

JULY 1, 2023

***GEARY COUNTY UNIFIED SCHOOLS
DISTRICT NO. 475
123 NORTH EISENHOWER
JUNCTION CITY, KANSAS 66441***

785.717.4000

www.usd475.org

Date Plan Approved by State Board of Education: TBD

Date of Plan Expiration: 7/31/28

5-year Professional Development Plan Approval

The USD 475 Professional Development Council approved the following plan, at its meeting held on Passed by ballot-3/28/24, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Freda Felton
Signature

3-26-24
Date

Plan Updates

[illegible]

Add pages as needed

USD 475 Board of Education

Kristy Haden	President
Dr. Beth Hudson	Vice President
Dr. Anwar Khoury	Member
Ron Johnson	Member
Dr. Jason Butler	Member
Jim Schmidt	Member
Mark Hatcher	Member
CSM Poulin	Fort Riley Representative
COL Foote	Fort Riley Representative

USD 475 Superintendent

Dr. Reginald Eggleston

Professional Development Council

Officers

Freda Felton, Chairperson, '26
Rebecca Pushee, Vice Chairperson, '26
Dorothy Coleman, PDC Liaison '26

Members

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Rebecca Pushee, Ft. Riley Elementary '26
Amanda Allen, Grandview Elementary, '26
Jennifer Brown, Lincoln Elementary, '26
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Christine Dodds, Seitz Elementary, '26
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Kelsey Mann, Spring Valley Elementary, '26
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Freda Felton, Ware Elementary, '26
Kirstin Adams, Ware Elementary, '26
Ashtyn Wiese, Washington Elementary, '26
Kristin Oleen, Westwood Elementary, '26
Amanda Conrade, Ft. Riley Middle, '26
Kylie Walker, Ft. Riley Middle, '26
Erik Russell, Junction City Middle, '26
Lalani Brown, Junction City Middle, '26
Alex Lewis, Junction City Middle, '26
Lisa TorresWigton (SEH), Junction City High, '26
Dana Wiegand, (FAHS), Junction City High School, '26
Mark Moneypenny(FSA), Junction City High, '26
Sara Devine (BPSH), Junction City High, '26
Jean Rafalko, HD Karns, '26
Meagan Campuzano (Morris Hill Elem), Nurses, '26
Miranda Russell, Early Childhood/Infant-Toddler, '26
Dixie Coleman, Elementary Principal, Washington Elementary, '26
Gennifer Booth, Secondary Principal, Junction City High, '26
Jeremy Fajen, Secondary Principal, '26
Dr. Reginald Eggleston, Superintendent, Devin Center

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Section One

Professional Development Council (PDC)

1.1 Introduction

PROFESSIONAL DEVELOPMENT PURPOSE

Overview

Professional development is a process of planned growth and change, through which individuals within the organization and the organization itself work toward identified professional development goals in support of better learning for students. A needs assessment, based on evidence gathered systematically in classrooms and on district and state assessments, provides the baseline knowledge about student performance data. After analysis has yielded specific information about student learning, district and building targets for professional development are determined. The results-based staff development (RSBD) plan requires that professional development be designed to provide educators with the skills (content and pedagogical knowledge), opportunities, and resources necessary to reach the goals identified in the school improvement plan. To that end, the following define professional development in the Geary County Schools.

Essential Elements

1. The Professional Development Plan for USD 475 will be operated in accordance with State requirements governing professional development programs and Kansas Education Systems Accreditation (KESA).
2. The identified results for USD 475 students are defined in the district Mission Statement, Vision Statement, and Exit Outcomes.
3. Professional development in USD 475 must be aligned with the district Mission Statement, Vision Statement, and student Exit Outcomes.
4. Professional development may be initiated at the district level, the building level, or by the individual.
 - A. Professional development originated at the district level will be designed to:

- support needs identified as a district effort or
 - support goals
- B. Professional development originated at the building level will be designed to:
- support needs identified in the building school improvement plan or
 - support the professional growth of an individual as identified in the Professional Development Plan
- C. Professional development originated by the individual will be designed to:
- support interests and needs identified in the Professional Development Plan based on the school improvement plan or
 - support efforts identified at the district level
5. **Professional development generally anticipates a change in the participant, the organization itself, or students. As such, professional development must include a plan for measuring the impact of the experience (evaluation). Evaluation will generally fall within one or more of the following levels – participant learning, participant use of new knowledge and skills, product(s), student learning outcomes, and/or refined or new organizational structure.**
6. The Teaching and Learning Division will assist principals and school improvement teams in the design, delivery, and evaluation of effective professional development.

ORGANIZATIONAL STRUCTURE FOR PROFESSIONAL DEVELOPMENT

District Level

1. Teaching and Learning

In coordination with the Superintendent of Schools, Teaching and Learning will:

- A. Develop and manage the district improvement plan to include a district professional development plan with the following components:
- student exit outcomes, program outcomes, and course/grade level outcomes
 - improvement goals, district professional development priorities, and expected outcomes
 - criteria for writing and approving building results-based staff development plans and individual professional development plans (IPDPs)
 - criteria for writing and approving activity plans and travel plans
 - criteria for the evaluation and validation of professional development activities
 - alignment with KESA and Title I requirements
- B. Provide training in support of district goals

- C. Approve all professional development that results in an individual becoming a district trainer
- D. Assist buildings in identifying consultants and trainers
- E. Provide technical assistance to buildings in the design, implementation, and evaluation of professional development
- F. Collect and compile credits to produce official in-service transcripts
- G. Communicate procedural and regulation changes for the Kansas State Department of Education
- H. Coordinate and manage the operation of the Professional Development Council

2. Professional Development Council

The Professional Development Council is established to advise the Superintendent and the Board of Education regarding the development, implementation, and evaluation of the Professional Development Plan. Composed of individual representatives from each of the buildings, the Associate Superintendent, a Teaching and Learning Rep. and the PDC Supervisor, the Council will:

- A. Develop guidelines and procedures for its operation
- B. Advise Teaching and Learning regarding the development of guidelines and criteria for:
 - building results-based staff development plans
 - individual professional development plans
 - the evaluation of professional development
 - the validation of professional development for the re-licensure of staff
- C. Assist in the establishment of district professional development goals and priorities
- D. Assist with the evaluation and reporting of data as required by the State
 - E. Monitor the connection between building results-based staff development plans and building school improvement plans
 - F. Review and approve activity plans
 - G. Review and approve validations
 - H. Review and approve Professional Development Plans
 - I. Hear appeals regarding disapproval of Professional Development Plans and Activity Plans
 - J. Monitor and evaluate the overall district professional development process

Building Level

1. Building Principal

Serving as the key member of the building School Improvement Team, the principal will:

- A. Oversee the development of the School Improvement Plan and the supporting results-based professional development plan
- B. Work with Teaching and Learning in the selection, implementation, and evaluation of the building professional development activities

- C. Involve the School Improvement Team in planning, managing, and evaluating the results-based staff development plan and resulting activities
- D. Review and approve Professional Development Plans to be forwarded to the Professional Development Council

2. School Improvement Team

The School Improvement Team is charged with managing the school improvement process at the building level including the development of the building results-based staff development plan. The team will assist the principal with the selection and design of appropriate professional development activities.

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 475 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.

Council Membership

The Professional Development Council will consist of one representative from each building. Buildings with 40 or more certified full-time equivalent staff members will have an additional representative.

Junction City High School will have a representative from each Academy. **All buildings, however, should have an alternate in the event the PDC representative cannot attend the scheduled meeting.**

Desirable Qualifications, Selection, and Replacement

1. Desirable Qualifications include:

- A. Commitment to spending considerable time in Council activities
- B. Experience in curriculum work, professional development, planning/presenting, or school improvement
- C. Member of the building School Improvement Team

2. Selection

Nominations within each building or group will include either peer or self-nomination. For terms that expire, election by peers shall be completed annually by the end of the second week in May.

3. Replacement of Members

Vacancies shall be filled by the appropriate constituency. A vacancy shall be declared when:

- A. Member resigns
- B. Member transfers
- C. Term of office expires

Licensed Teacher Member Selection:

Groups Represented	Number
Lincoln Elementary	1
Grade Band Eisenhower Elementary	1
Ft. Riley Elementary	1
Grandview Elementary	1
Milford Elementary	1
Morris Hill Elementary	1
Seitz Elementary	2
Sheridan Elementary	1
Spring Valley Elementary	1
Ware Elementary	2
Washington Elementary	1
Ft. Riley Middle	2
Junction City Middle	2

Junction City High	4
Heim Early Childhood	1
Infant Toddler Program	1
Karns	1
Total	24

Selection of new PDC members in buildings with open slots must be completed by the end of the second week of May. The PDC Liaison will email principals when their buildings have open slots. Principals and others may also encourage teachers to run for selection. Staff may volunteer or be nominated (with their permission) as a candidate for selection during faculty meetings.

Once someone is selected, principals will let the PDC Secretary know the name of that person and will maintain documentation of the process in their offices.

Licensed Leader Member Selection:

Groups Represented	Number
Elementary Principals	2
Secondary Principals	2
Central Office	2
Total	6

Licensed Leader Members (Elementary and Secondary Principals, along with Central Office personnel leaders) will be selected during the June Administrative Council meeting. This will be voted on via ballot during this meeting. Ballots will be turned in to the PDC secretary and those elected will be notified by the PDC secretary. The PDC secretary will maintain documentation in the PDC binder.

Licensed Teacher Members will be selected using the ballot process in May. The PDC secretary will create a ballot, listing all certified teachers and all certified teachers will vote on the PDC member during the building PD Day in the first week of May. Ballots will be turned in to the PDC secretary, who will notify the members elected. The PDC secretary will maintain documentation of those elected in the PDC binder.

In the event of a voting tie, the PDC secretary will create a new ballot with the proposed members and a re-vote will take place during the next duty day.

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 475 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.

Slide show

Typically, the PDC Liaison trains the PDC members at the 4 pm first meeting in August. The PDC Liaison is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The sign in sheet will be kept by the PDC Liaison and Secretary. 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.

As the advisory council to USD 475 Board of Education , the PDC members maintains its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

Offices and Member Functions

1. Chairperson: Term of office=2 years
 - A. Prepares the meeting agendas
 - B. Conducts meetings of the council
 - C. Provides overall leadership for the council
 - D. Assists Central Office representatives in preparing regular progress reports to the Superintendent, local Board of Education, and Kansas State Department of Education
 - E. Serves as an ex-officio member of any subcommittees of the Council including the PDC Revision Subcommittee
 - F. Works with the PDC Liaison in recommending the replacement of an individual (refer to Replacement of Members in the section above)
2. Vice Chairperson: Term of office= 2 years
 - A. Serves in the absence of the chairperson
 - B. Works with the Chairperson in making recommendations for the replacement of an individual
 - C. Serves on the PDC Revision Subcommittee
3. Council Member: Term of office = 3 years
 - A. Serves as liaison between Council and constituency:
 - reports and keeps the building faculty informed of Council business
 - maintains copies of meeting minutes
 - maintains and distributes up-to-date forms and literature
 - serves as a resource to individuals, principals, and school improvement teams
 - facilitates the attendance records, evaluation, and validation summaries for building and district in-services
 - posts Activity Plan log, IPDP active list, and PDC minutes
 - B. Attends Council meetings and informs PDC secretary of planned absences
 - C. Serves on subcommittees and task forces as needed
 - D. Participates in annual training by the PDC Liaison at the beginning of each year

1.51 Meetings

- The PDC will meet in the months of August, September, November, February and May

- PDC meetings will be held on a Thursday afternoon on meeting months (date will be at the discretion of the board)
- Others besides PDC members that are expected to attend PDC meetings would include alternate attendees representing a member in their absence
- Electronic or virtual meetings can be arranged if necessary
- Emergency meetings can be held based on the discretion of the PDC council

A. The Council will meet on a Thursday of the scheduled month at 4:00 p.m. unless another meeting date is needed /necessary.

PDC MEETING & DEADLINE DATES 2023-2024

Professional Development Council (PDC) Year – August 1, 2023, to July 31, 2024

August 7, 2023 PDC Mandatory Training and Meeting – Devin Center Tech Lab Room
(Downstairs)

September 7, 2023 PDC Meeting – Kansas Room @ DC

Teachers NEW to the District – October 6th is the final date to submit your Individual Professional Development Plan (IPDP) in [Frontlineeducation.com](https://frontlineeducation.com), if you want to receive credit for activities prior to this date.

An Individual Professional Development Plan (IPDP) can be submitted throughout the entire year; however, an individual will not receive professional development credit if there is not an active IPDP.

November 30, 2023 PDC Meeting - Kansas Room @ DC

February 22, 2024 PDC Meeting - Kansas Room @ DC

May 16, 2024 Final PDC meeting for the year - Kansas Room @ DC

***Last day of School May 23, 2024. All Professional Development Log Forms are due by June 24, 2024.**

***Summer work is from May 24 – July 31. All summer activities should be submitted within 30 days of the end date of the activity to meet the approval deadline. Summer work should not be**

submitted together with logged items from the 2023-2024 school year to avoid risking a loss of points due to the June 24th deadline for school year items.

NOTE: *Returning teachers may submit an IPDP anytime during the school year. However, participants will not receive credit for activities engaged in prior to an approved IPDP except as noted for teachers new to the district during New Teacher Orientation.*

NOTE: *Teachers hired after the first teacher duty day will be allowed credits for points earned prior to submission of an IPDP, if the IPDP is submitted within 60 days of the date of employment.*

1.52 Decision-making

- a. A quorum is defined as a majority of the Council membership. The decisions of the Council shall be made by a majority vote.
- b. To conduct official business at least 16 members, with fewer than half those present being leaders, constitutes a quorum.
- c. The Chairperson may also recognize decisions by consensus or unanimous consent when a simple majority is present and no member requests a formal vote.
- d. If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The PDC Chair should not be used as a tie breaker except for an urgent reason. The Board of Education may also be used.
- e. Voting on appeals cases shall be by secret ballot.
- f. The PDC Liaison will have the authority to update official Council business when school is not in session.

1.53 Documentation

- A staff member in the Central Office is responsible for recording attendance and recording and distributing minutes of all meetings. Distribution of minutes shall be to all PDC members and the Administrative Council.
- Maintenance of minutes in the scheduled building is the responsibility of the Council member.
- Records of meetings and activities of the Professional Development Council shall be managed and maintained in the Teaching and Learning offices at the Central Office.

Appropriate records regarding the local professional development plan will be maintained at the Central Office and on [Frontlineeducation.com](https://frontlineeducation.com). Files will be maintained for all components of the plan including each of the following:

1. Records of the Professional Development Council
 - Council meetings, attendance, and decisions, including minutes of meetings.
2. Needs Assessment procedures and results
3. Professional Development Plans, amendments, and updates for each participating member
4. Activity Plans
5. Travel Requests
6. Evaluation forms for completed activities
7. Professional Education Transcripts for each participating member
8. Evaluations of the operation and administration of the overall district professional development plan

1.54 Communications

- The PDC Secretary will send out email invitations for all PDC meetings to all PDC members.
- The PDC secretary is responsible for recording attendance and recording and distributing minutes of all meetings. Distribution of minutes shall be to all PDC members and the Administrative Council.
- Maintenance of minutes in the scheduled building is the responsibility of the Council member.
- Records of meetings and activities of the PDC shall be managed and maintained in the Teaching and Learning offices at the Central Office.

1.55 Approvals

Professional Development Plan Approval

Once a Professional Development Plan is submitted to the Professional Development Council:

The Council will use the *Criteria for Evaluating a Professional Development Plan* form (see page 28), as the initial basis for screening/evaluating the plan. Further evaluation will be based on the compatibility of projected goals and activities with district and building goals. Thus, a Professional Development Plan must be aligned with district or building goals.

Individuals desiring notification of action should set their preferences for email notification on Frontlineeducation.com or check their online portfolio. The individual will be notified within ten (10) days after the Council meeting of the approval or disapproval of their plan.

- If a plan is disapproved, comments will be written regarding the disapproval, and recommended revisions will be supplied.
- Individuals may revise and re-submit the plan, or they may appeal (See Section VIII, Appeal Procedure).
- A revised plan must be resubmitted in time for consideration at the next regularly scheduled meeting, or the effective date will be changed and the person submitting the plan may lose credit for activities. The PDC representative will be notified of all returned/denied plans.

Professional Development Plans for License Renewal 91-1-206 (See Regs page 35-43)

Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 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
- (3) service to the profession

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.

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.

If a person is unable to attain approval for 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.)

Avoiding a Lapse in Eligibility and License Expiration

When an individual's license expires, a new PDP is required.

- If an individual's re-licensure date falls within a school year, and the participant does not want to experience a lapse in his/her eligibility to receive credits for activities occurring during the remained of the year, **a new five-year PDP must be submitted on Frontlineeducation.com one month prior to the re-licensure date.**
- If an individual's re-licensure date falls during the summer (that time when school is not in session), the individual should submit a new plan in time for consideration at the May meeting to avoid a potential lapse in eligibility.
- ***It is the individual's responsibility to monitor the status of his/her own PDP and the Professional Development Council is not liable for any lapse in an individual's coverage.***

All professional development credits to be used for renewal of a license must have been completed within the scope of an *Individual Professional Development Plan*.

Activity Plan Approval

1. Approval or disapproval of the proposed Activity Plan will be based upon the criteria in the form *Criteria for Evaluating/Approving an Activity Plan* (see page 29).

2. Approval of an Activity Plan for professional development credits does not ensure approval of a Travel Request or coverage of any other expenses by the building or district. Conversely, approval of a Travel Request does not ensure approval of the activity for professional development credits.
3. Following a review of the proposed plan by the Professional Development Council, the individual submitting the plan will be notified of the approval status of the proposed plan available on Frontlineeducation.com.
4. Information about newly approved activities will be distributed throughout the district following each Professional Development Council meeting.
5. Approval of activities will be effective for one year only (August 1 – July 31) and must be resubmitted and approved each year to be eligible for professional development credits.

Verifications/Validations

Participants must complete the Knowledge evaluation on Frontlineeducation.com before the Professional Development Council can consider approval of the in-service education credits.

Activities must be marked complete and evaluation forms must be submitted to Frontlineeducation.com immediately following any activity you attend.

1. Knowledge Evaluations must be submitted no more than 30 days after the activity's completion. **Evaluations received after the 30-day limit will NOT be awarded professional development credits.** *** Some activities do not require Knowledge Evaluations, but if one is attached to the activity, it MUST be completed and submitted before the 30-day deadline.
2. For final approval to be given for college courses and appear on the official PDC transcript, the activity must be marked complete in Frontlineeducation.com, and College/University transcripts must be submitted to Personnel Services for verification.

NOTE: Once an activity is complete (based on the end date of the plan) Knowledge Evaluation and Mark

Complete buttons will become available. Knowledge Evaluations must be completed and activities must be Marked Complete by the participant to begin the final approval process. Once the Knowledge Evaluation and Mark Complete have been submitted, the final approval process can take place. Always click on the activity and check to see if a Knowledge Evaluation link is still active. If so, make sure to submit the Knowledge Evaluation in a timely fashion. This must be submitted to complete the approval process. Knowledge Evaluations are not required for college coursework.

The Mark Complete and Knowledge Evaluation must be done within thirty days of the end date of the activity to receive credit.

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

The district vision statement serves as the umbrella under which district professional development goals and objectives are aligned. Specific programs and activities are a result of needs identified in building school improvement plans; district needs assessments, and district improvement goals. Building improvement plans and district improvement goals are updated annually. Individual professional development activities are then added and adjusted accordingly.

2.1 Assessment and prioritization of school improvement needs

USD 475 is led by our 2021-2025 Strategic Plan. The identified action steps within the plan are developed based on both internal and external stakeholder feedback, data analysis, building needs assessments, and state assessment reviews. The process of reviewing the Strategic Plan, progress toward district goals, and determining any adjustments is conducted annually. The findings from all data sources are utilized to inform the district professional development plan for the upcoming school year and beyond.

Each school's improvement and professional development plan aligns with the district's goals. To determine progress and ensure continued support, the following

actions take place throughout the course of a school year:

- A check-in between district leadership and building leadership teams three times per year.
- Quarterly data reviews at both the district and building levels. Data sources analyzed include attendance, discipline, grades, standards mastery, universal screeners, interims, structured observations, etc.
- Following every district professional development day, feedback is collected from participants.
- Site Council discussion, review, and updates
- Board of Education discussion, review, and updates
- Measures of progress collected: Component Baseline Analysis (CBA) and Climate/Culture Survey

Quarterly data reviews as well as the state assessment review inform whether students in the district are meeting standards. USD 475 additionally utilizes a balanced assessment process which includes universal screening of all students, diagnostic measurements, progress monitoring, interims, curriculum-based assessment, and summatives to inform instructional delivery and determine curriculum effectiveness. The district and building leadership teams review all these data points and then work collaboratively with various staff taskforces to communicate, receive feedback, and complete any work needing to be done. The taskforces are often in the form of content department leaders, steering chairs by grade level, and content excellence teams. These entities operate under the guidance of district-level content specialists.

The current process is proving effective in determining next steps. Analyzed sub-group data indicates continued work and attention to students within the following demographics: poverty, disabilities, and African American.

2.2 Identification of goals and objectives to achieve professional development needs

Synopsis of Goals and Objectives

GOAL 1: USD 475 equitably addresses the academic learning among students in all demographic categories including low-income disabilities, English Language Learners, racial and ethnic minorities, students experiencing homelessness, students in foster care, and all genders to increase the graduation rate to 95% by 2025. 75% of students will also earn a 3 or 4 on the Kansas Assessment Program (KAP) by 2030.

1.1 Implement Systemic Reform in the Geary County School District grounded in research based for High Performing School Systems

1.2 Each student enters kindergarten school ready.

- 1.3 Each student will meet or exceed established standards.
- 1.4 Each student will experience challenging and engaging learning that builds on their strengths, passions, and interests.
- 1.5 Every student will graduate high school prepared for post-secondary education, career success, and productive community life.
- 1.6 Provide a continuum of services to meet the needs of all students.
- 1.7 All students will demonstrate technology literacy and digital citizenship.
- 1.8 Provide a collaborative environment that increases the achievement of all students.
- 1.9 Provide support to meet the unique needs of the military child.

GOAL 2: USD 475 will equitably address the social and emotional needs of students. These needs will include but not be limited to attendance, discipline, mental, emotional, and parental involvement concerns to allow our students' maximum potential for success.

- 2.1 Create an engaging and welcoming school district culture where our diverse students, staff, parents, and community members feel valued, respected, and included.
- 2.2 Provide secure, safe, well-maintained facilities and an environment appropriate to support the core mission of the district.
- 2.3 Coordinate programs that support student social, emotional, academic, and health needs promoting positive student relationships.
- 2.3 Promote and practice shared responsibility among stakeholders for achieving district goals.
- 2.4 Strengthen and increase both community and business partnerships that promote student achievement.
- 2.5 Maintain our partnership with Fort Riley to strengthen the position with the Department of the Army and meet the needs of our military families.

GOAL 3: USD 475 will create opportunities to enhance family and community engagement in an equitable manner that allows for participation for all.

- 3.1 Create an engaging and welcoming school district culture where our diverse students, staff, parents, and community members feel valued, respected, and included.
- 3.2 Provide secure, safe, well-maintained facilities and environment appropriate to support the core mission of the district.
- 3.3 Coordinate programs that support student social, emotional, academic, and health needs promoting positive student relationships.
- 3.4 Promote and practice shared responsibility among stakeholders for achieving district goals.
- 3.5 Strengthen and increase both community and business partnerships that promote student achievement.
- 3.6 Maintain our partnership with Fort Riley to strengthen the position with the Department of the Army and meet the needs of our military families.

GOAL 4: USD 475 will develop a plan to recruit, Retain, and Support High-Quality Staff.

4.1 Develop initiatives and strategies to recruit, hire and retain quality staff that reflect the diversity of our community and will respond to its changing needs.

4.2 Develop strategic and operational standards, procedures, and systems that are responsive to the needs of our employees.

4.3 Increase opportunities for professional development for all staff

4.4 Continue to support professional development programs that increase the effectiveness of teachers and administration.

4.5 Enhance the district's climate and working environment.

2.3 Identification of activities and actions to achieve the goals and objectives

Synopsis of Goals and Objectives

Under each goal and its objectives, two classifications of professional development offerings are identified:

1. Those offered in-district and conducted by district trainers or personnel. They are all specific activity.
programs. To enroll for offerings in this classification, complete the proper district registration form or call the Teaching and Learning Division.
2. Those which occur out-of-district or are conducted by personnel from out-of-district.

It is important to note that the offerings in this second classification are not intended as common or unrestricted offerings.

GOAL 1: USD 475 equitably addresses the academic learning among students in all demographic categories including low-income disabilities, English Language Learners, racial and ethnic minorities, students experiencing homelessness, students in foster care, and all genders to increase the graduation rate to 95% by 2025.

