



KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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





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Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

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 April 9, 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 March 12 & 13, 2024	Melanie Haas, Chair
10:05 a.m. (RI)	5. Receive State ESSER III Allocation (25 min) Recommendations	Dr. Randy Watson
10:30 a.m. (IO)	6. Citizen's Open Forum (15 min)	
10:45 a.m. (IO)	7. Purple Star School, Leavenworth Month of the military child Proclamation Dr. Kellen Adams, Superintendent USD 453 (15 min)	Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative
11:00 a.m. (AI)	8. Act on ESSER III change requests (10 min)	Doug Boline, Asst. Director Special Ed & Title Services
11:10 a.m.	Break (10 minutes)	
11:20 a.m. (AI)	9. Act on KACIE MOU with KBOR for establishment of the Kansas Advisory Council for Indigenous Education (10 min)	Dr. Ben Proctor, Deputy Commissioner, Learning Services
11:30 a.m. (AI)	10. Act on ARC redeterminations for systems that were conditionally accredited previously (2 votes) (15 min)	Jay Scott, Director, Accreditation and Design
11:45 a.m. (AI)	11. Act on Evaluation Review Committee (15 min) recommendations for educator preparation Accreditation and program approval for April	Dr. Catherine Chmidling, Asst. Director, Accreditation and Design
Noon	Recess for Lunch (1.5 hrs) Board Policy Committee meets	
1:30 p.m.	Special Music: Kindergarten Class from Williams Science and Fine Arts Magnet School (15 min)	Joyce Huser, Fine Arts consultant

TIME	ITEM	PRESENTER
1:45 p.m. (IO)	12. Kansas CTE Overview and Scholar announcements (25 min)	Natalie Clark, Asst. Director, Career Standards and Assessment
2:10 p.m. (RI) (IO)	13. Bus Safety Presentations (35 min) a. Scott Gordon, Receive Proposed Amendment to School Bus Safety Regulation b. Keith Dreiling, School Bus Safety, possible public service announcement, some district procedures, and future legislation	Scott Gordon, General Counsel Keith Dreiling, Bus Safety Dr. Frank Harwood, Deputy Commissioner Fiscal and Admin. Services
2:45 p.m.	Break (10 min)	
2:55 p.m. (DI) (RI)	14. a. American Board Certification (15 min) b. Receive Literacy Requirements for Teacher Certification (15 min)	Shane Carter, Director Teacher Licensure
3:25 p.m. (IO)	15. KESA Update (45 min)	Dr. Ben Proctor, Jay Scott, Jake Steel, and teams
4:10 p.m.	Break (10 min)	
4:20 p.m. (AI)	16. Act on Recommendations of Professional Practices Commission (PPC) (10 min)	Scott Gordon General Counsel Dr. Jen Holt, Chair, PPC
4:30 p.m. (IO)	17. Legislative Matters (20 min)	Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services
4:50 p.m. (AI)	18. Consent Agenda (10 min)	
	a. Receive monthly personnel report and personnel appoints to unclassified positions	Wendy Fritz, Director, HR
	b. Act on Recommendations for Licensure Waivers	Shane Carter, Director, Teacher Licensure
	c. Act on Local Professional Development Plans	Shane Carter, Director, Teacher Licensure