In-District, pre-approved offerings in support of Goal 1:

Content professional development in reading, mathematics, science, social studies, and social emotional learning; New Teacher Orientation, LETRS Training/Structured Literacy, Student Improvement Team Training, Individual Plans of Study/Post-Secondary Preparedness, Kindergarten Readiness, high-impact instruction, Multi-Tiered Systems of Support.

Examples of out-of-district activities that may support Goal 1 (not exhaustive):

Kansas State Department of Education Conferences, Kansas Staff Development Conference, National Staff Development Conference, Association for Supervision and Curriculum Development Conference National Council of Teachers of Mathematics,

National Council of Teachers of English, NSTA Conferences, NCST State and national conferences. Local, state, regional, or national conferences in MTSS, Career and Technical Education (CTE), Social Emotional Character development, reading, mathematics, science, social studies, and writing. Local, State, and National Conferences.

GOAL 2: USD 475 will equitably address the social and emotional needs of students. These needs will include but not be limited to attendance, discipline, mental, emotional, and parental involvement concerns to allow our students' maximum potential for success.

In-District, pre-approved offerings in support of Goal 2 (not exhaustive):

Positive Behavior Interventions & Supports (PBIS), New Teacher Orientation, Student Improvement Team Training, MTSS Training, ASQ Training, Local, State, and National Conferences. Social Emotional Character Development workshops/trainings, Wellness activities, Training in ALICE, FERPA, Sexual Harassment, Discrimination, ESI, and 504, SEL curriculum training (Second Step and College & Career Competency Framework); Love and Logic

Examples of out-of-district activities that may support Goal 2:

Kansas State Department of Education Conferences, Kansas Staff Development Conference, National Staff Development Conference, Association for Supervision and Curriculum Development Conference, Title Conferences, State, and National conferences. Local, state, regional, or national conferences in MTSS, Trauma Informed Schools, Social Emotional Character Development.

GOAL 3: USD 475 will create opportunities to enhance family and community engagement in an equitable manner that allows for participation for all.

In-District pre-approved offerings in support of Goal 3:

Social Emotional Character Development workshops/trainings, MTSS, attendance, building relationships, Individual Plans of Study, Love and Logic, military events.

Examples of out-of-district activities that may support Goal 3 (not exhaustive): Local, State, and National Conferences.

GOAL 4: USD 475 will develop a plan to recruit, Retain, and Support High-Quality Staff.

In-District, pre-approved offerings in support of Goal 4:

Selections from any of the other goal areas, Content professional development in reading, mathematics, science, social studies, and Social Emotional Learning. Training in high impact instruction, engagement strategies, effect sizes, etc. Local, State, and National Conferences.

Examples of out-of-district activities that may support Goal 4 (not exhaustive): National Association of Elementary School Principal's Conference; National Association of Secondary School Principal's Conference; Association of Supervision and Curriculum Development Conference; American Association of School Librarians Conference; Content-specific professional learning days/conferences for physical education, music, and special education teachers. Local, State, and National Conferences.

2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

The professional development plan will be evaluated from three perspectives.

1. Building Professional Development Activity

- A. Each building will be responsible for the evaluation of professional development activities conducted by the building, including those occurring on professional learning days. The format of the evaluation for specific activities may vary but must meet district guidelines for evaluation including the intention to measure for results and gather information useful in providing sustained support for change.
- B. Each building will provide the Teaching and Learning Division and the Professional Development Council with summaries of building evaluations.
- C. Each building will annually complete the results-based staff development report as found in the KESA School Improvement Plan.

2. District Professional Development Activity

- A. The district will be responsible for the evaluation of all professional development activities not conducted by or evaluated at the building level.
- B. The district will annually compile the KESA Annual Report data from each building to provide a district-wide evaluation.

2. Professional Development Plan Implementation and Operation

- A. Every year, the Professional Development Council will be responsible for discussing the effectiveness of the Professional Development Plan and suggesting appropriate revisions.

2.5 Reporting results of evaluation of in-service needs

Following every professional learning opportunity, staff complete an evaluation of the activity/event. For all items listed within Frontline's district activity catalog, staff complete the "Knowledge Evaluation" which is reviewed to assist in future planning. In the event of district professional development days, feedback is obtained in an exit survey indicating relevancy to the profession, continued needs, and quality of the professional development. Participants include teachers, other certified staff, administrators, and sometimes classified staff. The information collected regarding the evaluation of in-service opportunities is discussed with the Professional Development Council, shared with the local Board of Education, and analyzed by the USD 475 District Leadership Team. Any changes resulting from the input gathered is also communicated to constituents.

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation in Spring shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5 Once an amendment is approved, the PDC Secretary 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. USD 475 uses the Frontline electronic system to input and manage its documentation for IPDP's and PD points. Staff is trained at the beginning of the new academic year and there are opportunities for two more trainings throughout the year. PDC building reps are available to help staff, especially those who are new. Video training is used for the original training and for refreshers. Teacher Friday Notes newsletters also provide Frontline information and updates.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 475 uses the following steps 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 PDC Building Representative.
- Submitted by the individual and her or his supervisor - if the supervisor agrees with the plan. If the supervisors has issues with the plan, he/she can discuss those with the submitter, prior to submitting to the PDC
- Approval by the PDC.

3.2 Assess individual needs.

This assessment will help the staff determine gaps in skills attained and skills need 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.

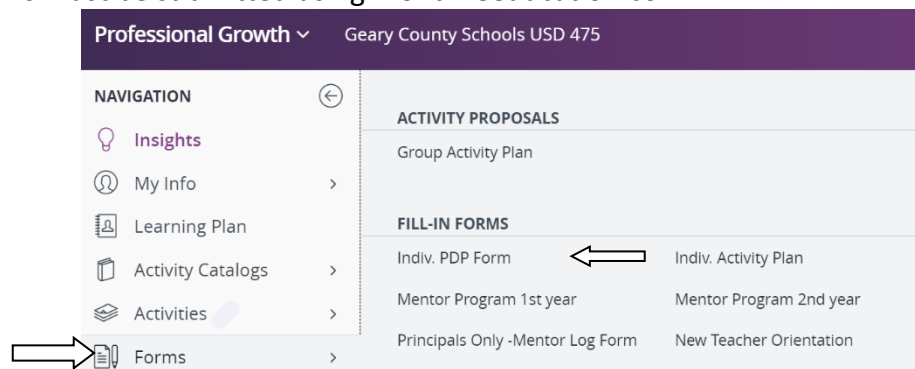
3.7 Revise the plan, as necessary.

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.

Writing and Submitting an Original Individual Professional Development Plan (IPDP)

1. **All licensed individuals employed by USD 475 and any other licensed professionals wishing to participate in the local professional development plan must have an active Individual Professional Development Plan.**
2. While the IPDP will reflect anticipated professional growth activities up to the expiration date of the individual's license, it is strongly recommended that plans be reviewed and amended each August for licensed staff to meet the specificity requirements of the new regulations. If your assignment changes, you must amend your IPDP to reflect the change(s).

3. **The plan shall be written for a period that coincides with the period of licensure. However, backdating of plans is not permissible.**
4. The plan shall include the goal(s)/objective(s) and activities the individual intends to pursue during current licensure, which must align with the school improvement plan and current assignment.
5. The plan must be as specific as available information will allow. Plans may be amended to reflect new opportunities that may not have been available when the plan was originally submitted. Plans should be amended if your assignment changes (for example, if you change buildings). It is not necessary to submit an amended plan listing specific courses taken. An approved activity plan is all that is needed.
6. All plans must be submitted using Frontlineeducation.com



7. The individual submitting the IPDP is responsible for planning with and securing the approval of the principal.
8. A Professional Development Plan may be submitted anytime during the school year; however, the participant will not receive credit for activities engaged in prior to submission of the IPDP except as follows:
 - Teachers new to the district will be allowed until October 6th of their first year of employment to submit their first IPDP. Credits for participation in activities following employment with the district and prior to October 6th will be allowed in this instance.
 - Teachers hired after the first teacher duty day will be allowed credits for points earned prior to submission of a IPDP if the IPDP is submitted within 60 days of the date of employment.

NOTE: Your Individual Professional Development Plan should be entered such that it expires on the same date as your license.

Professional Development Plan Approval

Once a Professional Development Plan is submitted to the Professional Development Council:

1. The Council will use the *Criteria for Evaluating a Professional Development Plan* form (see page 28), as the initial basis for screening/evaluating the plan. Further evaluation will be based on the compatibility of projected goals and activities with district and building goals. Thus, a Professional Development Plan must be aligned with district or building goals.
2. Individuals desiring notification of action should set their preferences for email notification on Frontlineeducation.com or check their online portfolio. The individual will be notified within ten (10) days after the Council meeting of the approval or disapproval of their plan.
 - If a plan is disapproved, comments will be written regarding the disapproval, and recommended revisions will be supplied.
 - Individuals may revise and re-submit the plan or they may appeal (See Section VIII, Appeal Procedure).
 - A revised plan must be resubmitted in time for consideration at the next regularly scheduled meeting, or the effective date will be changed and the person submitting the plan may lose credit for activities. The PDC representative will be notified of all returned/denied plans.

Professional Development Plans for License Renewal 91-1-206 (See Regs page 35-43)

- (a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 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
 - (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/PDC representative.
 - (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan. If the supervisor does not approve of the plan, they may meet with submitter or return the plan with recommended changes.
 - (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval for 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.)

Avoiding a Lapse in Eligibility and License Expiration

1. When an individual's license expires, a new IPDP is required.
 - If an individual's re-licensure date falls within a school year, and the participant does not want to experience a lapse in his/her eligibility to receive credits for activities occurring during the remainder of the year, **a new five-year IPDP must be submitted on Frontlineeducation.com one month prior to the re-licensure date.**
 - If an individual's re-licensure date falls during the summer (that time when school is not in session), the individual should submit a new plan in time for consideration at the May meeting to avoid a potential lapse in eligibility.
 - ***It is the individual's responsibility to monitor the status of his/her own IPDP and the Professional Development Council is not liable for any lapse in an individual's coverage.***
2. All professional development credits to be used for renewal of a license must have been completed within the scope of an *Individual Professional Development Plan*.

Changing a Name on a Professional Development Plan

If an individual changes his/her name, The Office of Personnel and the PDC Secretary should be notified.

Sample Individual Professional Development Plan

Individual Professional Development Plan	
Personal/IDP Information	
Name	<input type="text" value="Mrs. Wonderful Teacher"/>
Teaching Assignment	<input type="text" value="3rd grade"/>
Degree Information	<input type="text" value="BACHELORS"/>
Original/Amendment	<input type="text" value="ORIGINAL PLAN"/>
School Year for which the IPDP Applies	
Start Date	<input type="text" value="09/01/2018"/>
End Date	<input type="text" value="09/01/2023"/>
<div>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.</div>	
Goal #1 [REQUIRED]	
Personal Goal #1	<div><div></div><div>Characters left 2048</div></div>
Knowledge	<div><div></div><div>Characters left 2048</div></div>

You must include:

full name, grade level or subject taught.

Choose Bachelors, Masters, or Advanced Degree.

Always choose Original Plan unless you are making an amendment to the original plan.

Start and end dates must align with your licensure dates.

A quality goal should demonstrate a plan to gain new knowledge or skills; should address your current assignment and building goals; and may reflect plan to gain new endorsement.

The knowledge area is where you list how you plan to achieve the goal: In and out of district workshops, professional learning days, college coursework, etc.

Be sure to check the box for Meeting Building/District Prof. Dev. Goals

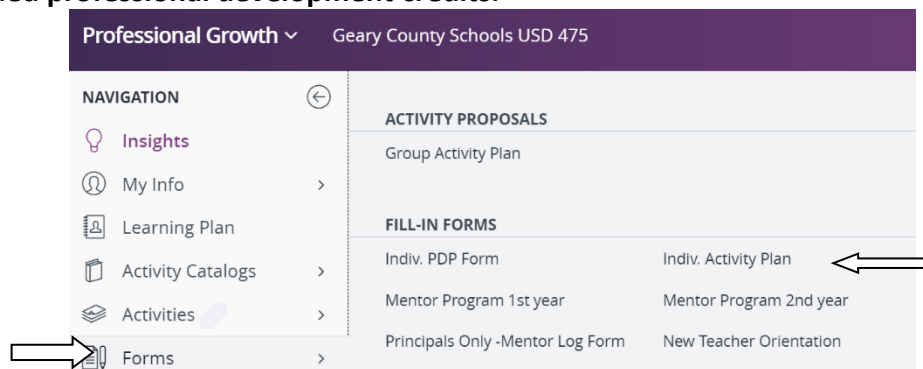
Click Submit

ACTIVITY PLANS AND TRAVEL REQUESTS

An Activity Plan is an outline of activities designed to meet specific professional development objectives. The Professional Development Council will annually pre-approve a number of Activity Plans designed to meet the professional development needs of the district as defined under the district's professional development goals. These activities may be specified in an individual's Professional Development Plan. In addition to these pre-approved activities, an individual, a group of individuals, or an entire building may request approval of other activities using **Frontline Professional Growth**. *An Activity Plan must be approved by the Professional Development Council before professional development credits can be earned for the activity.*

Writing and Submitting an Activity Plan

1. Request for approval of a professional development activity, including university/college courses, must be submitted on Frontlineeducation.com. Individual Activity Plans must be filed for university/college coursework to meet State requirements.
2. All Activity Plans must be submitted to the Professional Development Council for approval.
3. **Activity Plans submitted 30 calendar days beyond completion of the activity will not be awarded professional development credits.**



Activity Plan Approval

1. Approval or disapproval of the proposed Activity Plan will be based upon the criteria in the form *Criteria for Evaluating/Approving an Activity Plan* (see page 29).
2. Approval of an Activity Plan for professional development credits does not ensure approval of a Travel Request or coverage of any other expenses by the building or district. Conversely, approval of a Travel Request does not ensure approval of the activity for professional development credits.

3. Following a review of the proposed plan by the Professional Development Council, the individual submitting the plan will be notified of the approval status of the proposed plan available on Frontlineeducation.com.
4. Information about newly approved activities will be distributed throughout the district following each Professional Development Council meeting.
5. Approval of activities will be effective for one year only (August 1 – July 31) and must be resubmitted and approved each year to be eligible for professional development credits.

College/University Coursework and Webinar Activity Plan Approval

1. Individual Activity plans for college coursework must be approved prior to enrollment in the class or within 30 days of completion of the class and must follow Kansas Professional Development Program Regulation 91-1-206(a). **The official course title and number must be on the plan.**
2. Webinars related to current assignment, one point per hour of sitting time. Certificate of verification of attendance must be copied, pasted, and submitted in the comment box upon completion for the approval process. If this is not an option, email the verification to the PDC Secretary.
3. After the plan has been approved, the course name will be added to the individual's District Transcript and noted as college/university coursework.
4. For final approval to be given for college courses and appear on the official Frontlineeducation.com transcript, official College/University transcripts must be submitted to Personnel Services for verification.
5. Horizontal salary tier classification adjustments will be made in September of each year, with the horizontal tier salary classification position for each teacher to be determined by the Personnel Office based upon the information that has been submitted to the Personnel Office by September 1st. Horizontal tier salary classification advancements will be based upon the following, : (1) notification of intent to move, submitted by the date determined by the district; (2) official transcripts of college hours from the college or university issuing the college hours; or state-approved professional development hours/plan, with the stipulation that if college hours are a component of the professional development plan/hours, then an official transcript from the college or university issuing the college hours must be submitted to the personnel office by September 1 of each year.
6. When submitting re-licensure paperwork to the Kansas State Department of Education, an official college transcript and the official district PDC transcript will both need to be sent.

- **Credit Hour Requirements For Renewal:**

All credit hours applicable to renewing a license must be semester credit hours earned through a **regionally accredited college or university**. This criterion applies whether the course is offered as an on-campus course or as an online course. The credit hours required for an emergency substitute license must also be earned through a regionally accredited institution.

S.B.R. 91-1-200 (kk) defines valid credit as a semester credit earned or validated by a college or university that is on the accredited list maintained by the state board. Therefore, we accept only credit hours taken from institutions that have been accredited by associations whose standards offer an acceptable assurance of quality. **The following accrediting associations are the recognized accrediting agencies: New England Association of Schools and Colleges; Middle States Association of Colleges and Schools; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools; Western Association of Colleges and Schools; Accrediting Association of Bible Colleges.**

- Please note, all points awarded through the PDC for salary movement may not be accepted for re-licensure by the state. It is the individual teacher's responsibility to verify potential college coursework with the state to ensure acceptance and re-licensure. Staff can contact their PDC building reps for help or KSDE licensure (785-296-2289), if needed.
- KSDE Coaching Policy for re-licensure can be found in the Addendum or in Section 4.5, Question 9.

Travel Request

1. All professional development activities that require travel outside of the district must be preceded by an approved Travel Request.
2. The building principal, the Associate Superintendent, and the Chief Financial Officer must approve a Travel Request for professional development purposes.

Sample Activity Plan

Activity Title	<input type="text"/>
Complete Description	<div><div></div><div></div><div>ABC</div></div>
Please submit link to proof of accreditation if this is an online course.	
Website for Description	<input type="text"/>
Location	<input type="text"/>
Activity Type	<div>--- Click To Select ---</div>
Points Category	<div>--- Click To Select ---</div>
Dates	
StartDate (mm/dd/yy)	<input type="text"/>
End Date (mm/dd/yy)	<input type="text"/>
Meeting Dates/Times	<input type="text"/>
Provider	
Provider	<div>--- Click To Select ---</div>
If NOT On List Enter Here	<input type="text"/>
For College Coursework, state the Endorsement that the course applies towards.	
Endorsement	<input type="text"/>
State how participation in the activity will benefit individual's professional growth.	
Rationale	<div><div></div><div></div><div>ABC</div></div>

Instructor

Instructor Name

Points/Credits

Enter the number of PDC Points OR the number of College Credits you are seeking for this activity

PDC Points

College Credits

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : District/Building Staff Development

☐ Meeting Building/District Professional Development Goals

Goal : Technology Integration

☐ Technology Integration

Purpose(s)

Select a Purpose(s)

☐ Relicensure Points

☐ College Credit

Comments

Comments

ABC

Finish

You Must:

Include the correct title of activity and the course number for college courses.

Include a description of the activity.

Include a website for college coursework-if it is not an online course, simply enter-
www.edu.com so the computer will accept the form.

Include location, activity type, and points category.

List the correct start and end dates.

Include SPECIFIC meeting times.

Choose the provider.

If you are taking classes for an endorsement, list the endorsement.

If this is not for an approved college program (masters in admin, curriculum, etc.) you will need to provide a rationale statement.

Include instructor's name.

If the activity is a workshop, then just list the points you are requesting (one point per hour of sit and get time). For college courses list the credit hours and the leave the point equivalent at zero. It will automatically calculate on your official PDC transcript after verification but **will show zero in your Portfolio.**

Select at least one District Objective

Always choose re-licensure points.

Choose college credit also IF this is a college course for college credit.

Click Submit

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 475 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Liaison is the link between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities that will not incur costs for the district or takes away a slot for a USD 475 staff. To begin this process, non-employees may email the PDC Liaison at DorothyColeman@usd475.org.

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

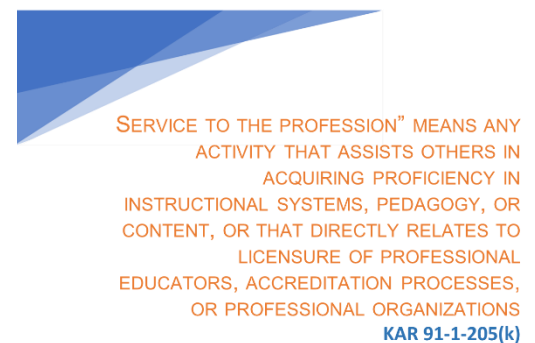
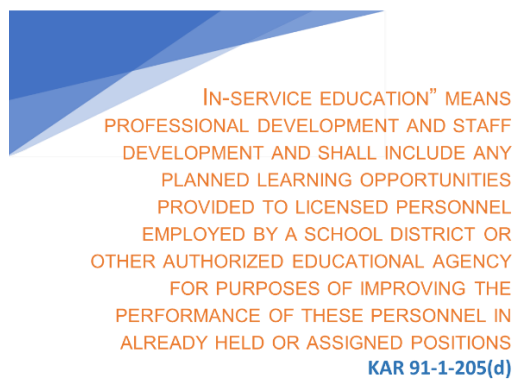
This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

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.

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.



4.2 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

4.3 and 4.4 Awarding Points in Three Levels and Their Indicators

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 clock-hour of in-service education	1 PD point clock-hour of in-service education	1 PD point 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? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

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.

DISTRICT/BUILDING PROFESSIONAL LEARNING DATES FOR 2023-2024
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Locations: Will vary

Dates: The district and/or building will conduct professional development activities on the following dates:

August 9 (½ District; ½ Building)

District ECC-12 (6.5 Hours)

A.M. K12 Curriculum

P.M. Building PD

April 1 (½ District; ½ Building)

District PD ECC-12 (6.5 Hours)

May 3 (Building)

Building PD ECC-12 (6.0 Hours)

September 5

District PD/General Session ECC-12 (6.00 Hours)

November 20 (FLEX)

January 16 (Building)

Building PD ECC-12 (6.0 Hours)

February 12 (District)

Building PD ECC-12 (6.0 Hours)

Building and District In-services are processed through registration in the District Catalog on Frontlineeducation.com. Sign-in sheets will be used as verification of attendance for district admin in order to mark these particular activities complete and finalize the approval process. Failure to sign in, or to sign legibly, will result in a denial of points. To receive credit for the one hour of self-directed PD time on District and Building Inservice Days, an Individual Activity Plan must be filed and approved.

Per Negotiated Agreement, Flexible In-service is a logged activity, and seven (7) hours should be logged on the Flexible In-service log form located on the left-hand margin of your Frontlineeducation.com homepage. Flex hours are 6 hours of flex time directed by the administrator and 1 hour of self-directed time. To receive full credit, you must explain what related professional development activity was completed during the 1 hour of self-directed time. The self-directed activity time must be explained in the comment section of the Flex log form.

USING PROFESSIONAL DEVELOPMENT POINTS FOR RE-LICENSURE

Definitions (Kansas Professional Development Program Regulation 91-1-215) (See Regs pages 35-43)

1. **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/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.

2. **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.

3. **Building Results-based Staff Development Plan** means a plan designed by the school improvement team in support of specifics included in the building KESA and/or Title I school improvement plan.

The professional development process makes available to the individual the opportunity to apply professional development credits toward re-licensure. This requires the individual to formally enter the professional development process by completing a plan for professional growth.

Transcripts

A record of the participating individual's validated professional development credits will be kept at Frontlineeducation.com on a *Professional Education Transcript*. An official district transcript will be provided, as needed, for re-licensure. For final approval to be given for college courses and appear on

the official Frontlineeducation.com transcript, College/University transcripts must be submitted to Personnel Services for verification.

License Renewal Requirements (Kansas Professional Development Program Regulation 91-1-206)
(See Regs page 35-43)

- **Bachelor's Degree**

Individuals holding a bachelor's degree must submit 160 professional development points earned under an approved professional development plan to renew their 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.

- **Master's or Advanced Degree**

Individuals holding a master's or advanced degree must submit 120 professional development points earned under an approved professional development plan to renew their professional license. An individual with a graduate degree is not required to earn any points from completing semester credit hours. They may submit professional development points earned through any combination of semester credits and other professional development activities. The PDC will determine the appropriateness of college credit prior to awarding points.

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 a school specialist or leadership license. The professional development points used for the renewal of a license must be earned in **at least one of three areas**:

Content Endorsement Standards – Those standards adopted by the Kansas State Board of Education that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate.

Professional Education Standards – Those standards adopted by the Kansas State Board of Education that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate.

Service to the Profession – An 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.

Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds OR to new endorsements/licenses the individual may be working towards. However, some content coursework is considered applicable to any educator, such as computer coursework. Professional education (pedagogy) may be related to content endorsements OR that would apply to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could apply to any educator. Remember, one semester hour of college credit shall count as 20 professional development points.

CLASSIFICATION OF ACCEPTABLE ACTIVITIES

Professional development means professional development and staff development and includes 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 such personnel in already held or assigned positions.

Appropriate professional development activities will be determined in collaboration with a designated supervisor. The following general types of activities may be acceptable for professional development credit under the USD 475 Professional Development Plan.

1. College Coursework

Verified College coursework will be recorded on the District Transcript. Such coursework should be related to the endorsements/licenses the individual holds, professional standards or to new endorsements/licenses that the individual may be working towards. For final approval to be given for college courses and appear on the official PDC transcript, College/University transcripts must be submitted to Personnel Services for verification.

2. USD 475 Sponsored Activities

This includes the activities listed on page 6. It also includes activities sponsored by the district and approved during the current school year.

- 1 Clock Hour Professional Development Credit
- Unlimited professional development credits can be accumulated in this area.
- **Staff/Faculty meetings do not qualify for professional development credits** unless they have an instructional component, and an approved Activity Plan is on file.
- Webinars related to a current assignment-one point per hour. Certificate of verification of attendance must be copied, pasted, and submitted in the comment box upon completion for the approval process. If this is not an option, email the verification to the PDC Secretary.

3. Non-District Activities

This includes state, regional, and national conferences; conventions; seminars; and workshops (Content Endorsement Standards); and higher education (Professional Education Standards). For holders of a baccalaureate degree, four semester hours are required for re-licensure. An approved Activity Plan and complete documentation are required to receive credits.

- 1 Clock Hour Professional Development Credit (Content Endorsement Standards)
- Unlimited professional development credits can be accumulated in this area.
- Webinars related to a current assignment-one point per hour. Certificate of verification of attendance must be copied, pasted, and submitted in the comment box upon completion for the approval process. If this is not an option, email the verification to the PDC Secretary.

4. District Level Taskforces/Councils/Committees/Support Groups and Building Level Committees

- A. Activities in this area are related to curriculum development and instruction and are identified as Services to the Profession. These are logged items. Points may be earned for time served outside of the contract day, or plan time **(IF- it is REQUIRED BY AN ADMIN AND above and beyond the expectations of the negotiated agreement, and if it is not an expected plan time activity or part of the job description)**. See the left-hand column on the Frontlineeducation.com homepage. These will not appear in the District Catalog. Please note: Individual Activity Plans will not be accepted for these activities. All logged activities must include SPECIFIC times and dates in order to be approved.

Logged activities can be submitted when the activity is finished for the school year, but ALL logged activities **MUST be submitted within thirty days of the last day of school.** You may fill out a log form for each meeting and let the computer add your hours for you (easier all around), or you may submit one log form for each category with all the dates and times listed in the comment box adding up to the hours you request.

Eligible activities include Dyslexia Log Form (6 hours for initial training or up to 3 hours for follow-up training) There are circumstances to consider when recording hours for the Dyslexia Training:

- a. Some people will do all their training on their own, outside of the duty day, and should **claim all six hours on the Dyslexia Log Form.**
- b. Some people may have had a combination of hours on their own, along with some acquired during a building meeting or in-service day. If it is partially completed during Building Inservice or a building meeting, then the attendee should only log the hours outside of the Building Inservice or building meeting (because points are already awarded for that time, if protocol was followed), and put a statement in the comment box explaining how the missing hours from the log form were earned. For example, the number **three is placed in the PDC point total on the Dyslexia Log Form**, and then in the

comment box a statement may read....” I completed two hours of Dyslexia Training during the Building Inservice on _____(date/s). I completed one hour of Dyslexia Training during a Focus Meeting on____(date/s). Total hours earned for Dyslexia Training is six.”

c. If ALL hours were earned through in-services and/or meetings, the submitter should **place a zero in the point total on the Dyslexia Log Form** and then explain, in the comment box, where and when the six hours of Dyslexia Training were acquired. For example:” I completed three hours of Dyslexia Training during the Building Inservice ____ (date/s). I completed three hours of Dyslexia Training during Focus ____ (date/s) Total hours earned for Dyslexia Training is six.”

Flexible Inservice Log Form (7 hours only)

The activity hours claimed on this form must match the activities documented in the Flex Inservice Plan submitted by the building administrator. Makeup activities must also be approved by the building administrator. Submit additional hours served under Learning/Service to the Profession log form if over 7 hours. Flex hours are 6 hours of flex time for Geary County Safe Schools Vector/Alice Training videos and 1 hour of self-directed PD time. To receive full credit, you must explain what related professional development activity was completed during the 1 hour of self-directed time. The self-directed activity time must be explained in the comment section of the Flex log form.

- Geary County Safe Schools/Vector Trainings/ALICE Online Required Trainings + one hour of self-directed time.

Learning/Service To The Profession Log Form

- Assistive Technology Team
- Building Safety Committee
- Building School Improvement Team/Effective Schools/KESA/Collegial Groups/District Support Groups-
note: Faculty and Staff Meetings are not point eligible and should not be submitted for approval.
- Curriculum Review/Trade Book/Literature/Adoption/Scoring State Assessments
- Grade Level/Content Area/ELL Academy Meetings/Focus Groups/ Library Media
- Post-Secondary Institution Partnerships-to be used to log hours working with post-secondary students:
 - Aides (direct instruction, record-keeping, planning, feedback) 4-6 hours total (Name of the aide)
 - Block One (co-planning, formal observation, evaluation... 4-8 hours total) (Name of the team)
 - Block Two Methods (co-planning, formal observation, evaluation... 1 hour per week, 8 hours.) (Names of students)
 - Block B: Science/K-2 Literacy (8 lessons, co-planning, observation, evaluation, feedback conferences... 6-10 hours total) (Names of students)
 - Block C: 3-6 Literacy/Soc. Studies/Math (10-12 lessons, co-planning, observation, evaluation, feedback conferences ...10-20 hours total) (Names of students)
 - Student Teaching (direct instruction (first days), co-planning, peer-coaching, conferencing, observation, evaluation... 4-7 hours/week) (Most put 70-80 hours) (Name of student teacher)
- Professional Development Council

- Report Card Committee
- Site Council
- Special Education Task Forces
- Test Revision Committee

Mentor Program 1ST Year Log Form-Mentors and Mentees log first-year program work.

Mentor Program 2ND Year Log Form- Mentors and Mentees log second-year program work.

Mentor Program For Principals Only Log Form-Principal Mentors and Principal Mentees log program work

New Teacher Orientation Log Form-New Teachers to the district log their orientation week hours that fall outside of the contract date.

Summer Log Forms- Summer work activities beginning the day after the last day of the school year and running through July 31

B. Committees listed are pre-approved for credits. Committees not listed will not be considered for credits unless an Activity Plan has been submitted and approved. The Chairperson or his/her designee must file the plan to the Professional Development Council.

- 1 Clock Hour Professional Development Credit (Service to the Profession)
- Unlimited professional development credits can be accumulated in this area.
- A log verifying specific hours of participation must be included within the log form

C. All summer activities/logs should be submitted within thirty days of the end date of the activity to meet the approval deadline. Summer work is from May 24-July 31.

5. **Observations/Visitations**

Observations/visitations can be in-district or to another district but must be in support of approved professional growth goals.

- 1 Clock Hour Professional Development Credit
- A log verifying the hours must be attached to the evaluation form.

6. Trainer of Trainers

This area includes any training intended to equip and empower the participants to then train others. All trainer-of-trainer requests must be approved by the Central Office and the Professional Development Council.

- 1 Clock Hour Professional Development Credit--Unlimited professional development credits can be accumulated in this area.

7. Presentations and District Professional Development Trainers

This area includes presentations at educational workshops, conferences, and seminars.

- 1 Clock Hour Professional Development Credit
- Unlimited professional development credits can be accumulated in this area.

PROFESSIONAL DEVELOPMENT EVALUATION AND VALIDATION

Regulations 91-1-215(f) and 91-1-206(a) (See Regs pages 35-43)

Evaluation

All professional growth activities must be evaluated and marked complete. The methods of evaluation and the data collected may vary according to the type of activity and the kind of information required from the evaluation.

1. It is the responsibility of the individual to accurately complete the proper form on Frontlineeducation.com and meet all deadlines required of the individual.

2. General Parameters

Professional development anticipates a change in the participant, organization, or student outcomes; that is, professional development implies results, and the following parameters must be addressed when identifying the type of evaluation to be used for a given activity.

A. Will the chosen evaluation produce information regarding:

- participant learning
- participant application of new knowledge and/or skills
- completion of a product, and/or
- improved student outcomes

B. Will the evaluation produce information useful in meeting the annual reporting requirements of the Kansas System/Educational Agency Professional Development Plan?

3. Point Categories 91-1-215 (See Regs page 38)

- A. **Knowledge Level provides** the baseline for the points that may eventually be earned at the Application and Impact levels. Knowledge level points are awarded at a rate of one point, for receiving knowledge in a participatory setting, for one clock hour of the professional learning activity. Knowledge level points are awarded for activities that:
- 1) increase the knowledge and/or skills related to specific content endorsements (Content Standards) or
 - 2) increase the knowledge and/or skills related to assigned job and role responsibilities (Professional Education Standards)
 - 3) assist others in acquiring proficiency in instructional programs, pedagogy, or content, or directly related to licensure of educators, accreditation processes, or professional organizations (Service to the Profession)

Evidence-Staff members must obtain pre-approval and provide documentation of the activity in the form of a reflection, agenda, certificate of completion, and/or sign-in sheet. The Professional Development Council retains the right to request additional documentation for any activity.

- B. **Application Level**-When a staff member applies professional learning to an authentic situation, he/she can apply to earn Application-level points. Application-level points are awarded at a rate of **up to** two points per Knowledge level point of the original activity and must relate to Content Standards or Professional Education Standards. Points will be awarded based on documentation and evidence of application. The staff member **must be able to demonstrate a change in practice**. Application points **must be applied for within 30 days of Knowledge points being awarded** AND can only be earned for content or professional education activities and documentation **must be completed within six months** of the original Knowledge Level Activity.

Evidence-Staff member must submit THREE acceptable forms of evidence from the following list during the Application period: (The Professional Development Council retains the right to request additional documentation for any activity)

- Minimum of eighteen lessons verifiably taught with reflections recorded on each lesson plan.
- Administrator or Building Leadership Team Rep Observations-minimum of four observations within the six-month period.
- Student Work Samples-Show a pre-strategy example compared to strategy examples from five students of various ability levels.
- Portfolios-show reflection of **three** students' performance over time
- Videotape with analysis- the form can be found in the Frontlineeducation.com files.
- Still photography with analysis- the form can be found in the Frontlineeducation.com files.

- C. **Impact Level**-When a staff member applies professional learning to an authentic situation and it positively impacts student learning or the educational program of the school/district, he/she can apply to earn Impact level points. Impact level points are awarded at a rate of **up to** three points for the same

Knowledge level activity for which Application Points were awarded relating to Content Standards or Professional Education Standards. Points will be awarded based on documentation and evidence of application and impact. The staff member **must be able to directly demonstrate the achievement of positive impact** related to the same Knowledge level activity from which Application points were previously earned. Impact points **must be applied for within 30 days of Application points being awarded AND** can only be earned for content or professional education activities and documentation **must be completed within one year** of the original Knowledge Level Activity.

Evidence-Staff members must submit two forms of evidence during the Impact period. One form of pre/post assessment is required. The supervising administrator must approve the pre/post-assessment. The Professional Development Council retains the right to request additional documentation for any activity.

- Standardized Achievement Assessment
- Performance Assessment
- Teacher Developed Assessment
- Group/Task Activity and Results
- Portfolio/collection of student work- show positive results of **three** students' performance over time.
- Questionnaire/Interview
- Pre/Post Test

Verifications/Validations

1. Participants must complete the Knowledge evaluation on Frontlineeducation.com before the Professional Development Council can consider approval of the in-service education credits.
2. Activities must be marked complete and evaluation forms must be submitted to Frontlineeducation.com immediately following any activity you attend.
3. Knowledge Evaluations must be submitted **no more than 30 days following the completion of the activity** being evaluated. **Evaluations received after the 30-day limit will NOT be awarded professional development credits.** *** Some activities do not require Knowledge Evaluations, but if one is attached to the activity, it **MUST** be completed and submitted before the 30-day deadline.
4. **For final approval to be given for college courses and appear on the official PDC transcript, the activity must be marked complete in Frontlineeducation.com, and College/University transcripts must be submitted to Personnel Services for verification.**

NOTE: Once an activity is complete (based on the end date of the plan) Knowledge Evaluation and Mark Complete buttons will become available. Knowledge Evaluations must be completed and activities must be Marked Complete by the participant to begin the final approval process. Once the

Knowledge Evaluation and Mark Complete have been submitted, the final approval process can take place. Always click on the activity and check to see if a Knowledge Evaluation link is still active. If so, make sure to submit the Knowledge Evaluation in a timely fashion. This must be submitted to complete the approval process. Knowledge Evaluations are not required for college coursework.

The Mark Complete and Knowledge Evaluation must be done within thirty days of the end date of the activity to receive credit.

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 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.

4.6 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.

Movement on the Salary Schedule

Professional development credits validated through participation in an approved Individual Professional Development Plan (IPDP) shall apply toward advancement from one column to the next

on the district salary schedule, *within degree categories only*. Such salary enhancement will be based upon the equivalency of twenty (20) professional learning credits = one (1) college/university credit toward re-licensure and movement on the salary schedule. **Please note: All points awarded through the PDC for salary movement may not be accepted for re-licensure by the state. It is the individual teacher's responsibility to verify potential college coursework with the state to ensure acceptance and re-licensure.**

FORMS

- Criteria For Approving Professional Development Plan (use page 28)
- Criteria For Approving Activity Plans (use page 29)
- Application Points Evaluation Form (use pages 30-31)
- Impact Points Evaluation Form (use page 32_)
- Videotape/Still Photography Analysis Form (use page 33)
- Log Form

CRITERIA FOR WRITING/APPROVING AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Name: _____ **Building:** _____

	<u>Individual/ Building Rep</u>	<u>Individual/ Principal</u>	<u>PDC</u>			
	Yes	No	Yes	No	Yes	No
1. Goals are clearly stated and aligned with the School Improvement Plan.	_____	_____	_____	_____	_____	_____
2. Activities are specified in at least one points areas (Content, Professional Education and Service to the Profession).	_____	_____	_____	_____	_____	_____
3. Activities address the goals.	_____	_____	_____	_____	_____	_____
4. Starting dates are clearly stated and aligned with the licensure date.	_____	_____	_____	_____	_____	_____
5. Understands the number of points required for re-licensure	_____	_____	_____	_____	_____	_____
6. College/university courses enhance content knowledge of current license endorsements, professional knowledge growth, or efforts to attain a new endorsement.	_____	_____	_____	_____	_____	_____
7. The Knowledge area for each goal has been completed.	_____	_____	_____	_____	_____	_____
8. The plan was created collaboratively and has been submitted in a timely fashion.	_____	_____	_____	_____	_____	_____

CRITERIA FOR WRITING/APPROVING ACTIVITY PLAN

- Full name of the person submitting Activity included. ☐ Yes ☐ No
- Title/Description of Activity included. ☐ Yes ☐ No
1. Plan was received within two (2) weeks prior to activity or no later than thirty (30) days beyond the completion dates of the activity. ☐ Yes ☐ No ☐ Revise
2. The total expected number of contact hours by participants is specified. College credit hours and/or PDC point equivalent are listed as appropriate. ☐ Yes ☐ No ☐ Revise
3. The proposed activity contributes to valid professional growth. Re-licensure box has been checked. If college credit is earned, the college credit box should also be checked. ☐ Yes ☐ No ☐ Revise
4. The quality of the professional growth activity is documented through one or more of the following:
☐ credentials or experienced presenter(s)
☐ sponsorship by a recognized organization
☐ a rationale statement outlining the potential value of the experience
☐ promotional information ☐ Yes ☐ No ☐ Revise
5. A process is described and instruments are identified for evaluating the effectiveness of the activity. ☐ Yes ☐ No ☐ Revise
6. Specific times and dates have been included ☐ Yes ☐ No ☐ Revise

Geary County USD #475 Application Points Evaluation Form for Building Leadership Team Consideration
(Located in Frontlineeducation.com)

Directions:

- 1) Complete the entire form.
- 2) Title of Activity, Activity Number and Activity Date(s) refer to the original knowledge activity where you gained the skill or knowledge for which you are requesting application points.
- 3) Application points can only be earned for content or professional education activities (not service to the profession) and documentation of application must be initiated within six months of the original knowledge activity and completed within one year of the original knowledge activity.
- 4) You are eligible to receive up to two times the original knowledge points. Points will be awarded based on your verified performance and documentation of the application. In addition to answering the questions, you will complete a log. The log should reflect the planning you did in preparing for applying your new skill/knowledge and can be used to document when you used the new skill/knowledge. You must be able to demonstrate a change in practice. It is important to understand that you do not automatically receive two times the number of points. That figure merely establishes a maximum number of points for which you may be eligible.

Name	Employee Number	IPDP Expiration Date	School
Title of Original Knowledge Activity	Activity Number	Activity Date(s)	
Points Category (check only one)	Clock Hours Attended	Total Points Requested	
<input type="checkbox"/> Content <input type="checkbox"/> Professional Education	<input type="text"/> X2=	<input type="text"/>	

Please Respond to the following questions. All questions must be answered.

1. How and when did you apply for the training?

2. What evidence can you share regarding the application? (You may want to refer to the attached log)

3. Was the strategy effective? Did it work? Why or why not?

Geary County USD #475 Impact Points Evaluation Form for Building Leadership Team Consideration
(Located in Frontlineeducation.com)

Directions:

- 1) Complete the entire form.
- 2) Title of Activity, Activity Number and Activity Date(s) refer to the original knowledge activity where you gained the skill or knowledge for which you are requesting impact points.
- 3) Impact points can only be earned for content or professional education activities (not service to the profession) and documentation of application must be initiated within six months of original knowledge activity and documentation of impact must be completed within one year of original knowledge activity.
- 4) You are eligible to receive up to three times the original knowledge points. Points will be awarded based on your verified performance and documentation of application and achieving a positive impact. You will earn points based on the number of points you were able to document for application purposes. For example, if you attended a knowledge activity worth three points, successfully documented a change in practice during the application period earning six points, and can show a positive impact within the defined time frame, you will receive nine impact points.

Name	Employee Number	IPDP Expiration Date	School
Title of Original Knowledge Activity	Activity Number	Activity Date(s)	
Application Points Earned:	Date Application Points were awarded:	Comments:	
Points Category (check only one)	Clock Hours Attended	Total Points Requested	
<input type="checkbox"/> Content <input type="checkbox"/> Professional Education	<input type="text"/> X3=		
Please Respond to the following questions. All questions must be answered.			
1. Who was impacted?			
2. How were they impacted?			
3. What evidence can you share and how does it indicate a positive impact?			
Building Leadership Team Members' Names		Meeting Date(s)	
Building Principal/Designated Supervisor's Signature		Date	

FOR PDC USE ONLY

- ☐ Approved
 - ☐ Returned
 - ☐ Needed _____
 - ☐ Denied

Number of Points Approved _____

Info _____
- Comments _____

**Video/Still Photo Analysis Form
(Located in Frontlineeducation.com)**

Name of Submitter:

Date:

Job Title:

School:

Knowledge Base Activity Title:

Application Analysis_____ Impact Analysis_____

Video: _____ Photograph:_____ (Ensure permissions have been obtained by all parties shown within)

Evaluating Supervisor's Name:

1) Briefly describe what happened prior to, during, and after the time captured in the video/photograph. (Describe student actions/teacher actions pertaining to strategies employed)

2) What evidence is captured within, regarding application or impact, due to the implementation of the knowledge-based strategy? (Provide specific examples, teacher and/or student)

3) Was the strategy effective? What data is used to determine effectiveness?

Building Principal/Designated Supervisor's Signature:

Date:

Log Form (Located in Frontlineeducation.com)


Use this form to submit a log entry.

Instructions

Submit this form one time for each district activity or meeting you attend.
When indicating the **hours** below, indicate the hours for **this** activity only. The system will tally all of the logged hours upon final submission.
When all individual log forms are entered, use the **Submit Log** link on the main LearningPlan page to request approval. Upon successful approval, the log form will appear as a completed activity in your portfolio.

Activity/Log Information

Activity Title	<input type="text"/>
Description	<input type="text"/>

 Characters left **2048**

Dates

Start Date	<input type="text"/>
End Date	<input type="text"/>
Meeting Times	<input type="text"/>

Provider

Provider	<input type="text" value="--- Click To Select ---"/>
If not on list, enter here	<input type="text"/>

Hours

Enter the number of Hours you are seeking for this individual activity

Hours	<input type="text"/>
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Goal(s) and Objective(s)

Select At Least One District Objective	Goal : District/Building Staff Development <input type="checkbox"/> Meeting Building/District Professional Development Goals Goal : Technology Integration <input type="checkbox"/> Technology Integration
--	---

Purpose(s)

Select a Purpose(s)	<input type="checkbox"/> Relicensure Points <input type="checkbox"/> College Credit
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ADDENDUMS

Coaching Policy

Remember, professional development for licensure renewal must fall within 1 of three areas: content standards, professional development standards, or service to the profession. Content must be related to the content subject areas (endorsements) on the existing license. Coaching coursework or credits are content appropriate only for physical education-endorsed teachers. Therefore, only a PE-endorsed teacher can count a coaching course for semester credit hours to meet the minimum credit hour requirement for renewal (bachelor's level teachers who need a minimum of half of their points earned for college credit). This has been a very consistent policy for many years, even under the old regulations. Coursework that is part of a sports management or sports administration degree is generally not applicable – we do not issue any kind of endorsement for this.

We would allow a PDC to award professional development points for coaching clinics or courses for non-physical education endorsed teachers if ALL the following points are met:

1. The points are not counted as semester credit hours needed to meet credit hour requirements for renewal but as a general professional development activity.
2. The coaching clinic or course must relate to an individual development plan goal approved by the PDC for the teacher.

A. The PDC must be able to verify the clinic/course fits within professional education or service to the profession since it is not applicable as content for these teachers. Therefore, to be considered professional education or service to the profession, the coaching clinic or course would have to be a general clinic, not a clinic/course for a specific sport (like Glazier Football Clinic, or Coaching Volleyball). An example of what might be applicable: occasionally a coaching clinic will deal with issues such as motivation, developing leadership skills, etc. as opposed to how to coach a specific sport. These clinics might be appropriate for the district to award points in the areas of service to the profession and/or professional development. In awarding points for a clinic or course like this, points should be awarded only for that portion of the clinic that was applicable. For example, a 16-hour clinic might only have 4-6 hours that are appropriate as described.

2022-2028 Professional Development Plan

Checklist and Plan Review Process

1. Professional Development Council (PDC) for In-Service Education

- ☐ **Page 10- 1.1** Process to ensure the PDC is representative of the agency's licensed personnel.KAR 91-1-217 (a)(1)
- ☐ **Page 10- 1.2** Process to ensure that the membership consists of as many or more teachers than administrators, all ofwhom are representative of the district's licensed staff. KAR 91-1-217 (a)(2)
- ☐ **Page 11- 1.3** Process for ensuring all PDC members receive annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219, and then trains the rest of the PDC on that information. Training each member annually would also meet this requirement. Training can be internal or external to the PDC. KAR 91-1-217 (b)(1)
- ☐ **Pages 10-13- 1.4** PDC operational procedures, which can be in the body of the plan or in an addendum.KAR 91-1-217 (b)(2) and KAR 91-1-216 (a)(1)
- ☐ **Pages 14-15- 1.5** A five-year plan based upon criteria established by the state board.KAR 91-1-217 (b)(3)
- ☐ **Page 37- 1.6** *Although not required by state regulations, if the district governing body approves the 5-year in-service plan, documentation of that approval may be included in the plan (optional). KSDE recommends that the PDC Chair or representative discusses how a district's governing board would like to handle this and proceed accordingly.*
KAR 91-1-217 (b)(3)
- ☐ **Pages 21-23, 37- 1.7** Process for awarding professional development points. "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." KAR 91-1-218
- ☐ **Pages 33-34, 38- 1.8** *Process for spending State in-service education program funds (optional).*KAR 91-1-219

- ☐ **Page 21- 1.9** Description of the process a license professional will use to appeal non-approval of his/her individual development plan by the local PDC. KAR 91-1-206 (d) See also KAR 91-1-211

2. In-Service Education Plans

- ☐ **Page 8- 2.1** Process or procedure for assessing in-service needs for staff development at the individual, building and system levels. Building level professional development should be closely aligned with the school improvement plan. Also, the professional development needs of the licensed professionals should be considered and aligned with the needs of the system. KAR 91-1-216 (b)(2)
- ☐ **Page 25-26- 2.2** Process or procedure for identifying goals and objectives based on those in-service needs at the individual, building and system levels and that align with system initiative/process, such as the strategic plan, KESA, etc.) KAR 91-1-216 (b)(3)
- ☐ **Pages 16-17 item 6, 21-23 item 9, 25-26 District- 2.3** Process or procedure for identifying activities at the individual, building and system level that are planned/designed/selected to meet those goals and objectives. KAR 91-1-216 (b)(4)
- ☐ **Pages 19-20- 2.4** Process and procedures for using evaluative criteria, which “shall include measures for assessing the impact of programs on improvement ... of effective instructional skills and improvement of the academic performance of pupils.” KAR 91-1-216 (b)(5) and KSA 72-2546
- ☐ **Page 16-2.5** 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. KAR 91-1-216 (c)
- ☐ **2.6** An approved plan may be amended at any time by following the procedures specified in this regulation. This component still needs some clarification and you will not be responsible for it right now. KSDE will provide guidance. KAR 91-1-216 (e)
- ☐ **Page 40- 2.7** The 5-year in-service plan includes a signature page or other verification that the local professional development council reviewed and approved it. Can be part of the PDC operational procedures. (See 1.4). KAR 91-1-206 (c)(3)

3. Individual Professional Development Plans (Individual PDP) for License Renewal

- ☐ **Page 13- 3.1** Process to ensure one or more of the required areas (content endorsement and professional education standards and service to the profession) are included in the Individual PDP. Can be part of the PDC operational procedures. (See 1.4) KAR 91-1-206 (a)(1-3)

- ☐ **Page 14- 3.2** Process for district employees to file and receive approval for an Individual PDP with the PDC. Can be part of the PDC operational procedures. (See 1.4) KAR 91-1-206 (b)
- ☐ **Page 13 item 1- 3.3** Process for those who work or reside in the district but are not district employees to file and receive approval for an Individual PDP with the PDC. Can be part of the PDC operational procedures. (See 1.4) KAR 91-1-206 (b)
- ☐ **Pages 9, 13 items 2, 28, 35- 3.4** Process for ensuring that the Individual PDP planning process is a cooperative effort between the licensed professional and his/her designated supervisor and considers the needs of the teacher and the district. Can be part of the PDC operational procedures. (See 1.4) KAR 91-1-206 (c)(1)
- ☐ **Page 13 item 2- 3.5** The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan. Can be part of the PDC operational procedures. (See 1.4)

Appendix A

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 in-service 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.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 c.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 5/15/2024

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 103 Cheylin

USD 475 Geary County 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 Cheylin's and Geary County Schools' five-year professional development plan using the standards and criteria determined by the State Board of Education and recommend it be approved.