	d. Act to authorize the funding of a contract for a federally mandated annual statewide evaluation of the Kansas 21 st Century Community Learning Center's Grant program, not to exceed \$150,000 to be paid out of Title IV 21 st Century Community Centers Grant Activities Fund.	Christine Macy, Coordinator, Special Ed and Title Services
	e. Act on request from USD 200, Greeley County Public Schools, Greeley County, to hold a bond election	Frank Harwood, Deputy Commissioner, Division of Fiscal and Administrative Services
	f. Act on request from USD 200 Greeley County Public Schools, Greeley County to receive Capital Improvement (Bond and Interest) State Aid	Frank Harwood
	g. Authorize out-of-state tuition contract for student attending the Kansas school for the Deaf	Luanne Barron, Director, Kansas School for the Deaf
	h. Act to approve amendment to the Articles of Agreement to Maintain the Flint Hills Special Cooperation.	R. Scott Gordon, KSDE General Counsel
	i. Act on the Restated and Amended DCEC Special Education Cooperative Interlocal 616 Agreement for Special Education Services.	R. Scott Gordon, KSDE General Counsel
	j. Act on updated interlocal agreement for the continuation of the ESSDACK cooperative	R. Scott Gordon, KSDE General Counsel
5:00 p.m. (AI)	Chair Report (10 min) a. Remarks from the Chair b. Act on Board Travel Requests c. Committee Reports d. Board Attorney Report e. Requests for future agenda items.	
5:10 p.m.	Adjourn	



SBOE 2024 AGENDA DRAFT

KANSAS STATE SCHOOL FOR THE BLIND

4.10.24

KS State Board of Education Members

Danny Zeck, District 1
Melanie Haas, District 2
Michelle Dombrosky, District 3
Ann Mah, District 4
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
Commissioner Randy Watson
Board Secretary: Deborah Bremer
Board Legal Rep: Mark Ferguson

Agenda

- 8:30 a.m.-8:45a Welcome/Arrival: Eagle Alley/coffee (Espresso/Roasting)
- 8:45 Campus Tour: Start @ Eagle Alley/Brailled Bean Coffee Shop
(*Students can serve coffee/lattes for those who want*)
"Walk and Talk" Facilities Updates:
 Preschool
 Sensory Garden
 Elevator/Makerspace
 Track/Soccer Pitch
 Podcast Room
 Gymnasium
Board Members can do "Classroom Walkthroughs": Johnson/Vogel Buildings
- 9:30 TO LIBRARY
- Short presentation on KSSB's "wins"
 - Awards/New Programs: TEALS/YMCA/Voya
 - School Updates (KESA 2.0; New Curriculum)
- Upcoming Events:
- ESY
 - Make48
 - Ribbon Cutting for Track/Blind Soccer Pitch
 - Blind Sports Day
 - Graduation
 - Trailblazer
 - 5k
- 10:00 a.m. Family Infant and Toddler's (FIT) presentation
- 10:30 a.m. Parent presentation (Nicole Carr)

11:00 a.m.	Student presentation (Te'Andre) + Project SEARCH
11:30 a.m.	Field Services Update
12:00 p.m.	What we need help with
	Lunch and off to KSD

Handouts

- Annual Report
- New FIT and FS Maps
- Event Flyers
- Programs Binder

Kansas School for the Deaf

TO ENSURE THAT ALL STUDENTS WE SERVE ACHIEVE THEIR FULL
POTENTIAL IN A LANGUAGE-RICH ENVIRONMENT



KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

Kansas State School for the Deaf

Wednesday, April 10, 2024

1:00 PM – 3:30 PM

Roth West Wing 1st Floor Conference Room

AGENDA

- 1:00 – 1:30 **Welcome and KSD Updates** – *Luanne Barron, Superintendent*
- 1:30 – 2:00 **Perspectives of Tomorrow: A Student Panel Discussion**
KSTAR and Seniors
Joelle Allen, Secondary Principal
- 2:00 – 2:20 **ASL Express: Quick Lessons**
Elementary Students
Molly Rothwell, Elementary Principal
- 2:20 – 2:50 **Signs of Literacy: Empowering Deaf Students**
Ben Cardon, Curriculum & Assessment
Kester Horn-Marsh, Bilingual Specialist
- 2:50 – 3:10 **Early Intervention: Paving the Path Ahead**
Erin Schuweiler, Birth-3 Coordinator
- 3:10 – 3:30 **Pathway to Graduation: Navigating Requirements**
Joelle Allen, Secondary Principal
Ben Cardon, Curriculum & Assessment



Tuesday, March 12, 2024
MINUTES



Kansas State Board of Education

Call to Order

Chair Haas called the Tuesday meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, March 12, 2024, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. (00:06:30)