Kansas Parents as Teachers grants for 2024-2025

USD	County	District Name	2024-25 Grant Award
428	Barton	Great Bend	\$54,550
394	Butler	Rose Hill Public Schools	\$41,390
379	Clay	Clay Center PAT Consortium USD 379	\$70,590
334	Cloud	Southern Cloud	
333	Cloud	Learning Cooperative of North Central Kansas (LCNCK) / USD 333 PAT Consortium	\$116,850
109	Republic	Republic County	
426	Republic	Pike Valley	
108	Washington	Washington County Schools	
224	Washington	Clifton-Clyde	
465	Cowley	Winfield	\$119,330
609	Crawford	Southeast Kansas Education Service Center PAT Consortium	\$861,660
256	Allen	Marmaton Valley	
257	Allen	Iola	
258	Allen	Humboldt	
479	Anderson	Crest	
234	Bourbon	Fort Scott	
235	Bourbon	Uniontown	
284	Chase	Chase County	
404	Cherokee	Riverton	
493	Cherokee	Columbus	
499	Cherokee	Galena	
508	Cherokee	Baxter Springs	
243	Coffey	Lebo-Waverly	
244	Coffey	Burlington	
245	Coffey	LeRoy-Gridley	
247	Crawford	Cherokee	
248	Crawford	Girard	
249	Crawford	Frontenac Public Schools	
250	Crawford	Pittsburg	
290	Franklin	Ottawa	
230	Johnson	Spring Hill	

Kansas Parents as Teachers grants for 2024-2025

503	Labette	Parsons	
504	Labette	Oswego	
506	Labette	Labette County	
251	Lyon	North Lyon County	
252	Lyon	Southern Lyon County	
253	Lyon	Emporia	
436	Montgomery	Caney Valley	
446	Montgomery	Independence	
447	Montgomery	Cherryvale	
417	Morris	Morris County	
413	Neosho	Chanute Public Schools	
420	Osage	Osage City	
434	Osage	Santa Fe Trail	
454	Osage	Burlingame Public School	
456	Osage	Marais Des Cygnes Valley	
461	Wilson	Neodesha	
484	Wilson	Fredonia	
366	Woodson	Woodson	
203	Wyandotte	Piper	
435	Dickinson	Abilene	\$118,210
473	Dickinson	Chapman	\$36,870
487	Dickinson	Herington/Rural Vista/Solomon PAT Consortium	\$52,320
393	Dickinson	Solomon	
481	Dickinson	Rural Vista	
348	Douglas	Baldwin City	\$117,670
497	Douglas	Lawrence	\$141,490
489	Ellis	Hays	\$87,490
407	Russell	Russell	
363	Finney	Holcomb	\$28,020
457	Finney	Garden City	\$260,960
443	Ford	Dodge City	\$48,320
475	Geary	Geary County Schools	\$143,890
361	Harper	Chaparral Schools	\$30,000
373	Harvey	Harvey County PAT Consortium	\$119,020

Kansas Parents as Teachers grants for 2024-2025

440	Harvey	Halstead	
460	Harvey	Hesston	
369	Harvey	Burrton	
337	Jackson	Royal Valley	\$45,000
608	Jefferson	Keystone PAT Consortium	\$622,310
377	Atchison	Atchison County Community Schools	
409	Atchison	Atchison Public Schools	
415	Brown	Hiawatha	
111	Doniphan	Doniphan West Schools	
114	Doniphan	Riverside	
429	Doniphan	Troy Public Schools	
491	Douglas	Eudora	
336	Jackson	Holton	
338	Jefferson	Valley Falls	
339	Jefferson	Jefferson County North	
341	Jefferson	Oskaloosa Public Schools	
342	Jefferson	McLouth	
343	Jefferson	Perry Public Schools	
449	Leavenworth	Easton	
464	Leavenworth	Tonganoxie	
113	Nemaha	Prairie Hills	
345	Shawnee	Seaman	
450	Shawnee	Shawnee Heights	
229	Johnson	Blue Valley	\$582,870
231	Johnson	Gardner Edgerton	\$99,770
232	Johnson	De Soto	\$121,950
233	Johnson	Olathe	\$546,500
512	Johnson	Shawnee Mission Public Schools	\$452,380
482	Lane	Dighton	\$23,480
453	Leavenworth	Leavenworth Consortium	\$201,820
207	Leavenworth	Ft Leavenworth	
458	Leavenworth	Basehor-Linwood	\$52,500
469	Leavenworth	Lansing	\$95,260
410	Marion	Marion County PAT Consortium USD 410	\$109,610
397	Marion	Centre	

Kansas Parents as Teachers grants for 2024-2025

398	Marion	Peabody-Burns	
408	Marion	Marion-Florence	
411	Marion	Goessel	
380	Marshall	Vermillion	\$32,100
498	Marshall	Valley Heights	\$67,250
368	Miami	Paola PAT Consortium USD 368	\$248,470
365	Anderson	Garnett	
288	Franklin	Central Heights	
344	Linn	Pleasanton	
346	Linn	Jayhawk	
362	Linn	Prairie View	
367	Miami	Osawatomie	
416	Miami	Louisburg	
273	Mitchell	Beloit PAT Consortium USD 273	\$140,170
107	Jewell	Rock Hills	
298	Lincoln	Lincoln	
299	Lincoln	Sylvan Grove	
272	Mitchell	Waconda	
445	Montgomery	Coffeyville	\$89,890
239	Ottawa	North Ottawa County	\$26,950
240	Ottawa	Twin Valley	\$24,300
495	Pawnee	Ft Larned	\$24,390
320	Pottawatomie	Wamego	\$35,000
323	Pottawatomie	Rock Creek	\$47,210
382	Pratt	Pratt County PAT Consortium USD 382	\$21,350
438	Pratt	Skyline Schools	
308	Reno	Hutchinson PAT Consortium USD 308	\$229,180
309	Reno	Nickerson-South Hutchinson	
312	Reno	Haven Public Schools	
313	Reno	Buhler	
448	Reno	Inman	
405	Rice	Rice County PAT Consortium USD 405	\$65,250
376	Rice	Sterling	
306	Saline	Southeast of Saline	\$40,220
383	Riley	Manhattan-Ogden	\$231,200

Kansas Parents as Teachers grants for 2024-2025

259	Sedgwick	Wichita	\$246,690
260	Sedgwick	Derby	\$261,080
263	Sedgwick	Mulvane	
261	Sedgwick	Haysville	\$181,910
262	Sedgwick	Valley Center Public School	\$73,090
265	Sedgwick	Goddard	\$80,930
266	Sedgwick	Maize	\$171,470
305	Saline	Salina	\$95,050
437	Shawnee	Auburn Washburn	\$114,470
501	Shawnee	Topeka Public Schools	\$553,410
349	Stafford	Stafford	\$23,800
350	Stafford	St John-Hudson	\$26,220
359	Sumner	Argonia PAT Consortium USD 359	\$72,210
463	Cowley	Udall	
357	Sumner	Belle Plaine	
358	Sumner	Oxford	
360	Sumner	Caldwell	
509	Sumner	South Haven	
602	Thomas	Northwest Kansas Educational Service Center PAT Consortium	\$48,010
294	Decatur	Oberlin	
291	Gove	Grinnell Public Schools	
292	Gove	Wheatland	
293	Gove	Quinter Public Schools	
274	Logan	Oakley	
352	Sherman	Goodland	
314	Thomas	Brewster	
204	Wyandotte	Bonner Springs	\$22,490
202	Wyandotte	Turner-Kansas City	\$115,370
500	Wyandotte	Kansas City Kansas	\$660,090
626	Kiowa	Southwest Plains PAT Project Consortium	\$50,260
227	Hodgeman	Hodgeman County Schools	
422	Kiowa	Kiowa County	
494	Hamilton	Syracuse	
Total:			\$9,521,560

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 d.

Staff Initiating:

Ben Proctor

Director:

Commissioner:

Randy Watson

Meeting Date: 5/15/2024

Item Title:

Act on recommendations for funding Kansas Parents as Teachers grants for 2024-2025

Recommended Motion:

It is moved that the Kansas State Board of Education act on recommendations for funding Kansas Parents as Teachers grants for 2024-2025.

Explanation of Situation Requiring Action:

K.S.A. 72-4162 authorizes the board of every school district to: (1) Develop and operate a parent education program; (2) enter into cooperative or interlocal agreements with one or more other boards for the development and operation of a parent education program; (3) contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the provision of services which are appropriate to a parent education program; and (4) apply for a grant of state moneys to supplement amounts expended by the school district for development and operation of a parent education program.

K.S.A 72-4161 defines a "parent education program" as a program developed and operated by a board of education of any school district for the purpose of providing expectant parents and parents of infants or toddlers or both with information, advice, assistance, resource materials, guidance and learning experiences regarding such measures as parenting skills and the various styles of parenting, the processes and principles of growth and development of children, home learning activities designed for infants and toddlers, techniques emphasizing a positive approach to discipline, effective methods of communicating and interacting with children so as to foster the development of self-esteem, strategies for structuring behavioral limits and increasing mutual positive regard, and other elements of effective parenting that are conducive to the structuring of a home environment in which children are encouraged to be successful and productive learners.

Per K.S.A. 72-4163, the Kansas State Board of Education shall be responsible for awarding grants to school districts.

Expenditures from the parent education program account for each grant must be matched by the school district in an amount that is equal to not less than 50 percent of the grant. School districts may choose to invest more than the minimum match requirement in their programs.

At the time these materials were prepared, the Kansas Legislature has not yet passed an education budget for Fiscal Year 2025. The Governor's Budget Proposal included an appropriation for Fiscal Year 2025 equivalent to the Fiscal Year 2024 appropriation of \$9,437,635. \$110,561 in unspent Fiscal Year 2024 funding is available to reallocate in Fiscal Year 2025.

Approved Preschool-Aged At-Risk programs for 2024-2025

USD	County	District Name
101	Neosho	Erie-Galesburg
102	Gray	Cimarron-Ensign
106	Ness	Western Plains
107	Jewell	Rock Hills
108	Washington	Washington Co. Schools
109	Republic	Republic County
110	Phillips	Thunder Ridge Schools
111	Doniphan	Doniphan West Schools
112	Ellsworth	Central Plains
113	Nemaha	Prairie Hills
114	Doniphan	Riverside
115	Nemaha	Nemaha Central
200	Greeley	Greeley County Schools
202	Wyandotte	Turner-Kansas City
203	Wyandotte	Piper-Kansas City
204	Wyandotte	Bonner Springs
205	Butler	Bluestem
206	Butler	Remington-Whitewater
208	Trego	Wakeeney
209	Stevens	Moscow Public Schools
210	Stevens	Hugoton Public Schools
211	Norton	Norton Community Schools
212	Norton	Northern Valley
214	Grant	Ulysses
215	Kearny	Lakin
216	Kearny	Deerfield
217	Morton	Rolla
218	Morton	Elkhart
219	Clark	Minneola
220	Clark	Ashland
223	Washington	Barnes
224	Washington	Clifton-Clyde

USD	County	District Name
225	Meade	Fowler
226	Meade	Meade
230	Johnson	Spring Hill
231	Johnson	Gardner Edgerton
232	Johnson	De Soto
233	Johnson	Olathe
234	Bourbon	Fort Scott
235	Bourbon	Uniontown
237	Smith	Smith Center
240	Ottawa	Twin Valley
241	Wallace	Wallace County Schools
243	Coffey	Lebo-Waverly
244	Coffey	Burlington
245	Coffey	LeRoy-Gridley
246	Crawford	Northeast
247	Crawford	Cherokee
248	Crawford	Girard
249	Crawford	Frontenac Public Schools
250	Crawford	Pittsburg
251	Lyon	North Lyon County
252	Lyon	Southern Lyon County
253	Lyon	Emporia
254	Barber	Barber County North
255	Barber	South Barber
256	Allen	Marmaton Valley
257	Allen	Iola
258	Allen	Humboldt
259	Sedgwick	Wichita
260	Sedgwick	Derby
261	Sedgwick	Haysville
262	Sedgwick	Valley Center Pub Sch
263	Sedgwick	Mulvane
264	Sedgwick	Clearwater
265	Sedgwick	Goddard
266	Sedgwick	Maize

Approved Preschool-Aged At-Risk programs for 2024-2025

USD	County	District Name
267	Sedgwick	Renwick
268	Sedgwick	Cheney
269	Rooks	Palco
270	Rooks	Plainville
271	Rooks	Stockton
272	Mitchell	Waconda
273	Mitchell	Beloit
274	Logan	Oakley
281	Graham	Graham County
282	Elk	West Elk
283	Elk	Elk Valley
284	Chase	Chase County
285	Chautauqua	Cedar Vale
286	Chautauqua	Chautauqua Co Community
287	Franklin	West Franklin
288	Franklin	Central Heights
289	Franklin	Wellsville
290	Franklin	Ottawa
291	Gove	Grinnell Public Schools
293	Gove	Quinter Public Schools
294	Decatur	Oberlin
297	Cheyenne	St. Francis
298	Lincoln	Lincoln
299	Lincoln	Sylvan Grove
300	Comanche	Comanche County
303	Ness	Ness City
305	Saline	Salina
307	Saline	Ell-Saline
308	Reno	Hutchinson Public Schools
309	Reno	Nickerson
310	Reno	Fairfield
311	Reno	Pretty Prairie
312	Reno	Haven Public Schools
313	Reno	Buhler
314	Thomas	Brewster

USD	County	District Name
315	Thomas	Colby Public Schools
316	Thomas	Golden Plains
321	Pottawatomie	Kaw Valley
322	Pottawatomie	Onaga-Havensville-Wheaton
323	Pottawatomie	Rock Creek
325	Phillips	Phillipsburg
326	Phillips	Logan
329	Wabaunsee	Wabaunsee
330	Wabaunsee	Mission Valley
331	Kingman	Kingman - Norwich
332	Kingman	Cunningham
333	Cloud	Concordia
335	Jackson	North Jackson
336	Jackson	Holton
337	Jackson	Royal Valley
338	Jefferson	Valley Falls
339	Jefferson	Jefferson County North
341	Jefferson	Oskaloosa Public Schools
342	Jefferson	McLouth
343	Jefferson	Perry Public Schools
344	Linn	Pleasanton
345	Shawnee	Seaman
346	Linn	Jayhawk
347	Edwards	Kinsley-Offerle
348	Douglas	Baldwin City
349	Stafford	Stafford
350	Stafford	St John-Hudson
351	Stafford	Macksville
352	Sherman	Goodland
353	Sumner	Wellington
356	Sumner	Conway Springs
357	Sumner	Belle Plaine
358	Sumner	Oxford
359	Sumner	Argonia Public Schools
360	Sumner	Caldwell

Approved Preschool-Aged At-Risk programs for 2024-2025

USD	County	District Name
361	Harper	Chaparral Schools
362	Linn	Prairie View
363	Finney	Holcomb
364	Marshall	Marysville
365	Anderson	Garnett
366	Woodson	Woodson
367	Miami	Osawatomie
369	Harvey	Burrton
371	Gray	Montezuma
372	Shawnee	Silver Lake
373	Harvey	Newton
374	Haskell	Sublette
375	Butler	Circle
376	Rice	Sterling
377	Atchison	Atchison Co Comm Schools
378	Riley	Riley County
379	Clay	Clay County
380	Marshall	Vermillion
381	Ford	Spearville
382	Pratt	Pratt
383	Riley	Manhattan-Ogden
384	Riley	Blue Valley
385	Butler	Andover
386	Greenwood	Madison-Virgil
387	Wilson	Altoona-Midway
388	Ellis	Ellis
389	Greenwood	Eureka
390	Greenwood	Hamilton
392	Osborne	Osborne County
393	Dickinson	Solomon
394	Butler	Rose Hill Public Schools
396	Butler	Douglass Public Schools
397	Marion	Centre
398	Marion	Peabody-Burns
399	Russell	Paradise
400	McPherson	Smoky Valley
401	Rice	Chase-Raymond

USD	County	District Name
402	Butler	Augusta
403	Rush	Otis-Bison
404	Cherokee	Riverton
405	Rice	Lyons
407	Russell	Russell County
408	Marion	Marion-Florence
409	Atchison	Atchison Public Schools
410	Marion	Durham-Hillsboro-Lehigh
411	Marion	Goessel
412	Sheridan	Hoxie Community Schools
413	Neosho	Chanute Public Schools
415	Brown	Hiawatha
416	Miami	Louisburg
417	Morris	Morris County
418	McPherson	McPherson
419	McPherson	Canton-Galva
420	Osage	Osage City
421	Osage	Lyndon
422	Kiowa	Kiowa County
423	McPherson	Moundridge
426	Republic	Pike Valley
428	Barton	Great Bend
429	Doniphan	Troy Public Schools
430	Brown	South Brown County
431	Barton	Hoisington
432	Ellis	Victoria
434	Osage	Santa Fe Trail
435	Dickinson	Abilene
436	Montgomery	Caney Valley
437	Shawnee	Auburn Washburn
438	Pratt	Skyline Schools
439	Harvey	Sedgwick Public Schools
440	Harvey	Halstead
443	Ford	Dodge City

Approved Preschool-Aged At-Risk programs for 2024-2025

USD	County	District Name
444	Rice	Little River
445	Montgomery	Coffeyville
446	Montgomery	Independence
447	Montgomery	Cherryvale
448	McPherson	Inman
449	Leavenworth	Easton
450	Shawnee	Shawnee Heights
452	Stanton	Stanton County
453	Leavenworth	Leavenworth
454	Osage	Burlingame Public School
456	Osage	Marais Des Cygnes Valley
457	Finney	Garden City
458	Leavenworth	Basehor-Linwood
459	Ford	Bucklin
461	Wilson	Neodesha
462	Cowley	Central
463	Cowley	Udall
464	Leavenworth	Tonganoxie
465	Cowley	Winfield
466	Scott	Scott County
467	Wichita	Leoti
469	Leavenworth	Lansing
470	Cowley	Arkansas City
473	Dickinson	Chapman
474	Kiowa	Haviland
475	Geary	Geary County Schools
476	Gray	Copeland
477	Gray	Ingalls
479	Anderson	Crest
480	Seward	Liberal
481	Dickinson	Rural Vista
482	Lane	Dighton
483	Seward	Kismet-Plains
484	Wilson	Fredonia
487	Dickinson	Herington
489	Ellis	Hays

USD	County	District Name
490	Butler	El Dorado
491	Douglas	Eudora
492	Butler	Flinthills
493	Cherokee	Columbus
494	Hamilton	Syracuse
495	Pawnee	Ft Larned
496	Pawnee	Pawnee Heights
497	Douglas	Lawrence
498	Marshall	Valley Heights
499	Cherokee	Galena
500	Wyandotte	Kansas City
501	Shawnee	Topeka Public Schools
502	Edwards	Lewis
503	Labette	Parsons
504	Labette	Oswego
505	Labette	Chetopa-St. Paul
506	Labette	Labette County
507	Haskell	Satanta
508	Cherokee	Baxter Springs
509	Sumner	South Haven
511	Harper	Attica
512	Johnson	Shawnee Mission Pub Sch

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 e.

Staff Initiating:

Ben Proctor

Director:

Ben Proctor

Commissioner:

Randy Watson

Meeting Date: 5/15/2024

Item Title:

Act on request to approve Preschool-Aged At-Risk programs for 2024-20

Recommended Motion:

It is moved that the Kansas State Board of Education approve districts to operate Preschool-Aged At-Risk programs for 2024-2025. In districts operating approved programs, 3- and 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets all of the Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

Explanation of Situation Requiring Action:

See attached list of approved preschool-aged at-risk programs from 266 school districts for 2024-2025. This includes one district with a new preschool-aged at-risk programs in 2024-2025, USD 274 Oakley.

K.S.A. 72-5132 defines "Preschool-aged at-risk student" as "an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs." Each preschool-aged at-risk student enrolled in a school district and receiving services under an approved at-risk student assistance plan maintained by the school district is counted as ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

Children enrolled on Count Day must meet one or more of the criteria listed below for being at risk of entering kindergarten socially, emotionally or academically unprepared for success to generate preschool-aged at-risk funding.

1. Poverty (qualifies for free meals under the National School Lunch Program)
2. Single parent families
3. Kansas Department for Children and Families referral
4. Teen parents
5. Either parent is lacking a high school diploma or GED
6. Limited English Proficiency

7. Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills

8. Child qualifying for migrant status

9. Child experiencing homelessness

Prior to 2020-2021 the Kansas State Department of Education allocated slots to districts before the start of the school year and then reallocated unused slots during the year. This changed beginning in the 2020-2021 school year to fund all qualifying students who are 4 years old on or before August 31. 3-year-old at-risk preschool students are funded beginning in the 2021-2022 school year. Students who are age-eligible for kindergarten (5 years old on or before August 31 of the current school year) are not eligible for Preschool-Aged At-Risk funding.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 f.

Staff Initiating:

Beth Fultz

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 5/15/2024

Item Title:

Assessment Contract Extension

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to extend the state assessment contract with the University of Kansas on behalf of the Achievement and Assessment Institute (AAI) for one additional year for an amount not to exceed \$6,000,000.

Explanation of Situation Requiring Action:

A one-year (2025-2026) extension of the contract will allow KSDE staff time to better analyze the implementation of the new assessments before deciding what should be included in the bid specifications for a new contract.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 g.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 5/15/2024

Item Title:

Act to approve cut scores for licensure tests

Recommended Motion:

It is moved that the Kansas State Board of Education adopt and set cut scores as follows: Family and Consumer Science (Test #5123) with a recommended cut score of 151; Social Studies (Test #5581) with a recommended cut score of 153; Technology and Engineering Education (Test #5053) with a recommended cut score of 157; American Sign Language Proficiency Interview (Test# 0634).

Explanation of Situation Requiring Action:

Item Title: Act to approve cut scores for licensure tests

Recommended Motion: It is moved that the Kansas State Board of Education adopt and set cut scores as follows:

Family and Consumer Science (Test #5123) with a recommended cut score of 151; Social Studies (Test #5581) with a recommended cut score of 153; Technology and Engineering Education (Test #5053) with a recommended cut score of 157; American Sign Language Proficiency Interview (Test# 0634).

Explanation of Situation Requiring Action:

Kansas statute 72-2162 requires the State Board of Education to prescribe an examination designed to ensure that the licensure of a person as a teacher is a reliable indicator the person has the basic knowledge and qualifications necessary to engage in the profession of teaching in the state.

Licensure Regulation 91-1-203 require all applicants to successfully complete pedagogy and content assessments prior to qualifying for an initial teaching license. A content assessment is also required prior to issuance of a new teaching endorsement or an initial school specialist or school leadership license.

Educational Testing Service (ETS) revises and regenerates tests on a cyclical basis. ETS assigns regenerated tests a new test number and a new cut score is required. In addition, any new tests generated by ETS and implemented for Kansas licensure must be adopted with a cut score. The Family and Consumer Science, Social Studies, and Technology and Engineering Education exams are regenerated content exams. The American Sign Language Proficiency Interview is a content test for adoption for the World Language content area of American Sign Language.