Roll Call

The following board members were present:

- | | |
|------------------------|--------------------------|
| Mrs. Betty Arnold | Mrs. Melanie Haas, Chair |
| Mr. Dennis Hershberger | Mrs. Cathy Hopkins |
| Dr. Deena Horst | Mrs. Ann Mah |
| Jim Porter, Vice Chair | Mr. Danny Zeck |

Not Present: Mr. Jim McNiece, Mrs. Michelle Dombrosky

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

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

Approval of the Agenda

The Chair asked for a motion to approve the meeting agenda for both Tuesday and Wednesday. Mrs. Hopkins requested g be pulled off the consent agenda and voted on separately. Mr. Zeck asked for removal and discussion of consent agenda item c.

Dr. Horst moved to amend the agenda: Items 8 (e) and 8 (c) will be taken off the consent agenda for discussion. Mr. Hershberger seconded the motion. Motion carried 8-0. Motion (00:08:50)

Approval of the February 13 & 14, 2024 minutes

The Chair asked for a Motion to approve the minutes of February 13 & 14, 2024.

Mrs. Hopkins moved to accept the minutes of February 13 & 14, 2024 as written. Mrs. Arnold seconded the motion. Motion carried 7-0-1, with Mr. Hershberger abstaining as he was not present at the February meeting. Motion (00:09:21)

Commissioner's Report

Dr. Watson opened his report by thanking the board members for their activity in the previous month, especially those who spent time at the various education service centers. (00:10:00)
Dr. Watson

He shared some thoughts about March Madness and quizzed the board about Kansas basketball trivia. Kansas girls have been playing competitively since 1973 and the boys since 1923. He asked which boys/girls' school has won the most state championships? The boys' champion is Kansas City Wyandotte (KC High School). The girls' champion is Bishop Miege in Kansas City. He pointed out how sports championships engender a great deal of excitement; academic achievement is just

as important but is not an event; it is something that happens over time. The board is responsible to set goals, for instance a 95% graduation rate. He shared many 2023 school districts reached that goal and there was no grand celebration, but in fact, academic achievement is as exciting as a sports championship.

On the other hand, 15 districts in Kansas were below 80% graduation in 2023. There is work to be done, Dr. Watson stated. We must work to turn things around. The same is true with post-secondary effectiveness. Many districts are achieving excellent levels, and some are below.

Next month there will be a receive item, the state ESSER funds, which have been extended to July 1, 2026. There is no new money, but present funds must be spent over the next two years. He listed these recommendations:

Post Secondary Transition – \$1 million to Higher Paths

Professional Development - \$300,000 to Kansas Leads

Statewide Training – \$10 million to LETRS, math proficiency training and STEM enhancement

Assessment Assistance – 5 million, enhanced interim assessments and Fastbridge

Principal/Superintendent Training: \$1.5 million

Training with high quality instructional materials - \$5 million

Registered apprentice program - \$500,000

Dr. Watson took a moment to remember and honor Ken Willard, a long-time member of the board, who died recently. Mr. Willard was known for many things but in particular he was respected for his ability to work with those of different political ideologies. Mr. Hershberger mentioned that he knew Mr. Willard and was able to attend the funeral. He shared that Mr. Willard was a navy veteran and a soloist. Dr. Horst added that Mr. Willard served as the board's legislative liaison.

Citizen's Open Forum

(00:30:45)
Forum

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

Keri Haberer, representing the Kansas World Language Association (KWLA), is a teacher of world languages. KWLA strongly supports including world languages in the new Kansas graduation requirements. She gave many examples of how valuable knowing other languages can be for an individual, particularly for those who are entering the job market.

Patrick Cassidy, private citizen, is on the parishioner board of Christ the King Church. He requested that the board continue the "conditional" accreditation for Christ the King school in Kansas City. He offered many reasons why the school of his parish is not successful, and in all likelihood, as he understands it, the school will be closed at the end of the spring semester. He urged the board not to reinstate his parish school.

Presentation on Teacher Retention Survey

(00:39:47)
Church

Dr. Brett Church, Associate Professor of School Leadership, Emporia State University, gave a presentation on the issues of teacher retention and teacher engagement. For the past few years, he, along with Dr. Luke Simmering, an industrial organizational psychologist, have created a survey for teachers, to gather information on teacher experience in Kansas and learn what factors increase retention. Working with the major Kansas education organizations; Kansas Association of State Boards (KASB), Kansas National Education Association (KNEA), United School Administrators of Kansas (USAKansas); as collaborators through funding and public support of the survey; has greatly empowered the scope of the research. The two surveys have engendered a strong response, 20,000 in 2021 and 24,500 in 2023. The educational organization partnerships have been a great help in encouraging teachers to respond and take part in the survey.

Teacher turnover has a tremendous impact economically for schools and communities. There is a high cost to replace a teacher, approx. \$20-30K. The 2023 survey showed there is a 31% increase in Kansas teachers leaving the profession.

Dr. Church explained the structure of the survey and the research model. Key insights are:

1. Engagement matters. Engagement is a significant driver of educator retention. If we want teachers to stay in the profession, they need to feel engaged. Engagement is the involvement and enthusiasm of employees for their workplace. Of the 11 questions asked in this area, the 2023 lowest score was connected to the question, "Is my voice and opinion valued." This is an area that needs to be focused on by administrators. The highest area was "I have someone at work who cares about me."
2. The highest areas of satisfaction were communication with my principal, the opportunity to work with a diverse student population, good relationships with colleagues, and location of district. The lowest areas were society's view of the teaching profession, salary and salary growth, support of administration for challenging student behaviors, cost of health insurance, and tuition reimbursement for professional development.
3. There has been a rise in teacher disengagement from the first survey (2021) to the second (2023). The demographic that is most likely to leave the field of teaching are those with 4-11 years of teaching experience (31% of Kansas teachers), those who have children attending school outside of their district, educators holding a second job, and those holding a specialist or doctoral degree.

The results of the survey are available in a statewide or district format. The district format is something the district must pay for. District level drivers allow local administrators to make very specific changes that are appropriate for their buildings. Dr. Church focused on one district, Piper School District, which took the information from the 2021 survey and focused on making changes. For instance, a common issue was the ability to secure a substitute. The district took action and focused on this. Support for handling challenging student behaviors resulted in the district offering professional development and hired two new assistant principals. Class size was a low satisfaction driver and the district created consistent district teacher to student ratios and hired four new teachers to reduce class size. In response to teacher's struggle with a lack

of support for students' social-emotional needs; they provided professional development and offered mental health therapists for students at school. Health insurance became a focus of the negotiations package, and the district worked to improve society's view of the teaching profession by focusing on outreach and communication to the community to show support for teachers, added a \$100 enrollment credit for each child of a district employee living in the district and removed the cap on years of experience that transfer in when a teacher joins the district. These factors made a difference. The 2023 survey showed a great improvement in teacher responses in the Piper District.

Dr. Church noted that not only were these specific areas important, but the very fact of the survey showed that the teacher's voice and opinions were valued. Teachers spoke through the survey and the administrators responded directly to their opinions.

Winners of the 2024 Milken award for excellence in teaching

(01:41:43)

Denise Kahler, Director, Communications, introduced the two teachers who were surprised with a Milken award last month. The recipients are nominated by their district and are not aware of the award until a school-wide assembly where someone from the Milken family speaks their name and gifts them with a \$25,000 check.

Recipients:

Alex Lahasky, Social Studies Teacher, Blue Valley West High School, Blue Valley USD 229.

Matt Mayeske, World History and Geography, Gardner Edgerton High School, Gardner Edgerton, USD 231.