The cut scores are as recommended by the Professional Standards Board based on the results provided by ETS' national standard-setting studies comprised of two sets of panelists from multiple states. Kansas was represented by two panelists on the national standard-setting studies for the

Technology and Engineering test and represented by one panelist for the Family and Consumer Science test. The Professional Standards Board recommended approval of the cut scores unanimously.

Upon approval, the regenerated tests and cut scores will go into effect as September 1, 2024.

Life Preparatory Academy and Alberto Meloni

Life Preparatory Academy requests that Alberto Meloni be granted Visiting Scholar license valid for the 2024-2025 school year. The academy will assign Mr. Meloni to teach a full schedule of History, Government and Social Studies courses to students during the 2024-2025 school year.

Alberto Meloni earned a Bachelor of Arts in History and Philosophy in 1968 and a Master of Arts in History in 1969 from Marquette University. He earned a Master of Arts in History in 1971 from Harvard University, and a Doctor of Philosophy in History in 1978 from the University of Minnesota.

Mr. Meloni has taught history at the secondary and post-secondary level for the last thirty years. In addition to teaching, he has served as a director or curator for numerous museums. Mr. Meloni has written numerous publications, created multiple video productions, and received numerous grants and awards of distinction related to his work in the social sciences.

Mr. Meloni meets the criteria of an advanced degree in the content area, has related occupational experience in teaching, and has outstanding distinction in the field. I recommend approval of the Visiting Scholar license valid for the 2024-2025 school year for Mr. Meloni based on meeting all three established criteria for a Visiting Scholar license.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 h.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

5/15/2024

Item Title:

Act on recommendation for a Visiting Scholar license

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Dr. Randy Watson, Commissioner of Education, regarding a Visiting Scholar license.

Explanation of Situation Requiring Action:

The Visiting Scholar license allows an individual who has documentation verifying the individual meets two of the three criteria specified below to practice on a temporary, limited basis in the content area of the individual's expertise.

Criteria to qualify for a Visiting Scholar license:

Advanced course of study or extensive training in the area of licensure requested.

Outstanding distinction or exceptional talent in the field.

Significant recent occupational experience which is related to the field.

Life Preparatory Academy and Alberto Meloni

Life Preparatory Academy requests that Alberto Meloni be granted Visiting Scholar license valid for the 2024-2025 school year. The academy will assign Mr. Meloni to teach a full schedule of History, Government and Social Studies courses to students during the 2024-2025 school year.

Alberto Meloni earned a Bachelor of Arts in History and Philosophy in 1968 and a Master of Arts in History in 1969 from Marquette University. He earned a Master of Arts in History in 1971 from Harvard University, and a Doctor of Philosophy in History in 1978 from the University of Minnesota.

Mr. Meloni has taught history at the secondary and post-secondary level for the last thirty years. In addition to teaching, he has served as a director or curator for numerous museums. Mr. Meloni has written numerous publications, created multiple video productions, and received numerous grants and awards of distinction related to his work in the social sciences.

Mr. Meloni meets the criteria of an advanced degree in the content area, has related occupational experience in teaching, and has outstanding distinction in the field. I recommend approval of the Visiting Scholar license valid for the 2024-2025 school year for Mr. Meloni based on meeting all three established criteria for a Visiting Scholar license.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 i.

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 5/15/2024

Item Title:

Act on request to contract with the Northeast Kansas Education Service Center (Keystone Learning Services) to support Perkins V annual Civil Rights reviews.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with the Northeast Kansas Education Service Center (Keystone Learning Services) to support special populations regarding civil rights ADA reviews and evaluations at a total amount not to exceed \$13,500.00 from July 1, 2024 to June 30, 2025, renewable each year for two additional years, July 1, 2025 to June 30, 2027 for a total amount not to exceed \$40,500.00.

Explanation of Situation Requiring Action:

Career and Technical Education (CTE) provides students with academic, technical and employability skills to be prepared for the current and future workforce. The federal legislation that funds CTE, Carl D. Perkins Career and Technical Education Act, was reauthorized in 2018 and is referred to as Perkins V.

Keystone Learning Services will develop and provide in person training at one (1) conference annually as identified by KSDE staff. Training will cover ADA Accessibility requirements for Kansas school buildings. Keystone Learning Services will provide an onsite review of six (6) Kansas schools chosen by KSDE annually. Each review will include an evaluation of parking lots, sports facilities, and all classrooms and common spaces used by CTE students, using the applicable ADA standards. Contractor will provide detailed reports of ADA compliance for each of the six (6) Kansas secondary schools chosen for an annual civil rights review under the Kansas Secondary MOA Agreement.

Source of Funds for Payment: W00536 Career and Tech Ed - Perkins CTE State Leadership Special Populations and W00705 Career and Technical Education - Perkins CTE State Leadership

Full text of [20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION \(house.gov\)](#)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 j.

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 5/15/2024

Item Title:

Act on request to contract with the Bruman Group to support the administration of Perkins V.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with the Bruman Group, PLLC to support the administration of Perkins V through trainings (in-person or virtual) and review policies and procedures in the amount not to exceed \$40,000.00 for the period of July 1, 2024 to June 30, 2026.

Explanation of Situation Requiring Action:

Career and Technical Education (CTE) provides students with academic and technical skills to be prepared for the current and future workforce. The federal legislation that funds CTE, Carl D. Perkins Career and Technical Education Act, was reauthorized in 2018 and is referred to as Perkins V. States and Local Education Agencies are required to engage a broad group of stakeholders in the development of plans for implementation of Perkins V. Responsibilities for reviewing and implementing the plan include data collection/analysis, technical assistance, and a program improvement process for equity training across the state.

Bruman Group, PLLC was selected to provide trainings(s) relevant to the Perkins V grant application. In addition, Bruman Group will review with KSDE staff the current policies, procedures, and handbooks (updating as needed).

Source of Funds for Payment: W00705 Career and Technical Education - Perkins CTE State Leadership

[20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION \(house.gov\)](#) Full Text

2344. State leadership activities

(a) General authority

From amounts reserved under section 2322(a)(2) of this title, each eligible agency shall—

(1) conduct State leadership activities to improve career and technical education, which shall include support for—

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized

instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and

(2) report on the effectiveness of such use of funds in achieving the goals described in section 2342(d)(2) of this title and the State determined levels of performance described in section 2323(b)(3)(A) of this title, and reducing disparities or performance gaps as described in section 2323(b)(3)(C)(ii)(II) of this title.

(b) Permissible uses of funds

The State leadership activities described in subsection (a) may include—

(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;

(2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)(B) of this title;

(3) establishing statewide articulation agreements aligned to approved programs of study;

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student's family; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study;

(5) for teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction, support services, and specialized instructional support services, high-quality comprehensive professional development that is, to the extent practicable, grounded in evidence-based research (to the extent a State determines that such evidence is reasonably available) that identifies the most effective educator professional development process and is coordinated and aligned with other professional development activities carried out by the State (including under title II of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6601 et seq.] and title II of the Higher Education Act of 1965 [20 U.S.C. 1021 et seq.]), including programming that—

(A) promotes the integration of the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)] and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers;

(B) prepares career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations, including through the use of principles of universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; and

(C) increases the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction to stay current with industry standards and earn an industry-recognized credential or license, as appropriate, including by assisting those with relevant industry experience in obtaining State teacher licensure or credential requirements;

(6) supporting eligible recipients in eliminating inequities in student access to—

(A) high-quality programs of study that provide skill development; and

(B) effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;

(7) awarding incentive grants to eligible recipients—

(A) for exemplary performance in carrying out programs under this chapter, which awards shall be based on—

(i) eligible recipients exceeding the local level of performance on a core indicator of performance established under section 2323(b)(4)(A) of this title in a manner that reflects sustained or significant improvement;

(ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;

(iii) the integration of academic and technical standards;

(iv) eligible recipients' progress in closing achievement gaps among subpopulations who participate in programs of study; or

(v) other factors relating to the performance of eligible recipients under this chapter as the eligible agency determines are appropriate; or

(B) if an eligible recipient elects to use funds as permitted under section 2355(c) of this title;

(8) providing support for—

(A) the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or

(B) consultation and coordination with other State agencies for the identification and examination of licenses or certifications that—

(i) pose an unwarranted barrier to entry into the workforce for career and technical education students; and

(ii) do not protect the health, safety, or welfare of consumers;

(9) the creation, implementation, and support of pay for success initiatives leading to a recognized postsecondary credential;

(10) support for career and technical education programs for adults and out-of-school youth concurrent

with their completion of their secondary school education in a school or other educational setting;

(11) the creation, evaluation, and support of competency-based curricula;

(12) support for the development, implementation, and expansion of programs of study or career pathways in areas declared to be in a state of emergency under section 5191 of title 42;

(13) partnering with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(14) improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(15) support for the integration of employability skills into career and technical education programs and programs of study;

(16) support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), support for the integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and students who are members of special populations;

(17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;

(18) support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and programs of study;

(19) integrating and aligning programs of study and career pathways;

(20) supporting the use of career and technical education programs and programs of study aligned with State, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the State workforce development board described in section 3111 of title 29 or local workforce development boards;

(21) making all forms of instructional content widely available, which may include use of open educational resources;

(22) developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

(23) support for accelerated learning programs, as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 7114(b)(3)(A)(i)(IV)], in the case of any such program that is part of a career and technical education program of study;

(24) support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents through career and technical education programs and programs of study that address needs described in the comprehensive needs assessment under section 2354(c) of this title; and

(25) other State leadership activities that improve career and technical education.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 k.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 5/15/2024

Item Title:

Act on Agreement to Transfer Territory from USD 113 to USD 380

Recommended Motion:

It is moved that the Kansas State Board of Education approve the pending petition for transfer of certain territory between USD 113 and USD 380.

Explanation of Situation Requiring Action:

Pursuant to K.S.A. 72-532, the boards of education of USD 113 (Prairie Hills) and USD 380 (Vermillion) have entered into an agreement whereby the boundary lines between the two school districts will be modified to provide for an exchange of territory from one school district to the other. KSDE's General Counsel has reviewed the agreement and finds it to be legally sufficient and consistent with the school unification laws of Kansas. A copy of the agreement is attached for review.

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of the)
Request to Transfer Territory)
from USD 113 (Prairie Hills))
to USD 380 (Vermillion))

File No. 752

REQUEST FOR APPROVAL OF AGREED TRANSFER OF TERRITORY
(USD 113 to USD 380)
Pursuant to K.S.A. 72-532(a)(1)

This Request is made by the boards of education of USD 113 (Prairie Hills) and USD 380 (Vermillion), to the Kansas State Board of Education on this 8th day of April, 2024. As the basis for this Request, the requesting boards state:

1. This Request is made under the authority of K.S.A. 72-532(a)(1).
2. On December 5 and 6, 2024, mediation regarding the transfer of certain land from USD 113 to USD 380 was conducted pursuant to K.S.A. 72-530, resulting in the signed agreement of a mediator's proposal ("Agreed Transfer") attached as **Exhibit A**.
3. On December 11, 2024, the boards of education of USD 113 and USD 380 met in their respective regular monthly board meetings, and both boards approved the Agreed Transfer.
4. The State Board of Education is requested to transfer the territory described in the certified land description attached as **Exhibit B**, "LEGAL DESCRIPTIONS FOR DISTRICT BOUNDARY MODIFICATION BETWEEN UNIFIED SCHOOL DISTRICTS NO. 113 AND NO. 380."
5. Proposed new legal descriptions for each district reflecting the transfer of land contemplated by this Request are attached hereto as **Exhibit C**. Because this Request is being submitted simultaneously with a Request for Approval of Agreed Transfer of Territory from USD 113 (Prairie Hills) to USD 335 (Jackson Heights) and in order to avoid confusion, the new legal description for USD 113 (Prairie Hills) including in Exhibit C reflects the description of USD 113's new district boundaries in the event both agreed transfers are approved by the State Board of Education.
6. The certified legal descriptions in Exhibit B and Exhibit C have utilized previous legal descriptions on file with the Kansas State Department of Education and the respective school districts. The certified legal descriptions in Exhibit B and Exhibit C have been prepared by a licensed land surveyor engaged by USD 115 and are submitted subject to final verification for accuracy by the parties and Kansas State Board of Education prior to transfer.
7. The requesting boards are of the opinion that the transfer of territory requested in this Request, if granted, would be consistent with the factors listed in subsection (d) of K.S.A. 72-532.

8. No petition for the transfer of substantially the same territory as described above has been submitted to the State Board within two years of the date of this Request.
9. The requesting boards of education have authorized their respective legal counsel to sign this Request on its behalf.
10. All exhibits are incorporated herein by reference.

Respectfully submitted,

KRIEGSHAUSER NEY LAW GROUP

By: /s/ Joshua A. Ney
Joshua A. Ney, KS Bar No. 24077
Ryan A. Kriegshauser, KS Bar No. 23942
15050 W. 138th St., Unit 4493
Olathe, KS 666063
Telephone: (785) 414-9065
josh@knlawgroup.com
ATTORNEYS FOR USD 380 (VERMILLION)

FISHER PATTERSON SAYLER & SMITH, LLP

By: /s/ David Cooper
David Cooper, KS Bar No. 16690
Fisher Patterson Sayler & Smith, LLP
3550 SW 5th Street
Topeka, Kansas 66606
Telephone: (785) 232-7761
dcooper@fpsslaw.com
ATTORNEY FOR USD 113 (PRAIRIE HILLS)

CERTIFICATE OF SERVICE

I, the undersigned, hereby certify that I have filed and sent the foregoing REQUEST FOR APPROVAL OF AGREED TRANSFER OF TERRITORY (USD 113 to USD 380) with accompanying exhibits via electronic mail to counsel of record as follows:

Scott Gordon, General Counsel
Office of General Counsel, State Department of Education
sgordon@ksde.org
KANSAS STATE BOARD OF EDUCATION

David Cooper, Attorney
Fisher Patterson Sayler & Smith, LLP
dcooper@fpsslaw.com
COUNSEL FOR USD 113 (PRAIRIE HILLS)

Additionally, I hereby certify that I have sent original copies of the foregoing REQUEST FOR APPROVAL OF AGREED TRANSFER OF TERRITORY (USD 113 to USD 380) with accompanying exhibits via certified mail to counsel of record as follows:

Scott Gordon, General Counsel
Office of General Counsel, State Department of Education,
Landon State Office Building,
900 SW Jackson Street, Suite 102,
Topeka, Kansas 66612
KANSAS STATE BOARD OF EDUCATION

/s/ Joshua A. Ney
Joshua A. Ney, #24077



ASSOCIATES IN DISPUTE RESOLUTION, LLC
Mediation | Arbitration | System Design

EXHIBIT A

www.adrmediate.com
212 SW 8th Avenue, Suite 207
Topeka, KS 66603

MEMORANDUM OF SETTLEMENT AGREEMENT

CASE CAPTION: In re Land Transfer USD 113 to USD 380

COURT: _____ CASE NUMBER: _____ DIVISION: _____

THE ABOVE REFERENCED MATTER WAS MEDIATED AND SETTLEMENT WAS REACHED THE TERMS ARE AS FOLLOWS:

Subject to approval by the Boards of Education of
USD 380 and USD 113 and approval by the Kansas State
Board of Education, the territory identified in the areas
in the shaded areas 2.1, 2.2 and 1.3 of the attached
map/diagram will be transferred from USD 113 to USD 380
effective July 1, 2024. USD 380, as the petitioning
district shall bear the cost of securing the necessary
boundary descriptions and abstractor certification.

The parties hereto acknowledge that each has the authority to execute this document to be fully binding on behalf of the person or entity indicated.

The parties intend this agreement to be binding and enforceable and, if necessary, this document can be introduced into evidence to enforce its terms. They further acknowledge and agree that, within a reasonable period of time hereafter they will enter into a formal settlement agreement setting forth in more detail the terms of the agreement including the amount of any and all payments and an agreement to release, discharge, and forever hold the other harmless from any and all rights and/or claims and to dismiss causes of action arising from or related to the events and transactions which are subject matter of this case.

Signed at Topeka, Kansas/ Missouri, this 6th day of December,
2023.

[Signature]
[Signature]

USD 380

USD 113

LEGAL DESCRIPTION FOR DISTRICT BOUNDARY MODIFICATION BETWEEN
UNIFIED SCHOOL DISTRICTS NO.113 AND NO.380.

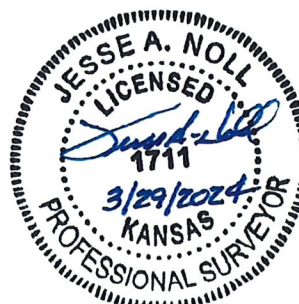
NEMAHA COUNTY

TRANSFER TRACT (U.S.D. NO.113 TO U.S.D. NO.380)

BEGINNING AT THE SOUTHEAST CORNER OF SECTION 36, TOWNSHIP 3 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE SOUTH 4 MILES TO THE NORTHEAST CORNER OF SECTION 25, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST 1 MILE TO THE NORTHEAST CORNER OF SECTION 26, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE SOUTH 5 MILES TO THE NORTHEAST CORNER OF SECTION 23, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST ½ MILE TO THE NORTHEAST CORNER OF THE NORTHWEST QUARTER OF SECTION 23, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE SOUTH ¼ MILE; THENCE WEST ½ MILE; THENCE SOUTH ¼ MILE; THENCE WEST 1 MILE; THENCE NORTH ½ MILE; THENCE EAST ½ MILE; THENCE NORTH ½ MILE TO THE CENTER OF SECTION 15, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST ½ MILE; THENCE SOUTH ½ MILE; THENCE WEST 1 MILE; THENCE NORTH 2 MILES; THENCE EAST ½ MILE; THENCE NORTH ½ MILE TO THE CENTER OF SECTION 4, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST ½ MILE; THENCE NORTH ½ MILE; THENCE WEST ½ MILE; THENCE NORTH 1 MILE; THENCE EAST ½ MILE; THENCE NORTH 2 MILES TO THE NORTHWEST CORNER OF SECTION 21, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST ¼ MILE; THENCE NORTH ½ MILE; THENCE EAST ¼ MILE; THENCE NORTH 1 MILE; THENCE EAST 1 ½ MILES; THENCE NORTH ½ MILE TO THE NORTHWEST CORNER OF SECTION 11, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST ½ MILE; THENCE NORTH 1 MILE; THENCE EAST 1 ½ MILES TO THE SOUTHEAST CORNER OF SECTION 36, TOWNSHIP 3 SOUTH, RANGE 13 EAST OF THE 6TH P.M. AND THE POINT OF BEGINNING.

THE ABOVE CONTAINS 27.61 SQUARE MILES, MORE OR LESS.

I, JESSE A. NOLL, PROFESSIONAL SURVEYOR, KANSAS LICENSE #1711, DO HEREBY CERTIFY THAT THE REVISED BOUNDARY DESCRIPTION SET FORTH ABOVE IS A TRUE AND CORRECT DESCRIPTION OF THE OFFICIAL BOUNDARY OF THE TRACT TO BE TRANSFERRED BETWEEN UNIFIED SCHOOL DISTRICT NO. 113 AND UNIFIED SCHOOL DISTRICT NO. 380 IN THE EVENT THE PROPOSED PETITION/AGREEMENT TO TRANSFER TERRITORY FROM UNIFIED SCHOOL DISTRICT NO. 113 TO UNIFIED SCHOOL DISTRICT NO. 380 IS APPROVED BY THE STATE BOARD OF EDUCATION.



LEGAL DESCRIPTION FOR DISTRICT BOUNDARY MODIFICATION BETWEEN
UNIFIED SCHOOL DISTRICTS NO.113, NO.335 AND NO.380.

MARSHALL, NEMAHA, BROWN, AND JACKSON COUNTIES

BEGINNING AT THE NW CORNER OF SECTION 2, T1S, R8E, THENCE EAST ALONG THE KANSAS-NEBRASKA STATE LINE 44 MILES INTO BROWN COUNTY TO THE NE CORNER OF SEC. 1-1-15, THENCE SOUTH $\frac{1}{2}$ MILE, EAST TO THE CENTER OF SEC. 6-1-16, SOUTH $\frac{1}{2}$ MILE, WEST TO THE SW CORNER OF SEC. 6-1-16, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE EAST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE, EAST TO THE CENTER OF SEC. 8-1-16, NORTH $\frac{1}{2}$ MILE, EAST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{2}$ MILE EAST $1\frac{1}{2}$ MILES, SOUTH 1 MILE TO THE CENTER OF SEC. 21-1-16, THENCE WEST $1\frac{1}{2}$ MILES, SOUTH $\frac{1}{2}$ MILE, EAST 1 MILE, SOUTH 1 MILE, WEST 1 MILE, SOUTH $\frac{1}{2}$ MILE TO THE NW CORNER OF THE SW $\frac{1}{4}$ OF SEC. 32-1-16, THENCE EAST $\frac{1}{4}$ MILE, SOUTH 1 MILE, WEST $\frac{1}{4}$ MILE, NORTH $\frac{1}{2}$ MILE, WEST 1 MILE, SOUTH 1 MILE TO THE SW CORNER OF SEC 6-2-16, THENCE EAST $1\frac{1}{4}$ MILES, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{3}{4}$ MILE, SOUTH $1\frac{1}{2}$ MILES TO THE SW CORNER OF THE SE/4 OF SEC. 18-2-16, THENCE WEST 1 MILE, NORTH $\frac{1}{2}$ MILE, WEST $1\frac{1}{2}$ MILES, NORTH $\frac{1}{2}$ MILE, WEST 1 MILE, SOUTH $\frac{1}{2}$ MILE TO THE NE CORNER OF THE SE/4 SEC. 16-2-15, THENCE WEST 1 MILE, SOUTH $4\frac{1}{2}$ MILES, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{2}$ MILE, WEST 1 MILE, SOUTH $\frac{1}{4}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{4}$ MILE, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE, EAST $\frac{1}{4}$ MILE TO THE CENTER OF SEC. 24-3-14, THENCE SOUTH $\frac{1}{2}$ MILE, EAST $\frac{1}{2}$ MILE, SOUTH $2\frac{1}{2}$ MILES, EAST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE, EAST INTO BROWN COUNTY $2\frac{1}{4}$ MILES TO THE NW CORNER OF THE NE/4 OF SEC. 9-4-15, THENCE 1 MILE, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{4}$ MILE, EAST $\frac{1}{4}$ MILE, SOUTH $\frac{3}{4}$ MILE TO THE SE CORNER OF THE SW/4 OF SEC. 16-4-15, THENCE EAST APPROXIMATELY $\frac{9}{16}$ MILE, SOUTH $\frac{1}{2}$ MILE, EAST APPROXIMATELY $1\frac{7}{16}$ MILES TO THE CENTER OF SEC. 23-4-15, THENCE SOUTH $1\frac{3}{4}$ MILES, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{3}{4}$ MILE, WEST $1\frac{1}{4}$ MILES, SOUTH INTO JACKSON $\frac{1}{2}$ MILE, EAST $\frac{1}{4}$ MILE, SOUTH $1\frac{1}{2}$ MILES TO THE SE CORNER OF SEC. 9-5-15, THENCE WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{2}$ MILE, WEST 2 MILES, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{2}$ MILE TO THE SE CORNER OF SEC. 13-5-14, THENCE SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{2}$ MILE, EAST $\frac{1}{4}$ MILE, SOUTH 1 MILE, EAST $\frac{1}{4}$ MILE TO THE SE CORNER OF SEC. 25-5-14, THENCE SOUTH $\frac{1}{2}$ MILE, EAST 1 MILE, SOUTH $\frac{1}{2}$ MILE, WEST APPROXIMATELY $\frac{1}{4}$ MILE TO THE NE CORNER OF SEC. 6-6-15, THENCE SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{3}{4}$ MILE, NORTH 1 MILE, WEST ALONG THE NEMAHA-JACKSON COUNTY LINE APPROXIMATELY $2\frac{1}{4}$ MILES TO THE SW CORNER OF THE SE/4 OF SEC. 34-5-14, THENCE NORTH $\frac{1}{2}$ MILE, WEST $1\frac{1}{4}$ MILES, NORTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{3}{4}$ MILE, EAST 1 MILE, SOUTH $\frac{1}{4}$ MILE TO THE SE CORNER OF SEC. 33-5-14, THENCE WEST ALONG THE COUNTY LINE 3 MILES, NORTH 1 MILE, WEST 1 MILE, NORTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, NORTH $\frac{1}{2}$ MILE, EAST $\frac{1}{4}$ MILE TO THE NW CORNER OF SEC. 25-5-13, THENCE NORTH $\frac{1}{4}$ MILE, EAST $\frac{1}{4}$ MILE, NORTH $\frac{1}{4}$ MILE, EAST $\frac{1}{4}$ MILE, NORTH $\frac{1}{2}$ MILE, WEST 1 MILE TO THE NE CORNER OF THE NW/4 OF SEC. 23-5-13, THENCE SOUTH $\frac{1}{4}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{4}$ MILE, WEST 1 MILE, NORTH $\frac{1}{2}$ MILE, EAST $1\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$ MILE TO THE CENTER OF SEC. 15-5-13, THENCE WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{2}$ MILE, WEST 1 MILE, NORTH 2 MILES, EAST $\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$ MILE TO THE CENTER OF SEC. 4-5-13, THENCE WEST $\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$