(01:44:35)
Lahasky

Mr. Lahasky gave a stirring speech about the power of historical empathy. Here is a section of his speech (the full speech can be found at the conclusion of the March 13, 2024 minutes):

"A good history education doesn't teach students what to think. It teaches them how to think. My colleagues in this profession do this by examining multiple perspectives, challenging biases, and developing evidence-based reasoning skills in our students. It is nearly cliché in my line of work that a strong social studies education is critical for the survival of the republic because we must produce thoughtful, informed, and engaged voters. But the humanities may also cure our social ills as they relate to partisanship and political polarization. Because history in particular provides students the opportunity to practice a social and emotional skill that we seem to be increasingly lacking: empathy."

(01:54:34)
Mayeske

Likewise, Mr. Mayeske shared many photos of his school community and shared the two things he believes educators must do:

- Completely engage the young people that come through
- Take that engagement and model it to get the kids curious about the world around us.

Mr. Mayeske encourages active, involved activities for his students. He starts his students with a question of the day and has his kids actively respond. He never has a silent class. When he teaches; he doesn't sit down. His teaching style is to engage at

all times with his students. He leads many clubs in school and coaches track.

Above all, Mr. Mayeske wants his students to become confident, expressive, active advocates in any environment and graduate as competent, confident individuals who can make their way in the world.

Recess for Lunch (1.5 hours)

12 Noon

Public Hearing on proposed Professional Practices Commission (PPC) regulation amendments

(03:26:02)

Chair Haas opened a public hearing on the proposed regulations to the Professional Practices Commission Regulations 91-22-1a. There were two persons testifying in person and one written-only document.

Livestream started late

Kimberly Streit Vogelsberg, General Counsel, Kansas National Education Association (KNEA), spoke in opposition to the PPC regulations. KNEA objects to any changes which diminish educators' ability to receive notice of complaints and defend against them. The changes in the regulations shorten the window to file an answer, remove the complainant's obligation to provide an address for a licensee, and permit default actions to go straight to the State Board for action. Placing the burden on the licensee to request copies of documents referenced in the complaint make it even harder for the teacher to defend themselves.

Linda Sieck, former PPC Chair, retired classroom educator, spoke in opposition to the changes which she believes limit the discretion of the PPC. In her experience many of the cases that were brought to the Commission were minor, such as a teacher who stole a few bananas and some person hygiene products while in college. Another accidentally walked out of a convenience store forgetting he had put something in his pocket, because he was holding sodas (which he paid for). These cases can take many hearings and a great deal of time away from classroom duties. Often a teacher is put on administrative leave while a complaint is investigated. She believes the Commission needs more latitude to dismiss cases that are minor infractions, and these amendments would not allow that kind of discretion for the PPC.

Written only document:

Rachel England, Shawnee Mission School District, General Counsel, wrote in support of the amendments and noted that the changes simplify the process for filing a complaint and remove unnecessary delays in the hearing/decision processes. The changes are common sense, she wrote, and will allow other cases to be resolved more efficiently while still allowing teachers to contest and be heard on complaints.

Student Showcase: Maya Smith, Kansas journalism student of the year

(01:16:02)

Denise Kahler introduced Maya and her teacher, Barb Tholen, journalism teacher at Lawrence High School(LHS). Miss Smith, senior at LHS, was awarded the honor on February 21st during a surprise ceremony. Maya is the editor-in-chief of the LHS Red and Black Yearbook.

Maya Smith

Maya shared some of her photojournalism and described her experience working on articles. The process of applying for the Journalism Student of the Year involved gathering an extensive portfolio which took her over two months to assemble. She was interested in photography and

then started working on the yearbook which taught her about graphic design. Maya found a passion for breaking news and started writing articles about local events. Leadership skills, coaching writers, advocating for the yearbook, learning to be disciplined (creating her portfolio), were all skills she has learned through this process.

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

(03:46:50)
Higher Ed

Dr. Catherine Chmidling, Assistant Director, Accreditation and Design, submitted recommendations regarding educator preparation accreditation for Kansas State University and program approvals for Bethel College, MidAmerica Nazarene University, Pittsburg State University, Tabor College, University of Kansas, and Wichita State University. The recommendations (to be voted on in April) are as follows:

- Kansas State to receive "Accreditation" status through 12/31/2030
- Bethel College "Approved" for programs in chemistry and speech/theatre through 12/31/2030
- MidAmerica Nazarene University "Approved" for music and science through 12/31/2030
- Pittsburg State "Approved" through elementary NAT, LERP, UG, MAT, Standards 107, Science of Reading through 12/31/2030
- Tabor College "Approved" for programs in music through 1/31/2030
- University of Kansas "New Program Approved with Stipulation" through 6/30/2026
- Wichita State University "Approved" programs in math 5-8, and 6-12 through 12/31/2029.

Shawnee Heights High School Choraliers Choir

(03:58:39)
Choraliers

Director Nicholas Carr lead the choir as they performed (in stunning and sensitive fashion) four selections: Somewhere Over the Rainbow, Sicut Cervus by Palestrina, Oh Shenandoah, and Sing me to heaven by Daniel Gawthrop. The choir filled the boardroom with life and hope. The board gave them a standing ovation when they finished.

Agriculture in the Classroom and Cafeteria

(04:21:39)
Agriculture

Kelly Chanay, Director, Child Nutrition and Wellness, began by introducing Barb Depew who oversees the Farm to Plate programs. She went over the various grants they have obtained and shared some of the programs that bring agriculture into the classroom, and even into the cafeteria. As an example, one of the finest Kansas school ag programs, Dragon Farms, was highlighted. Aubry Ross, USD 250 Pittsburg High School science instructor, along with students Makenzi Hurlbert, Benjamin Huges and Topanga Taylor, and Summer Warren, Food Service Director at the high school, were present to share their experience of being part of hydroponic gardens. These gardens were set up in large shipping containers outside of the school. The greens that were grown were used in the school and community. The students even brought samples for the board members to try! Each student spoke and shared how the program has impacted their life.

School Improvement and KESA 2.0 Update

(04:45:50)
KESA

Dr. Ben Proctor, Deputy Commissioner, Learning Services, introduced this month's update on KESA 2.0 and asked Dr. Jake Steel to explain the Coordinating Committee work. Dr. Steel started by explaining the School Improvement Model, which will be introduced in detail during the April

meeting. This model is the core of the KESA 2.0 initiative. As the leader of the Coordinating Committee, Dr. Steel noted that he is the coordinator of the coordinators. He spoke about the challenge of *using* all the data that is available from student performance, and making decisions about how to best access the outcomes that are generated from data to make improvements for individual students. Superintendents and school leaders have so much data they can access, however, the key is to focus on what areas in school can be influenced by policy changes, initiatives, curriculum, etc. and which changes will have the most impact. The State Board has set desired outcomes, such as Social Emotional Learning (SEL), and those are taking into account when making decisions about which programs to focus on. School improvement days, specific days when leaders sit down with trained colleague facilitators, are going to be key to the process of assessing and evaluating areas that need to be and can be improved upon. Service Centers are an area of collaboration for systems and leaders.

Dr. Proctor continued, describing KESA check-ins with KSDE Accreditation and Design staff members, as well as staff visiting service centers. They are planning informational sessions around the state this spring and through the summer. Staff have met with the Accreditation Advisory Council (AAC), the Accreditation and Design Cabinet, the Accreditation Review Council and shared the developments of KESA 2.0.

Next month, there will be a major update to the board which will include the school improvement model, a timeline for the implementation of KESA 2.0, an overview of the school improvement day collaboration process and the facilitator training process.

Act on Recommendations of Professional Practices Commission (PPC)

Scott Gordon, General Counsel, introduced the cases before the board today. There are two items, and both are recommendations for issuing a license with public censure.

(05:07:15)
PPC

Mrs. Arnold moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and grant the licenses in 22-PPC-49 and 23-PPC-15, both subject to public censure. Dr. Horst seconded the motion. Motion carried 8-0.