MILE, WEST ½ MILE, NORTH 1 MILE, EAST ½ MILE, NORTH 2 MILES TO THE NW CORNER OF SEC. 21-4-13, THENCE EAST ¼ MILE, NORTH ½ MILE, EAST ¼ MILE, NORTH 1 MILE, EAST 1 ½ MILES, NORTH ½ MILE TO THE NW CORNER OF SEC. 11-4-13, THENCE EAST ½ MILE, NORTH 1 MILE TO THE NW CORNER OF SEC. 11-4-13, THENCE EAST ½ MILE, NORTH 1 MILE, WEST 1 MILE, NORTH 1 MILE, WEST 1 MILE, NORTH 1 ½ MILES TO THE CENTER OF SEC. 21-3-13, THENCE EAST ¼ MILE, SOUTH ¼ MILE, EAST ¼ MILE, SOUTH ¼ MILE, EAST 1 MILE, NORTH 1 MILE TO THE NW CORNER OF SEC. 23-3-13, THENCE EAST 1 MILE, NORTH 1 MILE, EAST 1 MILE, NORTH 4 ½ MILES, WEST ½ MILE, NORTH ½ MILE, WEST ½ MILE, SOUTH 1 MILE TO THE SE CORNER OF SEC. 23-2-13, THENCE WEST ¾ MILE, NORTHWESTERLY ALONG THE PUBLIC ROAD TO THE EAST-WEST CENTER LINE OF SEC. 23-2-13, EAST TO THE NW CORNER OF THE E/2 OF THE SW/4 OF SAID SEC. 23, NORTH ½ MILE, WEST 1 ¼ MILES, NORTH 1 ¼ MILES, WEST ¼ MILE, SOUTH ¾ MILE, WEST ¾ MILE TO THE NW CORNER OF THE SW/4 OF SEC. 16-2-13, THENCE NORTH 1 MILE, WEST 1 MILE, NORTH ½ MILE, WEST ½ MILE, SOUTH ½ MILE, WEST ½ MILE, NORTH ½ MILE TO THE NW CORNER OF SEC. 7-2-13, THENCE WEST 1 MILE, NORTH ¾ MILE, EAST 1 MILE, NORTH ¾ MILE, WEST 1 ¾ MILES, NORTH ½ MILE, WEST ¼ MILE TO THE SW CORNER OF SEC. 26-1-12, THENCE SOUTH ½ MILE, WEST ½ MILE, NORTH ½ MILE, WEST ¼ MILE, NORTH ¼ MILE, WEST ¼ MILE, NORTH ¾ MILE TO THE NW CORNER OF SEC. 27-1-12, THENCE WEST 1 MILE, NORTH 1 MILE, WEST ½ MILE, NORTH 1 MILE, WEST ¼ MILE, NORTH ½ MILE, WEST 1 ¼ MILES TO THE NW CORNER OF THE SW/4 OF SEC. 7-1-12, THENCE SOUTH ½ MILE, WEST ¾ MILE, NORTH ¼ MILE, EAST ¼ MILE, NORTH ¼ MILE TO THE CENTER OF SEC. 12-1-11, THENCE WEST 1 ¼ MILES, SOUTH ½ MILE, WEST ¼ MILE, SOUTH ¼ MILE, WEST ½ MILE, SOUTH ¼ MILE TO THE CENTER OF SEC. 15-1-11, THENCE WEST ½ MILE, NORTH 1 ¼ MILES, EAST ½ MILE, NORTH 1 ¼ MILES, EAST 1 MILE TO THE NW CORNER OF THE NE/4 OF SEC. 2-1-11, THENCE SOUTH ¾ MILE, WEST ½ MILE, NORTH ¼ MILE, WEST 1 MILE, SOUTH ½ MILE, WEST 1 MILE TO THE SW CORNER OF SEC. 4-1-11, THENCE SOUTH 1 MILE, EAST ½ MILE, NORTH 1 ½ MILES, WEST 2 ½ MILES, SOUTH ALONG THE MARSHALL-NEMAHA COUNTY LINE 4 ½ MILES TO THE SW CORNER OF SEC. 30-1-11, THENCE EAST 1 ½ MILES INTO NEMAHA COUNTY, NORTH ¼ MILE, EAST ½ MILE, NORTH ¼ MILE, EAST ½ MILE, SOUTH ½ MILE TO THE SW CORNER OF THE SE/4 OF SEC. 28-1-11, THENCE WEST ¼ MILE, SOUTH 1 MILE, WEST ¾ MILE, SOUTH ½ MILE, WEST ¾ MILE, SOUTH 1 ½ MILES, WEST ¾ MILE TO THE SW CORNER OF SEC. 7-2-11, THENCE SOUTH ½ MILE, EAST ½ MILE, SOUTH ½ MILE, WEST ½ MILE, SOUTH ALONG THE COUNTY LINE 1 ½ MILES, WEST ¾ MILE, SOUTH ½ MILE, EAST ¾ MILE TO THE SE CORNER OF SEC. 25-2-10, THENCE SOUTH ALONG THE COUNTY LINE 1 MILE, WEST ½ MILE, SOUTH 1 MILE, EAST ½ MILE, SOUTH ½ MILE, WEST ½ MILE TO THE CENTER OF SEC. 12-3-10, THENCE SOUTH 1 ½ MILES, WEST 3 ½ MILES, NORTH ½ MILE, WEST ½ MILE, NORTH ¼ MILE, EAST ½ MILE, EAST ½ MILE, NORTH ¼ MILE TO THE NE CORNER OF SEC. 17-3-10, THENCE WEST 1 ½ MILES, SOUTH ½ MILE, WEST ½ MILE, NORTH ½ MILE, WEST ½ MILE, NORTH ½ MILE TO THE CENTER OF SEC. 12-3-9, THENCE WEST ½ MILE, NORTH ½ MILE, EAST 1 MILE, NORTH ½ MILE, WEST ½ MILE TO THE CENTER OF SEC. 1-3-9, NORTH ½ MILE, EAST ½ MILE, NORTH 3 MILES TO THE SW CORNER OF 18-2-10 (MARSHALL CO.), WEST ½ MILE, NORTH 2 ½ MILES TO THE

CENTER OF SEC. 1-2-9, THENCE EAST $\frac{1}{2}$ MILE, NORTH $\frac{1}{4}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{4}$ MILE, WEST $\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$ MILE TO THE NE CORNER OF SEC. 2-2-9, THENCE WEST 2 MILES, NORTH 1 MILE, EAST $\frac{1}{2}$ MILE, NORTH $\frac{3}{4}$ MILE, EAST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{4}$ MILE, EAST $\frac{1}{2}$ MILE TO THE CENTER OF SEC. 26-1-9, THENCE SOUTH $\frac{1}{2}$ MILE, EAST $1\frac{1}{4}$ MILE, NORTH $\frac{1}{2}$ MILE, EAST $\frac{1}{4}$ MILE, NORTH $\frac{1}{2}$ MILE, WEST $1\frac{1}{2}$ MILES TO THE SW CORNER OF THE SE/4 OF SEC. 23-1-9, THENCE NORTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, NORTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, SOUTH 1 MILE, WEST $\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$ MILE TO THE CENTER OF SEC. 22-1-9, THENCE WEST 1 MILE, NORTH 1 MILE, WEST 1 MILE, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{2}$ MILE TO THE SE CORNER OF SEC. 18-1-9, THENCE NORTH $\frac{1}{4}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{4}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH 2 MILES, EAST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{2}$ MILE TO THE CENTER OF SEC. 31-1-9, THENCE WEST $1\frac{1}{4}$ MILES, NORTH $\frac{1}{2}$ MILE, WEST $\frac{3}{4}$ MILES, NORTH 1 MILE, WEST $\frac{1}{2}$ MILE, SOUTH 1 MILE TO THE SE CORNER OF SEC. 27-1-8, THENCE WEST 1 MILE, NORTH 1 MILE, EAST $\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$ MILE, EAST $\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$ MILE TO THE NE CORNER OF SEC. 22-1-3, THENCE WEST $1\frac{1}{2}$ MILES, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{2}$ MILE, NORTH 1 MILE, EAST 2 MILES, NORTH $\frac{1}{4}$ MILE, EAST 1 MILE, NORTH $\frac{1}{4}$ MILE TO THE NE CORNER OF SEC. 14-1-3, THENCE WEST $\frac{1}{2}$ MILE, NORTH 1 MILE, WEST $\frac{1}{2}$ MILE, NORTH 1 MILE TO THE POINT OF BEGINNING.

EXCEPT (TRACT TO BE TRANSFERRED TO USD NO.335)

BEGINNING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST $8\frac{1}{4}$ MILES TO THE NORTHEAST CORNER OF THE WEST HALF OF THE NORTHWEST QUARTER SECTION 16, TOWNSHIP 4 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE SOUTH $\frac{1}{4}$ MILE; THENCE EAST $\frac{1}{4}$ MILE; THENCE SOUTH $\frac{3}{4}$ MILE TO THE SOUTHEAST CORNER OF THE SOUTHWEST QUARTER OF SECTION 16, TOWNSHIP 4 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE EAST APPROXIMATELY $\frac{9}{16}$ MILE TO HIGHWAY 75; THENCE SOUTH $\frac{1}{2}$ MILE ALONG SAID HIGHWAY 75; THENCE EAST APPROXIMATELY $1\frac{7}{16}$ MILES TO THE CENTER OF SECTION 23, TOWNSHIP 4 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE SOUTH $1\frac{3}{4}$ MILES; THENCE WEST $\frac{1}{2}$ MILE; THENCE SOUTH $\frac{3}{4}$ MILE TO THE BROWN AND JACKSON COUNTY LINE; THENCE WEST $1\frac{1}{4}$ MILES ALONG SAID COUNTY LINE; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE EAST $\frac{1}{4}$ MILE; THENCE SOUTH $1\frac{1}{2}$ MILES TO THE SOUTHEAST CORNER OF SECTION 9, TOWNSHIP 5 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE WEST $\frac{1}{2}$ MILE; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE WEST 2 MILES; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{2}$ MILE TO THE NEMAHA AND JACKSON COUNTY LINE AND TO THE SOUTHEAST CORNER OF SECTION 13, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE SOUTH $\frac{1}{2}$ MILE ALONG SAID COUNTY LINE; THENCE WEST $\frac{1}{2}$ MILE; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE EAST $\frac{1}{4}$ MILE; THENCE SOUTH 1 MILE; THENCE EAST $\frac{1}{4}$ MILE TO THE NEMAHA AND JACKSON COUNTY LINE AND TO THE SOUTHEAST CORNER OF SECTION 25, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE SOUTH $\frac{1}{2}$ MILE ALONG SAID COUNTY LINE; THENCE EAST 1 MILE; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{4}$ MILE TO THE NORTHEAST CORNER OF SECTION 6, TOWNSHIP 6 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{4}$ MILE; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{3}{4}$ MILE;

THENCE NORTH 1 MILE TO THE NEMAHA AND JACKSON COUNTY LINE; THENCE WEST $2\frac{1}{4}$ MILES ALONG SAID COUNTY LINE TO THE SOUTHWEST CORNER OF THE SOUTHEAST QUARTER OF SECTION 34, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE NORTH $\frac{1}{2}$ MILE; THENCE WEST $1\frac{1}{4}$ MILES; THENCE NORTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{4}$ MILE; THENCE SOUTH $\frac{3}{4}$ MILE; THENCE EAST 1 MILE; THENCE SOUTH $\frac{1}{4}$ MILE TO THE NEMAHA AND JACKSON COUNTY LINE AND TO THE SOUTHEAST CORNER OF SECTION 33, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE WEST 3 MILES ALONG SAID COUNTY LINE; THENCE NORTH 1 MILE; THENCE WEST 1 MILE; THENCE NORTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{4}$ MILE; THENCE NORTH $\frac{1}{2}$ MILE; THENCE EAST $\frac{1}{4}$ MILE TO THE NORTHWEST CORNER OF SECTION 25, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE NORTH $\frac{1}{4}$ MILE; THENCE EAST $\frac{1}{4}$ MILE; THENCE NORTH $\frac{1}{4}$ MILE; THENCE EAST $\frac{1}{4}$ MILE; THENCE NORTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{2}$ MILE TO THE NORTHEAST CORNER OF SECTION 23, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE NORTH 5 MILES TO THE NORTHEAST CORNER OF SECTION 26, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST 1 MILE TO THE NORTHEAST CORNER OF SECTION 25, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE NORTH 2 MILES TO THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M. AND THE POINT OF BEGINNING.

ALSO, EXCEPT (TRACT TO BE TRANSFERRED TO USD NO.380)

BEGINNING AT THE SOUTHEAST CORNER OF SECTION 36, TOWNSHIP 3 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE SOUTH 4 MILES TO THE NORTHEAST CORNER OF SECTION 25, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST 1 MILE TO THE NORTHEAST CORNER OF SECTION 26, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE SOUTH 5 MILES TO THE NORTHEAST CORNER OF SECTION 23, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST $\frac{1}{2}$ MILE TO THE NORTHEAST CORNER OF THE NORTHWEST QUARTER OF SECTION 23, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE SOUTH $\frac{1}{4}$ MILE; THENCE WEST $\frac{1}{2}$ MILE; THENCE SOUTH $\frac{1}{4}$ MILE; THENCE WEST 1 MILE; THENCE NORTH $\frac{1}{2}$ MILE; THENCE EAST $\frac{1}{2}$ MILE; THENCE NORTH $\frac{1}{2}$ MILE TO THE CENTER OF SECTION 15, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST $\frac{1}{2}$ MILE; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE WEST 1 MILE; THENCE NORTH 2 MILES; THENCE EAST $\frac{1}{2}$ MILE; THENCE NORTH $\frac{1}{2}$ MILE TO THE CENTER OF SECTION 4, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST $\frac{1}{2}$ MILE; THENCE NORTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{2}$ MILE; THENCE NORTH 1 MILE; THENCE EAST $\frac{1}{2}$ MILE; THENCE NORTH 2 MILES TO THE NORTHWEST CORNER OF SECTION 21, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST $\frac{1}{4}$ MILE; THENCE NORTH $\frac{1}{2}$ MILE; THENCE EAST $\frac{1}{4}$ MILE; THENCE NORTH 1 MILE; THENCE EAST $1\frac{1}{2}$ MILES; THENCE NORTH $\frac{1}{2}$ MILE TO THE NORTHWEST CORNER OF SECTION 11, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST $\frac{1}{2}$ MILE; THENCE NORTH 1 MILE; THENCE EAST $1\frac{1}{2}$ MILES TO THE SOUTHEAST CORNER OF

SECTION 36, TOWNSHIP 3 SOUTH, RANGE 13 EAST OF THE 6TH P.M. AND THE POINT OF BEGINNING.

THE ABOVE CONTAINS 412.60 SQUARE MILES, MORE OR LESS.

I, JESSE A. NOLL, PROFESSIONAL SURVEYOR, KANSAS LICENSE #1711, DO HEREBY CERTIFY THAT THE REVISED BOUNDARY DESCRIPTION SET FORTH ABOVE IS A TRUE AND CORRECT DESCRIPTION OF THE OFFICIAL BOUNDARY OF UNIFIED SCHOOL DISTRICT NO. 113 IN THE EVENT THE PROPOSED PETITION/AGREEMENT TO TRANSFER TERRITORY FROM UNIFIED SCHOOL DISTRICT NO. 113 TO UNIFIED SCHOOL DISTRICTS NO. 335 AND NO. 380 ARE APPROVED BY THE STATE BOARD OF EDUCATION.



LEGAL DESCRIPTIONS FOR DISTRICT BOUNDARY MODIFICATION BETWEEN
UNIFIED SCHOOL DISTRICTS 113 AND 380

MARSHALL, NEMAHA, AND POTTAWATOMIE COUNTIES

NEW DISTRICT BOUNDARY USD 380

BEGINNING AT THE NE CORNER OF SECTION 6, T4S, R8E; THENCE EAST ½ MILE, NORTH 1 MILE, EAST ½ MILE, SOUTH ½ MILE, *EAST 1 MILE, NORTH 1½ MILES TO THE NW CORNER OF SEC. 27-3-8; THENCE EAST 1 MILE, SOUTH 1 MILE, EAST 1 MILE, NORTH 2 MILES, EAST 1 MILE, NORTH 1 MILE, EAST 2 MILES TO THE SE CORNER OF SEC. 8-3-9*; THENCE NORTH ½ MILE, EAST 1 ¾ MILES, NORTH ¼ MILE, WEST ¾ MILE, NORTH ¼ MILE, EAST ½ MILE TO THE SW CORNER OF THE SE¼ OF SEC. 3-3-9; THENCE NORTH ¼ MILE, EAST ½ MILE, NORTH ¼ MILE, EAST ½ MILE, SOUTH ½ MILE, WEST ½ MILE TO THE SW CORNER OF SEC. 2-3-9; THENCE SOUTH ¼ MILE, EAST ½ MILE, SOUTH ¼ MILE, EAST 1 MILE, SOUTH ½ MILE, EAST ½ MILE TO THE NE CORNER OF SEC. 13-3-9; THENCE SOUTH ½ MILE, EAST ½ MILE, NORTH ½ MILE, EAST 1½ MILES, SOUTH ¼ MILE, WEST ½ MILE, SOUTH ¼ MILE, TO THE CENTER OF SEC. 17-3-10; THENCE EAST ½ MILE, SOUTH ½ MILE, EAST 4 MILES, NORTH ALONG THE MARSHALL-NEMAHA COUNTY LINE ½ MILE, EAST 1 MILE INTO NEMAHA COUNTY, SOUTH 2 MILES TO THE NE CORNER OF THE SE¼ OF SEC. 30-3-11; THENCE EAST 1 MILE, NORTH ½ MILE, EAST ½ MILE, NORTH 1 MILE, EAST 1 MILE, NORTH ½ MILE, TO THE CENTER OF SEC. 15-3-11; THENCE EAST ½ MILE, NORTH ½ MILE, EAST 1 MILE, SOUTH ½ MILE, EAST ½ MILE, SOUTH ½ MILE TO THE SW CORNER OF THE SE¼ OF SEC. 13-3-11; THENCE EAST 1 MILE, SOUTH ½ MILE, EAST 1½ MILE, SOUTH ½ MILE, EAST 2 MILES, #SOUTH 2½ MILES, WEST ½ MILE TO THE CENTER OF SEC. 4-4-12#; **THENCE SOUTH 3 MILES, EAST 1 MILE, NORTH ¼ MILE, WEST ¼ MILE, NORTH ¼ MILE, WEST ¼ MILE TO THE SW CORNER OF SEC. 15-4-12, THENCE NORTH ½ MILE, EAST ½ MILE, SOUTH ½ MILE, EAST 3 MILES, SOUTH ¼ MILE, EAST ½ MILE, SOUTH ¼ MILE, EAST ½ MILE TO THE CENTER OF SEC. 20-4-13; THENCE SOUTH ½ MILE, EAST ½ MILE, SOUTH 1 MILE, WEST ½ MILE, SOUTH 1 MILE, EAST ½ MILE TO THE SE CORNER OF SEC. 32-4-13; THENCE SOUTH ½ MILE, EAST ½ MILE, SOUTH ½ MILE, WEST ½ MILE, SOUTH 1 ¾ MILES, WEST ½ MILE, SOUTH ¼ MILE, EAST ½ MILE TO THE SE CORNER OF SEC. 17- 5-13; THENCE SOUTH 1 MILE, WEST ½ MILE, SOUTH 2 MILES, WEST ALONG THE NEMAHA-JACKSON COUNTY LINE 1½ MILES , NORTH 1 MILE, WEST 7½ MILES**, NORTH ½ MILE, TO THE CENTER OF SEC. 26-5-11; THENCE WEST 1½ MILES, NORTH ½ MILE, WEST 1 MILE, SOUTH 1 MILE, WEST 2 MILES, ##SOUTH ALONG THE MARSHALL-NEMAHA COUNTY LINE ½ MILE TO THE NE CORNER OF THE SE¼ OF SEC. 36-5-10; THENCE WEST 1 MILE, SOUTH ½ MILE, WEST ALONG THE MARSHALL-POTTAWATOMIE COUNTY LINE 5 MILES, NORTH ½ MILE, WEST 1 MILE, SOUTH ½ MILE TO THE SW CORNER OF SEC. 36-5-9; THENCE WEST ALONG THE COUNTY LINE 3½ MILES##, SOUTH INTO POTTAWATOMIE COUNTY 1 MILE, WEST 1½ MILES, NORTH ¼ MILE, WEST ¼ MILE, NORTH ¾ MILE, WEST ALONG THE COUNTY LINE 3 ¾ MILES TO THE SW CORNER OF SEC. 33-5-8; THENCE NORTH 2½ MILES, EAST 1 MILE, NORTH 1½ MILES, WEST ¼ MILE, NORTH 1 MILE, EAST ½ MILE TO THE SE

CORNER OF THE W½ OF THE SW¼ OF SEC. 3-5-8; THENCE NORTH ½ MILE, WEST ¼ MILE, NORTH ½ MILE, WEST ½ MILE, CONTINUE WEST 208.71 FEET, NORTH 208.71 FEET, EAST 208.71 FEET, NORTH TO THE CENTER OF SEC. 33-4-8; THENCE EAST ½ MILE, NORTH 1 MILE, WEST ½ MILE, NORTH ½ MILE, WEST ½ MILE TO THE SW CORNER OF SEC. 21-4-8; THENCE NORTH 1½ MILES, WEST ½ MILE, NORTH ½ MILE, WEST ½ MILE, NORTH 2 MILES, TO THE POINT OF BEGINNING.

- * TRANSFER OF TERRITORY FROM U.S.D. #364 TO U.S.D. #380 7/28/66
FILE #169
- ** TRANSFER OF TERRITORY FROM U.S.D. #442 TO U.S.D. #380 3/14/68
FILE #371
- # TRANSFER OF TERRITORY FROM U.S.D. #442 TO U.S.D. #380 3/14/68
FILE #81
- ## ATTACHMENT OF LILLIS DISTRICT 1/24/68

AND (TRACT TRANSFERRED FROM USD 113)

BEGINNING AT THE SOUTHEAST CORNER OF SECTION 36, TOWNSHIP 3 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE SOUTH 4 MILES TO THE NORTHEAST CORNER OF SECTION 25, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST 1 MILE TO THE NORTHEAST CORNER OF SECTION 26, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE SOUTH 5 MILES TO THE NORTHEAST CORNER OF SECTION 23, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST ½ MILE TO THE NORTHEAST CORNER OF THE NORTHWEST QUARTER OF SECTION 23, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE SOUTH ¼ MILE; THENCE WEST ½ MILE; THENCE SOUTH ¼ MILE; THENCE WEST 1 MILE; THENCE NORTH ½ MILE; THENCE EAST ½ MILE; THENCE NORTH ½ MILE TO THE CENTER OF SECTION 15, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST ½ MILE; THENCE SOUTH ½ MILE; THENCE WEST 1 MILE; THENCE NORTH 2 MILES; THENCE EAST ½ MILE; THENCE NORTH ½ MILE TO THE CENTER OF SECTION 4, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST ½ MILE; THENCE NORTH ½ MILE; THENCE WEST ½ MILE; THENCE NORTH 1 MILE; THENCE EAST ½ MILE; THENCE NORTH 2 MILES TO THE NORTHWEST CORNER OF SECTION 21, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST ¼ MILE; THENCE NORTH ½ MILE; THENCE EAST ¼ MILE; THENCE NORTH 1 MILE; THENCE EAST 1 ½ MILES; THENCE NORTH ½ MILE TO THE NORTHWEST CORNER OF SECTION 11, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST ½ MILE; THENCE NORTH 1 MILE; THENCE EAST 1 ½ MILES TO THE SOUTHEAST CORNER OF SECTION 36, TOWNSHIP 3 SOUTH, RANGE 13 EAST OF THE 6TH P.M. AND THE POINT OF BEGINNING.

THE ABOVE CONTAINS 431.11 SQUARE MILES, MORE OR LESS.