Motion
(05:12:10)

Receive Graduation Minimum Requirement Regulations

Scott Gordon prepared the board for the public hearing that will be held at the board's May meeting. At that meeting the board will receive the proposed regulatory language for K.A.R. 91-1-35, which establishes the minimum requirements that accredited school districts must include in their high school graduation requirements. These were approved last year and now will go through a public hearing and then ultimately be approved or denied by the board.

(05:27:37)
Graduation

Mr. Gordon went over the primary changes, comparing the present graduation requirement with the updated proposed requirement:

- At least one-half unit of the four units required for English language arts (ELA) must be in communication
- The previous requirement for a full unit of physical education is replaced by a minimum one-half unit of physical education and one-half unit of health education
- There is an added requirement for one-half unit of financial literacy
- Added requirement for one unit of advanced science, technology engineering, advanced

math, or another similar STEM course

- Proposed electives are lowered to four and one-half units (from six)
- Postsecondary outcomes: must achieve two or more accomplishments approved by the KSBE that demonstrate the pupil will be a successful Kansas high school graduate. The list can be changed by the board without changing regulations. On the list are such items as: 9+ college hours, 90% attendance in high school, JROTC, Eagle Scout, CTE Scholar, etc.
- Proposed FAFSA completion
- A unit may only satisfy one graduation requirement at a time
- There is a waiver of Kansas history and government course.

These effective date for these changes will be the semester after the board approves the changes and they will affect the students entering ninth grade.

Receive Accreditation Review Council's (ARC) system accreditation recommendations

Dr. Ben Proctor reviewed the systems to be received today. The background of this request is there are 29 systems that have been conditionally accredited and are to be looked at during 2023-2024 for a redetermination of whether they can be accredited, having met the conditions set for them, or if they need to continue to work toward full accreditation. This past February, the Accreditation Review Council (ARC) met and took action on thirteen systems which they determined have met the conditions and can be fully accredited.

These systems are:

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

It was noted that Christ the King will likely be closing at the end of this semester. Dr. Proctor will have more information on the status of Christ the King at next month's presentation.

Update on Literacy Requirements for Teacher Licensure

Shane Carter, Director, Teacher Licensure, started with background information on literacy requirements. During the February meeting, the State Board approved the Kansas Education Framework for Literacy. Within the framework, requirements were specified which require action by the Teacher Licensure team. Specified requirements include: EPP standards review, EPP program reviews, licensure testing requirements, and developing options to track the demonstration of structured literacy knowledge.

(05:55:49)
ARC

(06:26:54)
Licensure

The next Education Preparation Program (EPP) standards review the board will be voting on will be Early Childhood Unified which is scheduled for a date in April and will be brought to the KSBE no earlier than August, based on the availability of the review team (which consists of volunteers). This endorsement would allow a teacher to teach general content to birth-K and birth-3 children. It would cover both low and high incidence in Special Education.

Education Preparation Program reviews over the next 90 days are with Newman University, Bethel College, MidAmerica Nazarene University, Pittsburg State University, University of Saint Mary, and Wichita University. These programs have all signed assurances that structured literacy is addressed within their teacher prep courses.

The options to verify structured literacy knowledge begin with pre-service, that is teachers who are preparing to teach in future. The most important change is the elementary standard that was updated in February 2024. Universities are now verifying that students taking teacher training are being taught structured literacy. At present there is a Praxis Elementary Content Exam which includes four subtests. The ELA subtest incorporates teaching reading for elementary. This test is being reviewed and will be a consent agenda item to KSBE in May if it is approved.

Options for veteran educators to be assessed in terms of structured literacy are: (1) completing professional development training (in structured literacy) or (2) passing an approved test. The professional development training *might* be for all elementary teachers, administrators, school psychologists and reading specialists. LTRS training is an excellent option and also Pathways to Proficient Reading (IDEA approved), Keys to Literacy, KBOR Literacy Blueprint approved training, or other solutions approved by the State Board. Test options hopefully will be approved by July 1, 2024. Possible options are ETS (teaching reading elementary), teaching reading K-12, ELA Subtest, Pearson: 120 Foundations of Reading, or Knowledge and Practice Exam for Effective Reading Instruction.