I, JESSE A. NOLL, PROFESSIONAL SURVEYOR, KANSAS LICENSE #1711, DO HEREBY CERTIFY THAT THE REVISED BOUNDARY DESCRIPTION SET FORTH ABOVE IS A TRUE AND CORRECT DESCRIPTION OF THE OFFICIAL BOUNDARY OF UNIFIED SCHOOL DISTRICT NO. 380 IN THE EVENT THE PROPOSED PETITION/AGREEMENT TO TRANSFER TERRITORY FROM UNIFIED SCHOOL DISTRICT NO. 113 TO UNIFIED SCHOOL DISTRICT NO. 380 IS APPROVED BY THE STATE BOARD OF EDUCATION.



REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 k.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 5/15/2024

Item Title:

Act on Agreement to Transfer Territory from USD 113 to USD 335

Recommended Motion:

It is moved that the Kansas State Board of Education approve the pending petition for transfer of certain territory between USD 113 and USD 335 as detailed within the petition.

Explanation of Situation Requiring Action:

Pursuant to K.S.A. 72-532, the boards of education of USD 113 (Prairie Hills) and USD 335 (Jackson Heights) have entered into an agreement whereby the boundary lines between the two school districts will be modified to provide for an exchange of territory from one school district to the other. KSDE's General Counsel has reviewed the agreement and finds it to be legally sufficient and consistent with the school unification laws of Kansas. A copy of the agreement is attached for review.

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of the)
Request to Transfer Territory)
from USD 113 (Prairie Hills))
to USD 335 (Jackson Heights))

File No. 753

REQUEST FOR APPROVAL OF AGREED TRANSFER OF TERRITORY
FROM USD 113 to USD 335
Pursuant to K.S.A. 72-532(a)(1)

This Request is made by the boards of education of USD 113 (Prairie Hills) and USD 335 (Jackson Heights), to the Kansas State Board of Education on this 8th day of April, 2024. As the basis for this Request, the requesting boards state:

1. This request is made under the authority of K.S.A. 72-532(a)(1).
2. On December 5 and 6, 2024, mediation regarding the transfer of certain land from USD 113 to USD 335 was conducted pursuant to K.S.A. 72-530, resulting in the signed agreement of a mediator's proposal ("Agreed Transfer") attached as **Exhibit A**.
3. On December 11, 2024, the boards of education of USD 113 and USD 335 met in their respective regular monthly board meetings, and both boards approved the Agreed Transfer.
4. The State Board of Education is requested to transfer the territory described in the certified land description attached as **Exhibit B**, "LEGAL DESCRIPTIONS FOR DISTRICT BOUNDARY MODIFICATION BETWEEN UNIFIED SCHOOL DISTRICTS NO. 113 AND NO. 335."
5. Proposed new legal descriptions for each district reflecting the transfer of land contemplated by this Request are attached hereto as **Exhibit C**. Because this Request is being submitted simultaneously with a Request for Approval of Agreed Transfer of Territory from USD 113 (Prairie Hills) to USD 380 (Vermillion) and in order to avoid confusion, the new legal description for USD 113 (Prairie Hills) including in Exhibit C reflects the description of USD 113's new district boundaries in the event both agreed transfers are approved by the State Board of Education.
6. The certified legal descriptions in Exhibit B and Exhibit C have utilized previous legal descriptions on file with the Kansas State Department of Education and the respective school districts. The certified legal descriptions in Exhibit B and Exhibit C have been prepared by a licensed land surveyor engaged by USD 115 and are submitted subject to final verification for accuracy by the parties and Kansas State Board of Education prior to transfer.
7. The requesting boards are of the opinion that the transfer of territory requested in this Request, if granted, would be consistent with the factors listed in subsection (d) of K.S.A. 72-532.

8. No petition for the transfer of substantially the same territory as described above has been submitted to the State Board within two years of the date of this Request.
9. The requesting boards of education have authorized their respective legal counsel to sign this Request on its behalf.
10. All exhibits are incorporated herein by reference.

Respectfully submitted,

KRIEGSHAUSER NEY LAW GROUP

By: /s/ Joshua A. Ney
Joshua A. Ney, KS Bar No. 24077
Ryan A. Kriegshauser, KS Bar No. 23942
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ATTORNEYS FOR USD 335 (JACKSON HEIGHTS)

FISHER PATTERSON SAYLER & SMITH, LLP

By: /s/ David Cooper
David Cooper, KS Bar No. 16690
Fisher Patterson Sayler & Smith, LLP
3550 SW 5th Street
Topeka, Kansas 66606
Telephone: (785) 232-7761
dcooper@fpsslaw.com
ATTORNEY FOR USD 113 (PRAIRIE HILLS)

CERTIFICATE OF SERVICE

I, the undersigned, hereby certify that on April 8, 2024, I have filed and sent the foregoing REQUEST FOR APPROVAL OF AGREED TRANSFER OF TERRITORY (USD 113 to USD 335) with accompanying exhibits via electronic mail to counsel of record as follows:

Scott Gordon, General Counsel
Office of General Counsel, State Department of Education
sgordon@ksde.org
KANSAS STATE BOARD OF EDUCATION

David Cooper, Attorney
Fisher Patterson Sayler & Smith, LLP
dcooper@fpsslaw.com
COUNSEL FOR USD 113 (PRAIRIE HILLS)

Additionally, I hereby certify that I have sent original copies of the foregoing REQUEST FOR APPROVAL OF AGREED TRANSFER OF TERRITORY (USD 113 to USD 335) with accompanying exhibits via certified mail to counsel of record as follows:

Scott Gordon, General Counsel
Office of General Counsel, State Department of Education,
Landon State Office Building,
900 SW Jackson Street, Suite 102,
Topeka, Kansas 66612
KANSAS STATE BOARD OF EDUCATION

/s/ Joshua A. Ney
Joshua A. Ney, #24077



ASSOCIATES IN DISPUTE RESOLUTION, LLC
Mediation | Arbitration | System Design

www.adrmediate.com
212 SW 8th Avenue, Suite 207
Topeka, KS 66603

MEMORANDUM OF SETTLEMENT AGREEMENT

CASE CAPTION: In re Land Transfer USD ³³⁵ ~~335~~ from USD 113

COURT: KSBE CASE NUMBER: _____ DIVISION: _____

THE ABOVE REFERENCED MATTER WAS MEDIATED AND SETTLEMENT WAS REACHED THE TERMS ARE AS FOLLOWS:

Subject to approval by the BOE of USD 335 & USD 113
and approval by the KS State Bd. of Education the ~~land~~ boundary
line between USD 113 and USD 335 shall be
80 Road (Nemaha County) and 140 Road (Brown County) ^(as represented on the attached map/diagram.)
effective July 1, 2024. USD 335 as the
petitioning district shall bear the costs of
securing the necessary boundary descriptions
and abstractor certification.

The parties hereto acknowledge that each has the authority to execute this document to be fully binding on behalf of the person or entity indicated.

The parties intend this agreement to be binding and enforceable and, if necessary, this document can be introduced into evidence to enforce its terms. They further acknowledge and agree that, within a reasonable period of time hereafter they will enter into a formal settlement agreement setting forth in more detail the terms of the agreement including the amount of any and all payments and an agreement to release, discharge, and forever hold the other harmless from any and all rights and/or claims and to dismiss causes of action arising from or related to the events and transactions which are subject matter of this case.

Signed at Topeka, Kansas/ Missouri, this 6th day of December, 2023.

[Signature]

USD 335
USD 113

LEGAL DESCRIPTION FOR DISTRICT BOUNDARY MODIFICATION BETWEEN
UNIFIED SCHOOL DISTRICTS NO.113 AND NO.335.

NEMAHA, BROWN & JACKSON COUNTIES

TRANSFER TRACT (U.S.D. NO.113 TO U.S.D. NO.335)

BEGINNING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST 8 ¼ MILES TO THE NORTHEAST CORNER OF THE WEST HALF OF THE NORTHWEST QUARTER SECTION 16, TOWNSHIP 4 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE SOUTH ¼ MILE; THENCE EAST ¼ MILE; THENCE SOUTH ¾ MILE TO THE SOUTHEAST CORNER OF THE SOUTHWEST QUARTER OF SECTION 16, TOWNSHIP 4 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE EAST APPROXIMATELY 9/16 MILE TO HIGHWAY 75; THENCE SOUTH ½ MILE ALONG SAID HIGHWAY 75; THENCE EAST APPROXIMATELY 1 7/16 MILES TO THE CENTER OF SECTION 23, TOWNSHIP 4 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE SOUTH 1 ¾ MILES; THENCE WEST ½ MILE; THENCE SOUTH ¾ MILE TO THE BROWN AND JACKSON COUNTY LINE; THENCE WEST 1 ¼ MILES ALONG SAID COUNTY LINE; THENCE SOUTH ½ MILE; THENCE EAST ¼ MILE; THENCE SOUTH 1 ½ MILES TO THE SOUTHEAST CORNER OF SECTION 9, TOWNSHIP 5 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE WEST ½ MILE; THENCE SOUTH ½ MILE; THENCE WEST 2 MILES; THENCE SOUTH ½ MILE; THENCE WEST ½ MILE TO THE NEMAHA AND JACKSON COUNTY LINE AND TO THE SOUTHEAST CORNER OF SECTION 13, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE SOUTH ½ MILE ALONG SAID COUNTY LINE; THENCE WEST ½ MILE; THENCE SOUTH ½ MILE; THENCE EAST ¼ MILE; THENCE SOUTH 1 MILE; THENCE EAST ¼ MILE TO THE NEMAHA AND JACKSON COUNTY LINE AND TO THE SOUTHEAST CORNER OF SECTION 25, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE SOUTH ½ MILE ALONG SAID COUNTY LINE; THENCE EAST 1 MILE; THENCE SOUTH ½ MILE; THENCE WEST ¼ MILE TO THE NORTHEAST CORNER OF SECTION 6, TOWNSHIP 6 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE SOUTH ½ MILE; THENCE WEST ¼ MILE; THENCE SOUTH ½ MILE; THENCE WEST ¾ MILE; THENCE NORTH 1 MILE TO THE NEMAHA AND JACKSON COUNTY LINE; THENCE WEST 2 ¼ MILES ALONG SAID COUNTY LINE TO THE SOUTHWEST CORNER OF THE SOUTHEAST QUARTER OF SECTION 34, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE NORTH ½ MILE; THENCE WEST 1 ¼ MILES; THENCE NORTH ½ MILE; THENCE WEST ¼ MILE; THENCE SOUTH ¾ MILE; THENCE EAST 1 MILE; THENCE SOUTH ¼ MILE TO THE NEMAHA AND JACKSON COUNTY LINE AND TO THE SOUTHEAST CORNER OF SECTION 33, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE WEST 3 MILES ALONG SAID COUNTY LINE; THENCE NORTH 1 MILE; THENCE WEST 1 MILE; THENCE NORTH ½ MILE; THENCE WEST ¼ MILE; THENCE NORTH ½ MILE; THENCE EAST ¼ MILE TO THE NORTHWEST CORNER OF SECTION 25, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE NORTH ¼ MILE; THENCE EAST ¼ MILE; THENCE NORTH ¼ MILE; THENCE EAST ¼ MILE; THENCE NORTH ½ MILE; THENCE WEST ½ MILE TO THE NORTHEAST CORNER OF SECTION 23, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE NORTH 5 MILES TO THE NORTHEAST CORNER OF SECTION 26, TOWNSHIP 4 SOUTH, RANGE

13 EAST OF THE 6TH P.M.; THENCE EAST 1 MILE TO THE NORTHEAST CORNER OF SECTION 25, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE NORTH 2 MILES TO THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M. AND THE POINT OF BEGINNING.

THE ABOVE CONTAINS 89.45 SQUARE MILES, MORE OR LESS.

I, JESSE A. NOLL, PROFESSIONAL SURVEYOR, KANSAS LICENSE #1711, DO HEREBY CERTIFY THAT THE REVISED BOUNDARY DESCRIPTION SET FORTH ABOVE IS A TRUE AND CORRECT DESCRIPTION OF THE OFFICIAL BOUNDARY OF THE TRACT TO BE TRANSFERRED BETWEEN UNIFIED SCHOOL DISTRICT NO. 113 AND UNIFIED SCHOOL DISTRICT NO. 335 IN THE EVENT THE PROPOSED PETITION/AGREEMENT TO TRANSFER TERRITORY FROM UNIFIED SCHOOL DISTRICT NO. 113 TO UNIFIED SCHOOL DISTRICT NO. 335 IS APPROVED BY THE STATE BOARD OF EDUCATION.



LEGAL DESCRIPTION FOR DISTRICT BOUNDARY MODIFICATION BETWEEN
UNIFIED SCHOOL DISTRICTS NO.113, NO.335 AND NO.380.

MARSHALL, NEMAHA, BROWN, AND JACKSON COUNTIES

BEGINNING AT THE NW CORNER OF SECTION 2, T1S, R8E, THENCE EAST ALONG THE KANSAS-NEBRASKA STATE LINE 44 MILES INTO BROWN COUNTY TO THE NE CORNER OF SEC. 1-1-15, THENCE SOUTH $\frac{1}{2}$ MILE, EAST TO THE CENTER OF SEC. 6-1-16, SOUTH $\frac{1}{2}$ MILE, WEST TO THE SW CORNER OF SEC. 6-1-16, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE EAST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE, EAST TO THE CENTER OF SEC. 8-1-16, NORTH $\frac{1}{2}$ MILE, EAST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{2}$ MILE EAST $1\frac{1}{2}$ MILES, SOUTH 1 MILE TO THE CENTER OF SEC. 21-1-16, THENCE WEST $1\frac{1}{2}$ MILES, SOUTH $\frac{1}{2}$ MILE, EAST 1 MILE, SOUTH 1 MILE, WEST 1 MILE, SOUTH $\frac{1}{2}$ MILE TO THE NW CORNER OF THE SW $\frac{1}{4}$ OF SEC. 32-1-16, THENCE EAST $\frac{1}{4}$ MILE, SOUTH 1 MILE, WEST $\frac{1}{4}$ MILE, NORTH $\frac{1}{2}$ MILE, WEST 1 MILE, SOUTH 1 MILE TO THE SW CORNER OF SEC 6-2-16, THENCE EAST $1\frac{1}{4}$ MILES, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{3}{4}$ MILE, SOUTH $1\frac{1}{2}$ MILES TO THE SW CORNER OF THE SE/4 OF SEC. 18-2-16, THENCE WEST 1 MILE, NORTH $\frac{1}{2}$ MILE, WEST $1\frac{1}{2}$ MILES, NORTH $\frac{1}{2}$ MILE, WEST 1 MILE, SOUTH $\frac{1}{2}$ MILE TO THE NE CORNER OF THE SE/4 SEC. 16-2-15, THENCE WEST 1 MILE, SOUTH $4\frac{1}{2}$ MILES, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{2}$ MILE, WEST 1 MILE, SOUTH $\frac{1}{4}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{4}$ MILE, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE, EAST $\frac{1}{4}$ MILE TO THE CENTER OF SEC. 24-3-14, THENCE SOUTH $\frac{1}{2}$ MILE, EAST $\frac{1}{2}$ MILE, SOUTH $2\frac{1}{2}$ MILES, EAST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE, EAST INTO BROWN COUNTY $2\frac{1}{4}$ MILES TO THE NW CORNER OF THE NE/4 OF SEC. 9-4-15, THENCE 1 MILE, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{4}$ MILE, EAST $\frac{1}{4}$ MILE, SOUTH $\frac{3}{4}$ MILE TO THE SE CORNER OF THE SW/4 OF SEC. 16-4-15, THENCE EAST APPROXIMATELY $\frac{9}{16}$ MILE, SOUTH $\frac{1}{2}$ MILE, EAST APPROXIMATELY $1\frac{7}{16}$ MILES TO THE CENTER OF SEC. 23-4-15, THENCE SOUTH $1\frac{3}{4}$ MILES, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{3}{4}$ MILE, WEST $1\frac{1}{4}$ MILES, SOUTH INTO JACKSON $\frac{1}{2}$ MILE, EAST $\frac{1}{4}$ MILE, SOUTH $1\frac{1}{2}$ MILES TO THE SE CORNER OF SEC. 9-5-15, THENCE WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{2}$ MILE, WEST 2 MILES, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{2}$ MILE TO THE SE CORNER OF SEC. 13-5-14, THENCE SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{2}$ MILE, EAST $\frac{1}{4}$ MILE, SOUTH 1 MILE, EAST $\frac{1}{4}$ MILE TO THE SE CORNER OF SEC. 25-5-14, THENCE SOUTH $\frac{1}{2}$ MILE, EAST 1 MILE, SOUTH $\frac{1}{2}$ MILE, WEST APPROXIMATELY $\frac{1}{4}$ MILE TO THE NE CORNER OF SEC. 6-6-15, THENCE SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{3}{4}$ MILE, NORTH 1 MILE, WEST ALONG THE NEMAHA-JACKSON COUNTY LINE APPROXIMATELY $2\frac{1}{4}$ MILES TO THE SW CORNER OF THE SE/4 OF SEC. 34-5-14, THENCE NORTH $\frac{1}{2}$ MILE, WEST $1\frac{1}{4}$ MILES, NORTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, SOUTH $\frac{3}{4}$ MILE, EAST 1 MILE, SOUTH $\frac{1}{4}$ MILE TO THE SE CORNER OF SEC. 33-5-14, THENCE WEST ALONG THE COUNTY LINE 3 MILES, NORTH 1 MILE, WEST 1 MILE, NORTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, NORTH $\frac{1}{2}$ MILE, EAST $\frac{1}{4}$ MILE TO THE NW CORNER OF SEC. 25-5-13, THENCE NORTH $\frac{1}{4}$ MILE, EAST $\frac{1}{4}$ MILE, NORTH $\frac{1}{4}$ MILE, EAST $\frac{1}{4}$ MILE, NORTH $\frac{1}{2}$ MILE, WEST 1 MILE TO THE NE CORNER OF THE NW/4 OF SEC. 23-5-13, THENCE SOUTH $\frac{1}{4}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{4}$ MILE, WEST 1 MILE, NORTH $\frac{1}{2}$ MILE, EAST $1\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$ MILE TO THE CENTER OF SEC. 15-5-13, THENCE WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{2}$ MILE, WEST 1 MILE, NORTH 2 MILES, EAST $\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$ MILE TO THE CENTER OF SEC. 4-5-13, THENCE WEST $\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$

MILE, WEST ½ MILE, NORTH 1 MILE, EAST ½ MILE, NORTH 2 MILES TO THE NW CORNER OF SEC 21-4-13, THENCE EAST ¼ MILE, NORTH ½ MILE, EAST ¼ MILE, NORTH 1 MILE, EAST 1 ½ MILES, NORTH ½ MILE TO THE NW CORNER OF SEC. 11-4-13, THENCE EAST ½ MILE, NORTH 1 MILE TO THE NW CORNER OF SEC. 11-4-13, THENCE EAST ½ MILE, NORTH 1 MILE, WEST 1 MILE, NORTH 1 MILE, WEST 1 MILE, NORTH 1 ½ MILES TO THE CENTER OF SEC. 21-3-13, THENCE EAST ¼ MILE, SOUTH ¼ MILE, EAST ¼ MILE, SOUTH ¼ MILE, EAST 1 MILE, NORTH 1 MILE TO THE NW CORNER OF SEC. 23-3-13, THENCE EAST 1 MILE, NORTH 1 MILE, EAST 1 MILE, NORTH 4 ½ MILES, WEST ½ MILE, NORTH ½ MILE, WEST ½ MILE, SOUTH 1 MILE TO THE SE CORNER OF SEC. 23-2-13, THENCE WEST ¾ MILE, NORTHWESTERLY ALONG THE PUBLIC ROAD TO THE EAST-WEST CENTER LINE OF SEC. 23-2-13, EAST TO THE NW CORNER OF THE E/2 OF THE SW/4 OF SAID SEC. 23, NORTH ½ MILE, WEST 1 ¼ MILES, NORTH 1 ¼ MILES, WEST ¼ MILE, SOUTH ¾ MILE, WEST ¾ MILE TO THE NW CORNER OF THE SW/4 OF SEC. 16-2-13, THENCE NORTH 1 MILE, WEST 1 MILE, NORTH ½ MILE, WEST ½ MILE, SOUTH ½ MILE, WEST ½ MILE, NORTH ½ MILE TO THE NW CORNER OF SEC. 7-2-13, THENCE WEST 1 MILE, NORTH ¾ MILE, EAST 1 MILE, NORTH ¾ MILE, WEST 1 ¾ MILES, NORTH ½ MILE, WEST ¼ MILE TO THE SW CORNER OF SEC. 26-1-12, THENCE SOUTH ½ MILE, WEST ½ MILE, NORTH ½ MILE, WEST ¼ MILE, NORTH ¼ MILE, WEST ¼ MILE, NORTH ¾ MILE TO THE NW CORNER OF SEC. 27-1-12, THENCE WEST 1 MILE, NORTH 1 MILE, WEST ½ MILE, NORTH 1 MILE, WEST ¼ MILE, NORTH ½ MILE, WEST 1 ¼ MILES TO THE NW CORNER OF THE SW/4 OF SEC. 7-1-12, THENCE SOUTH ½ MILE, WEST ¾ MILE, NORTH ¼ MILE, EAST ¼ MILE, NORTH ¼ MILE TO THE CENTER OF SEC. 12-1-11, THENCE WEST 1 ¼ MILES, SOUTH ½ MILE, WEST ¼ MILE, SOUTH ¼ MILE, WEST ½ MILE, SOUTH ¼ MILE TO THE CENTER OF SEC. 15-1-11, THENCE WEST ½ MILE, NORTH 1 ¼ MILES, EAST ½ MILE, NORTH 1 ¼ MILES, EAST 1 MILE TO THE NW CORNER OF THE NE/4 OF SEC. 2-1-11, THENCE SOUTH ¾ MILE, WEST ½ MILE, NORTH ¼ MILE, WEST 1 MILE, SOUTH ½ MILE, WEST 1 MILE TO THE SW CORNER OF SEC. 4-1-11, THENCE SOUTH 1 MILE, EAST ½ MILE, NORTH 1 ½ MILES, WEST 2 ½ MILES, SOUTH ALONG THE MARSHALL-NEMAHA COUNTY LINE 4 ½ MILES TO THE SW CORNER OF SEC. 30-1-11, THENCE EAST 1 ½ MILES INTO NEMAHA COUNTY, NORTH ¼ MILE, EAST ½ MILE, NORTH ¼ MILE, EAST ½ MILE, SOUTH ½ MILE TO THE SW CORNER OF THE SE/4 OF SEC. 28-1-11, THENCE WEST ¼ MILE, SOUTH 1 MILE, WEST ¾ MILE, SOUTH ½ MILE, WEST ¾ MILE, SOUTH 1 ½ MILES, WEST ¾ MILE TO THE SW CORNER OF SEC. 7-2-11, THENCE SOUTH ½ MILE, EAST ½ MILE, SOUTH ½ MILE, WEST ½ MILE, SOUTH ALONG THE COUNTY LINE 1 ½ MILES, WEST ¾ MILE, SOUTH ½ MILE, EAST ¾ MILE TO THE SE CORNER OF SEC. 25-2-10, THENCE SOUTH ALONG THE COUNTY LINE 1 MILE, WEST ½ MILE, SOUTH 1 MILE, EAST ½ MILE, SOUTH ½ MILE, WEST ½ MILE TO THE CENTER OF SEC. 12-3-10, THENCE SOUTH 1 ½ MILES, WEST 3 ½ MILES, NORTH ½ MILE, WEST ½ MILE, NORTH ¼ MILE, EAST ½ MILE, EAST ½ MILE, NORTH ¼ MILE TO THE NE CORNER OF SEC. 17-3-10, THENCE WEST 1 ½ MILES, SOUTH ½ MILE, WEST ½ MILE, NORTH ½ MILE, WEST ½ MILE, NORTH ½ MILE TO THE CENTER OF SEC. 12-3-9, THENCE WEST ½ MILE, NORTH ½ MILE, EAST 1 MILE, NORTH ½ MILE, WEST ½ MILE TO THE CENTER OF SEC. 1-3-9, NORTH ½ MILE, EAST ½ MILE, NORTH 3 MILES TO THE SW CORNER OF 18-2-10 (MARSHALL CO.), WEST ½ MILE, NORTH 2 ½ MILES TO THE

CENTER OF SEC. 1-2-9, THENCE EAST $\frac{1}{2}$ MILE, NORTH $\frac{1}{4}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{4}$ MILE, WEST $\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$ MILE TO THE NE CORNER OF SEC. 2-2-9, THENCE WEST 2 MILES, NORTH 1 MILE, EAST $\frac{1}{2}$ MILE, NORTH $\frac{3}{4}$ MILE, EAST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{4}$ MILE, EAST $\frac{1}{2}$ MILE TO THE CENTER OF SEC. 26-1-9, THENCE SOUTH $\frac{1}{2}$ MILE, EAST $1\frac{1}{4}$ MILE, NORTH $\frac{1}{2}$ MILE, EAST $\frac{1}{4}$ MILE, NORTH $\frac{1}{2}$ MILE, WEST $1\frac{1}{2}$ MILES TO THE SW CORNER OF THE SE/4 OF SEC. 23-1-9, THENCE NORTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, NORTH $\frac{1}{2}$ MILE, WEST $\frac{1}{4}$ MILE, SOUTH 1 MILE, WEST $\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$ MILE TO THE CENTER OF SEC. 22-1-9, THENCE WEST 1 MILE, NORTH 1 MILE, WEST 1 MILE, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{2}$ MILE TO THE SE CORNER OF SEC. 18-1-9, THENCE NORTH $\frac{1}{4}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{4}$ MILE, WEST $\frac{1}{2}$ MILE, SOUTH 2 MILES, EAST $\frac{1}{2}$ MILE, SOUTH $\frac{1}{2}$ MILE TO THE CENTER OF SEC. 31-1-9, THENCE WEST $1\frac{1}{4}$ MILES, NORTH $\frac{1}{2}$ MILE, WEST $\frac{3}{4}$ MILES, NORTH 1 MILE, WEST $\frac{1}{2}$ MILE, SOUTH 1 MILE TO THE SE CORNER OF SEC. 27-1-8, THENCE WEST 1 MILE, NORTH 1 MILE, EAST $\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$ MILE, EAST $\frac{1}{2}$ MILE, NORTH $\frac{1}{2}$ MILE TO THE NE CORNER OF SEC. 22-1-3, THENCE WEST $1\frac{1}{2}$ MILES, SOUTH $\frac{1}{2}$ MILE, WEST $\frac{1}{2}$ MILE, NORTH 1 MILE, EAST 2 MILES, NORTH $\frac{1}{4}$ MILE, EAST 1 MILE, NORTH $\frac{1}{4}$ MILE TO THE NE CORNER OF SEC. 14-1-3, THENCE WEST $\frac{1}{2}$ MILE, NORTH 1 MILE, WEST $\frac{1}{2}$ MILE, NORTH 1 MILE TO THE POINT OF BEGINNING.

EXCEPT (TRACT TO BE TRANSFERRED TO USD NO.335)

BEGINNING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST $8\frac{1}{4}$ MILES TO THE NORTHEAST CORNER OF THE WEST HALF OF THE NORTHWEST QUARTER SECTION 16, TOWNSHIP 4 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE SOUTH $\frac{1}{4}$ MILE; THENCE EAST $\frac{1}{4}$ MILE; THENCE SOUTH $\frac{3}{4}$ MILE TO THE SOUTHEAST CORNER OF THE SOUTHWEST QUARTER OF SECTION 16, TOWNSHIP 4 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE EAST APPROXIMATELY $\frac{9}{16}$ MILE TO HIGHWAY 75; THENCE SOUTH $\frac{1}{2}$ MILE ALONG SAID HIGHWAY 75; THENCE EAST APPROXIMATELY $1\frac{7}{16}$ MILES TO THE CENTER OF SECTION 23, TOWNSHIP 4 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE SOUTH $1\frac{3}{4}$ MILES; THENCE WEST $\frac{1}{2}$ MILE; THENCE SOUTH $\frac{3}{4}$ MILE TO THE BROWN AND JACKSON COUNTY LINE; THENCE WEST $1\frac{1}{4}$ MILES ALONG SAID COUNTY LINE; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE EAST $\frac{1}{4}$ MILE; THENCE SOUTH $1\frac{1}{2}$ MILES TO THE SOUTHEAST CORNER OF SECTION 9, TOWNSHIP 5 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE WEST $\frac{1}{2}$ MILE; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE WEST 2 MILES; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{2}$ MILE TO THE NEMAHA AND JACKSON COUNTY LINE AND TO THE SOUTHEAST CORNER OF SECTION 13, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE SOUTH $\frac{1}{2}$ MILE ALONG SAID COUNTY LINE; THENCE WEST $\frac{1}{2}$ MILE; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE EAST $\frac{1}{4}$ MILE; THENCE SOUTH 1 MILE; THENCE EAST $\frac{1}{4}$ MILE TO THE NEMAHA AND JACKSON COUNTY LINE AND TO THE SOUTHEAST CORNER OF SECTION 25, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE SOUTH $\frac{1}{2}$ MILE ALONG SAID COUNTY LINE; THENCE EAST 1 MILE; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{4}$ MILE TO THE NORTHEAST CORNER OF SECTION 6, TOWNSHIP 6 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{4}$ MILE; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{3}{4}$ MILE;

THENCE NORTH 1 MILE TO THE NEMAHA AND JACKSON COUNTY LINE; THENCE WEST $2\frac{1}{4}$ MILES ALONG SAID COUNTY LINE TO THE SOUTHWEST CORNER OF THE SOUTHEAST QUARTER OF SECTION 34, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE NORTH $\frac{1}{2}$ MILE; THENCE WEST $1\frac{1}{4}$ MILES; THENCE NORTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{4}$ MILE; THENCE SOUTH $\frac{3}{4}$ MILE; THENCE EAST 1 MILE; THENCE SOUTH $\frac{1}{4}$ MILE TO THE NEMAHA AND JACKSON COUNTY LINE AND TO THE SOUTHEAST CORNER OF SECTION 33, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE WEST 3 MILES ALONG SAID COUNTY LINE; THENCE NORTH 1 MILE; THENCE WEST 1 MILE; THENCE NORTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{4}$ MILE; THENCE NORTH $\frac{1}{2}$ MILE; THENCE EAST $\frac{1}{4}$ MILE TO THE NORTHWEST CORNER OF SECTION 25, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE NORTH $\frac{1}{4}$ MILE; THENCE EAST $\frac{1}{4}$ MILE; THENCE NORTH $\frac{1}{4}$ MILE; THENCE EAST $\frac{1}{4}$ MILE; THENCE NORTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{2}$ MILE TO THE NORTHEAST CORNER OF SECTION 23, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE NORTH 5 MILES TO THE NORTHEAST CORNER OF SECTION 26, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST 1 MILE TO THE NORTHEAST CORNER OF SECTION 25, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE NORTH 2 MILES TO THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M. AND THE POINT OF BEGINNING.

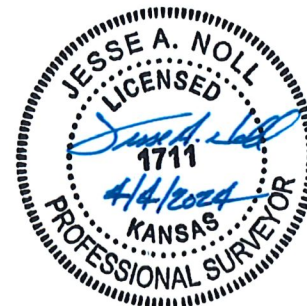
ALSO, EXCEPT (TRACT TO BE TRANSFERRED TO USD NO.380)

BEGINNING AT THE SOUTHEAST CORNER OF SECTION 36, TOWNSHIP 3 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE SOUTH 4 MILES TO THE NORTHEAST CORNER OF SECTION 25, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST 1 MILE TO THE NORTHEAST CORNER OF SECTION 26, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE SOUTH 5 MILES TO THE NORTHEAST CORNER OF SECTION 23, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST $\frac{1}{2}$ MILE TO THE NORTHEAST CORNER OF THE NORTHWEST QUARTER OF SECTION 23, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE SOUTH $\frac{1}{4}$ MILE; THENCE WEST $\frac{1}{2}$ MILE; THENCE SOUTH $\frac{1}{4}$ MILE; THENCE WEST 1 MILE; THENCE NORTH $\frac{1}{2}$ MILE; THENCE EAST $\frac{1}{2}$ MILE; THENCE NORTH $\frac{1}{2}$ MILE TO THE CENTER OF SECTION 15, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST $\frac{1}{2}$ MILE; THENCE SOUTH $\frac{1}{2}$ MILE; THENCE WEST 1 MILE; THENCE NORTH 2 MILES; THENCE EAST $\frac{1}{2}$ MILE; THENCE NORTH $\frac{1}{2}$ MILE TO THE CENTER OF SECTION 4, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE WEST $\frac{1}{2}$ MILE; THENCE NORTH $\frac{1}{2}$ MILE; THENCE WEST $\frac{1}{2}$ MILE; THENCE NORTH 1 MILE; THENCE EAST $\frac{1}{2}$ MILE; THENCE NORTH 2 MILES TO THE NORTHWEST CORNER OF SECTION 21, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST $\frac{1}{4}$ MILE; THENCE NORTH $\frac{1}{2}$ MILE; THENCE EAST $\frac{1}{4}$ MILE; THENCE NORTH 1 MILE; THENCE EAST $1\frac{1}{2}$ MILES; THENCE NORTH $\frac{1}{2}$ MILE TO THE NORTHWEST CORNER OF SECTION 11, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST $\frac{1}{2}$ MILE; THENCE NORTH 1 MILE; THENCE EAST $1\frac{1}{2}$ MILES TO THE SOUTHEAST CORNER OF

SECTION 36, TOWNSHIP 3 SOUTH, RANGE 13 EAST OF THE 6TH P.M. AND THE POINT OF BEGINNING.

THE ABOVE CONTAINS 412.60 SQUARE MILES, MORE OR LESS.

I, JESSE A. NOLL, PROFESSIONAL SURVEYOR, KANSAS LICENSE #1711, DO HEREBY CERTIFY THAT THE REVISED BOUNDARY DESCRIPTION SET FORTH ABOVE IS A TRUE AND CORRECT DESCRIPTION OF THE OFFICIAL BOUNDARY OF UNIFIED SCHOOL DISTRICT NO. 113 IN THE EVENT THE PROPOSED PETITION/AGREEMENT TO TRANSFER TERRITORY FROM UNIFIED SCHOOL DISTRICT NO. 113 TO UNIFIED SCHOOL DISTRICTS NO. 335 AND NO. 380 ARE APPROVED BY THE STATE BOARD OF EDUCATION.



LEGAL DESCRIPTIONS FOR DISTRICT BOUNDARY MODIFICATION BETWEEN
UNIFIED SCHOOL DISTRICTS 113 AND 335

JACKSON, NEMAHA, ATCHISON, AND BROWN COUNTIES

NEW DISTRICT BOUNDARY USD 335

BEGINNING AT THE NW CORNER OF SECTION 1, T6S, R12E; THENCE EAST ALONG THE JACKSON-NEMAHA COUNTY LINE APPROXIMATELY 2½ MILES TO THE SE CORNER OF THE SW¼ OF SEC. 32-5-13; THENCE NORTH INTO NEMAHA COUNTY 2 MILES, EAST ½ MILES, NORTH 1 MILE; WEST ½ MILE, NORTH ¼ MILE, EAST ½ MILE, SOUTH ¼ MILE TO THE SE CORNER OF SEC. 17-5-13; THENCE EAST 1 MILE, NORTH ½ MILE, EAST ½ MILE, SOUTH ½ MILE, WEST ½ MILE, SOUTH ½ MILE, EAST 1 MILE TO THE NE CORNER OF THE SE¼ OF SEC. 22-5-13; THENCE NORTH ¼ MILE, EAST ½ MILE, NORTH ¼ MILE, EAST 1 MILE, SOUTH ½ MILE TO THE CENTER OF SEC. 24-5-13; THENCE WEST ¼ MILE; THENCE SOUTH ¼ MILE, WEST ¼ MILE, SOUTH ¼ MILE, WEST ¼ MILE, SOUTH ½ MILE; EAST ¼ MILE TO THE NE CORNER OF THE SE¼ OF SEC. 26-5-13; THENCE SOUTH ½ MILE, EAST 1 MILE, SOUTH 1 MILE, EAST ALONG THE COUNTY LINE 3 MILES, NORTH INTO NEMAHA COUNTY ¼ MILE, WEST 1 MILE, NORTH ¾ MILE, EAST ¼ MILE, SOUTH ½ MILE, EAST 1¼ MILES TO THE CENTER OF SEC. 34-5-14; THENCE SOUTH ½ MILE, EAST ALONG THE COUNTY LINE APPROXIMATELY 2¼ TO THE NW CORNER OF SEC. 6-6-15; THENCE SOUTH 1 MILE, EAST ¾ MILE, NORTH ½ MILE, EAST ¼ MILE, NORTH ½ MILE, EAST TO THE SE CORNER OF SEC. 31-5-15; THENCE NORTH ½ MILE, WEST 1 MILE, NORTH ALONG THE JACKSON-NEMAHA COUNTY LINE ½ MILE; THENCE WEST INTO NEMAHA COUNTY ¼ MILE, NORTH 1 MILE, WEST ¼ MILE, NORTH ½ MILE TO THE CENTER OF SEC. 24-5-14; THENCE EAST ½ MILE, NORTH ½ MILE, EAST ½ MILE, NORTH ½ MILE, EAST 2 MILES, NORTH ½ MILE, EAST ½ MILE TO THE NE CORNER OF SEC. 16-5-15; THENCE NORTH 1½ MILES, WEST ¼ MILE, NORTH ½ MILE, EAST ALONG THE JACKSON-BROWN COUNTY LINE 2¼ MILES, NORTH INTO BROWN COUNTY ¼ MILE, EAST ½ MILE, SOUTH ¼ MILE, EAST ALONG THE COUNTY LINE 4 MILES TO THE NE CORNER OF THE NW¼ OF SEC. 3-5-16; THENCE SOUTH 1 MILE, EAST 1½ MILES, SOUTH 1½ MILES, WEST ½ MILE, SOUTH ½ MILE, EAST 1½ MILES TO THE SE CORNER OF SEC. 13-5-16*; THENCE SOUTH ALONG THE JACKSON-ATCHISON COUNTY LINE ½ MILE, EAST INTO ATCHISON COUNTY ½ MILE, SOUTH ½ MILE, WEST ½ MILE, SOUTH ALONG THE COUNTY LINE 1½ MILES TO THE NE CORNER OF THE SE¼ OF SEC. 36-5-16; THENCE EAST INTO ATCHISON COUNTY ½ MILE, SOUTH ½ MILE, WEST APPROXIMATELY ¾ MILE TO THE NE CORNER OF SEC. 1-6-16; THENCE SOUTH ALONG THE COUNTY LINE 1½ MILES, WEST 1 MILE, SOUTH ½ MILE, EAST ¾ MILE, SOUTH ½ MILE, EAST ¼ MILE, SOUTH ½ MILE TO THE SE CORNER OF SEC. 13-6-16; THENCE WEST 1½ MILES, SOUTH APPROXIMATELY ½ MILE TO EXCLUDE 15 ACRES IN THE SE CORNER OF THE NW¼ OF SEC. 23-6-16; THENCE WEST APPROXIMATELY 1 MILE TO THE CENTER OF SEC. 22-6-16; THENCE NORTH ½ MILE, WEST 1½ MILES, SOUTH ½ MILE, WEST 8 MILES, SOUTH 1 MILE TO THE NE CORNER OF THE SE¼ OF SEC. 25-6-14; **THENCE WEST ½ MILE, SOUTH ½ MILE, WEST ½ MILE, SOUTH ½ MILE, WEST ½ MILE, SOUTH ½ MILE**, WEST 4½ MILES TO THE SW CORNER OF SEC. 31-6-

14; THENCE SOUTH ½ MILE, **WEST ½ MILE; THENCE SOUTH ½ MILE, EAST ½ MILE**, SOUTH 3 MILES, **WEST 1 MILE, SOUTH ½ MILE, EAST 1 MILE** TO THE NE CORNER OF THE SE¼ OF SEC. 25-7-13; THENCE SOUTH 1½ MILES, WEST 2 MILES, SOUTH ½ MILE, WEST 1 MILE, SOUTH ½ MILE, WEST 1 MILE TO THE SW CORNER OF SEC. 4-8-13; THENCE NORTH 1½ MILES, WEST ½ MILE, NORTH ½ MILE, WEST 1 MILE, NORTH ½ MILE, TO THE CENTER OF SEC. 30-7-13; THENCE WEST ¾ MILE, NORTH ½ MILE, ***EAST 2¼ MILES, SOUTH ½ MILE, EAST ½ MILE, NORTH 1 MILE TO THE CENTER OF SEC. 21-7-13; THENCE EAST 1 MILE, NORTH ¼ MILE, EAST ¼ MILE, NORTH ¼ MILE, WEST ¾ MILES, NORTH 1 MILE, EAST 2½ MILES TO THE SE CORNER OF SEC. 9-7-13; THENCE NORTH ½ MILE, EAST ½ MILE, NORTH ½ MILE, WEST 2½ MILES, NORTH ½ MILE, WEST ¾ MILE, NORTH ½ MILE, WEST ¼ MILE TO THE NW CORNER OF SEC. 6-7-13; THENCE NORTH 1½ MILES, EAST ½ MILE, NORTH ½ MILE, WEST ½ MILE***, NORTH 1 MILE TO THE SW CORNER OF SEC. 18-6-13; THENCE WEST ¼ MILE, NORTH ½ MILE, WEST ½ MILE, NORTH ½ MILE, WEST ¼ MILE, NORTH 2 MILES TO THE POINT OF BEGINNING.

* TRANSFER OF TERRITORY FROM U.S.D. #335 TO U.S.D. #430 7/8/68 FILE #379

** TRANSFER OF TERRITORY FROM U.S.D. #335 TO U.S.D. #336 7/8/68 FILE #375

*** TRANSFER OF TERRITORY FROM U.S.D. #335 TO U.S.D. #322 7/8/68 FILE #373

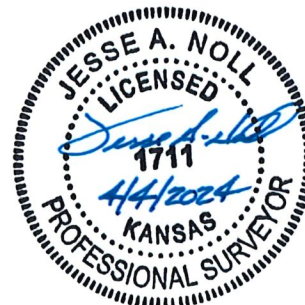
AND (TRACT TRANSFERRED FROM USD 113)

BEGINNING AT THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST 8 ¼ MILES TO THE NORTHEAST CORNER OF THE WEST HALF OF THE NORTHWEST QUARTER SECTION 16, TOWNSHIP 4 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE SOUTH ¼ MILE; THENCE EAST ¼ MILE; THENCE SOUTH ¾ MILE TO THE SOUTHEAST CORNER OF THE SOUTHWEST QUARTER OF SECTION 16, TOWNSHIP 4 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE EAST APPROXIMATELY 9/16 MILE TO HIGHWAY 75; THENCE SOUTH ½ MILE ALONG SAID HIGHWAY 75; THENCE EAST APPROXIMATELY 1 7/16 MILES TO THE CENTER OF SECTION 23, TOWNSHIP 4 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE SOUTH 1 ¾ MILES; THENCE WEST ½ MILE; THENCE SOUTH ¾ MILE TO THE BROWN AND JACKSON COUNTY LINE; THENCE WEST 1 ¼ MILES ALONG SAID COUNTY LINE; THENCE SOUTH ½ MILE; THENCE EAST ¼ MILE; THENCE SOUTH 1 ½ MILES TO THE SOUTHEAST CORNER OF SECTION 9, TOWNSHIP 5 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE WEST ½ MILE; THENCE SOUTH ½ MILE; THENCE WEST 2 MILES; THENCE SOUTH ½ MILE; THENCE WEST ½ MILE TO THE NEMAHA AND JACKSON COUNTY LINE AND TO THE SOUTHEAST CORNER OF SECTION 13, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE SOUTH ½ MILE ALONG SAID COUNTY LINE; THENCE WEST ½ MILE; THENCE SOUTH ½ MILE; THENCE EAST ¼ MILE; THENCE SOUTH 1 MILE; THENCE EAST ¼ MILE TO THE NEMAHA AND JACKSON COUNTY LINE AND TO THE SOUTHEAST CORNER OF SECTION 25, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE SOUTH ½ MILE ALONG SAID COUNTY LINE; THENCE EAST 1 MILE; THENCE SOUTH ½ MILE; THENCE WEST ¼ MILE TO THE NORTHEAST CORNER OF SECTION 6, TOWNSHIP 6 SOUTH, RANGE 15 EAST OF THE 6TH P.M.; THENCE SOUTH

½ MILE; THENCE WEST ¼ MILE; THENCE SOUTH ½ MILE; THENCE WEST ¾ MILE; THENCE NORTH 1 MILE TO THE NEMAHA AND JACKSON COUNTY LINE; THENCE WEST 2 ¼ MILES ALONG SAID COUNTY LINE TO THE SOUTHWEST CORNER OF THE SOUTHEAST QUARTER OF SECTION 34, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE NORTH ½ MILE; THENCE WEST 1 ¼ MILES; THENCE NORTH ½ MILE; THENCE WEST ¼ MILE; THENCE SOUTH ¾ MILE; THENCE EAST 1 MILE; THENCE SOUTH ¼ MILE TO THE NEMAHA AND JACKSON COUNTY LINE AND TO THE SOUTHEAST CORNER OF SECTION 33, TOWNSHIP 5 SOUTH, RANGE 14 EAST OF THE 6TH P.M.; THENCE WEST 3 MILES ALONG SAID COUNTY LINE; THENCE NORTH 1 MILE; THENCE WEST 1 MILE; THENCE NORTH ½ MILE; THENCE WEST ¼ MILE; THENCE NORTH ½ MILE; THENCE EAST ¼ MILE TO THE NORTHWEST CORNER OF SECTION 25, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE NORTH ¼ MILE; THENCE EAST ¼ MILE; THENCE NORTH ¼ MILE; THENCE EAST ¼ MILE; THENCE NORTH ½ MILE; THENCE WEST ½ MILE TO THE NORTHEAST CORNER OF SECTION 23, TOWNSHIP 5 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE NORTH 5 MILES TO THE NORTHEAST CORNER OF SECTION 26, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE EAST 1 MILE TO THE NORTHEAST CORNER OF SECTION 25, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M.; THENCE NORTH 2 MILES TO THE NORTHEAST CORNER OF SECTION 13, TOWNSHIP 4 SOUTH, RANGE 13 EAST OF THE 6TH P.M. AND THE POINT OF BEGINNING.

THE ABOVE CONTAINS 302.38 SQUARE MILES, MORE OR LESS.

I, JESSE A. NOLL, PROFESSIONAL SURVEYOR, KANSAS LICENSE #1711, DO HEREBY CERTIFY THAT THE REVISED BOUNDARY DESCRIPTION SET FORTH ABOVE IS A TRUE AND CORRECT DESCRIPTION OF THE OFFICIAL BOUNDARY OF UNIFIED SCHOOL DISTRICT NO. 335 IN THE EVENT THE PROPOSED PETITION/AGREEMENT TO TRANSFER TERRITORY FROM UNIFIED SCHOOL DISTRICT NO. 113 TO UNIFIED SCHOOL DISTRICT NO. 335 IS APPROVED BY THE STATE BOARD OF EDUCATION.



REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 I.

Staff Initiating:

Jessica Dorsey

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date:

5/15/2024

Item Title:

Act on recommendations for funding the 2024-2025 AmeriCorps Kansas Grant Awards

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2024–2025 AmeriCorps Kansas subgrantees as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The mission of the Kansas Volunteer Commission is to empower all Kansans to meet community needs through service. The Commission has been a program of KSDE for over 20 years and directs effective national service programs, promotes volunteerism, mentoring and civic engagement and provides resources and training opportunities. The Commission also serves as the intermediary for the federal AmeriCorps agency in the state of Kansas. AmeriCorps is a competitive grant designed to expand opportunities for more Americans to serve while enhancing the capacity of nonprofits to have a sustained impact in local communities. Education is a funding priority of the Kansas Volunteer Commission and over half of the AmeriCorps Kansas funding goes to education-focused programming.

The Commission conducted a competitive state grant application and review process. Eligible applicants included public or private nonprofit organizations, serving the state of Kansas, including faith-based and other community organizations, public schools, institutions of higher education and government entities, labor organizations and federally recognized Indian Tribes. The Commission conducted an extensive review of all applications to evaluate the applications in terms of the program design, performance measures, cost effectiveness and budget adequacy. Staff, external reviewers and Commissioners reviewed the applications, developed clarification questions and examined the applicants' responses. The Commission considered the review committee's recommendation and subgrantees' past performance and compliance in determining the grant portfolio.

The Kansas Volunteer Commission submits the following recommendations for the 2024-2025 AmeriCorps Kansas subgrantees, with grant funding amounts not to exceed:

Boys & Girls Club of Lawrence \$600,000

Boys & Girls Club of Manhattan \$486,000

Center for Supportive Communities \$166,746

Elizabeth Ballard Community Center \$107,999

Emporia State University \$131,413

Fort Hays State University \$100,000

Immunize Kansas Coalition \$81,000

Kansas Association for Conservation and Environmental Education \$162,000

Kansas City Teacher Residency, Inc. \$107,998

Unified Government of Wyandotte County and Kansas City, Kansas \$216,000

USD 260 Derby \$100,000

USD 491 Eudora \$100,000

Wichita State University Community Engagement Institute \$278,219

Wichita State University School of Education \$100,000

Total amount not to exceed \$2,737,375