Finally, Mr. Carter shared, there will be a need to track veteran teacher training options. There are two possibilities:

- Track annually within the Licensed Personnel Report. This would mean creating a new data collection set within the EDCS common authenticated application system and would be implemented in the 2025-2026 school year.
- Track by individual with the licensure renewal process. Structured literacy competency could be required for licensure renewal as of July 1, 2026, for elementary teachers, administrators, school psychologists, and reading specialists.

The meeting was recessed by Chair Haas until Wednesday, March 13th at 10.

Melanie Haas, Chair

Deborah Bremer, Board Secretary

(07:09:50)
Recess

MINUTES

Kansas State Board of Education

Wednesday, March 13, 2024



(00:06:30)

Chair Haas reconvened the Wednesday meeting of the Kansas State Board of Education at 9:00 a.m. Wednesday, March 13th, 2024, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:04:18)

ROLL CALL

The following board members were present:

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

Members not present: Mr. Jim McNiece

MOTIO
N

Bus Safety Presentation

Dale Brungardt, Director, School Finance, introduced Keith Dreiling, KSDE School Bus Safety Unit Director, who will discuss the regulations for Kansas school buses and the stop arm situation. Mr. Dreiling shared a PowerPoint presentation which he normally uses to share information with local school bus supervisors and directors. He reviewed the regulations which govern the establishment of all school routes and stops, loading and unloading of students, special consideration for road conditions and safety concerns, and regulations which state a transportation supervisor shall not establish stops on any interstate highway, state toll road or limited-access highway. Also, Mr. Dreiling highlighted the regulation that students cannot cross more than one lane in each direction excluding the turning lane.

(00:04:05)
Bus Safety

When a school bus stops to load or unload students, they turn on the amber flashing lights at least 200 feet but not more than 1,000 feet before every stop for a student and then they must activate the stop arm and turn on the red lights. Mr. Dreiling explained that loading and unloading the bus is the most dangerous time for students. He noted if the bus driver can load students off the roadway, in a parking lot or pull off, KSDE encourages that. If the students must cross the roadway, they can only cross in front of the bus. The driver looks to make sure the road is clear and then gives the student(s) a sign that they can cross in front.

MOTIO
N
(00:09:21)

(00:10:00)

The school bus is not to stop on the shoulder. Doing so confuses traffic. They must stop in the right lane. However, many drivers do not stop and will pass the bus on the left or sometimes even on the right, between the bus and the shoulder. Mr. Dreiling showed a terrifying video of an 18-wheel truck passing on the right between the bus and the students.

Yearly, safety experts estimate 16 million drivers pass buses on the left and right. Kansas

Kansas leads the world in the success of each student.

participates in a one-day count, shown in this chart:

Kansas One Day Stop Arm Violations

	Districts Participating	Buses Participating	AM	Mid Day	PM	Total
April 2013 *	No Data	1,858	249	50	276	575
April 2014 *	No Data	2,221	334	77	387	798
April 2015 *	No Data	2,228	488	88	515	1091
April 2016 *	No Data	2,163	421	52	520	993
April 2017	188	2,527	310	39	342	691
April 2018	214	3,347	453	58	519	1030
April 2019	220	3,300	410	86	544	1040
April 2021	240	3,355	423	25	487	935
April 2022	184	2,669	342	54	486	882
April 2023	223	2,857	300	29	347	676

***Source: National Association of State Directors of Pupil Transportation**

Note: No data collected in 2020 due to COVID-19 school closings

Mr. Dreiling noted that last year, 2023, in a one-day sample there were 18 people who passed on the right side of the bus. He estimates that on one school day in Kansas there are approximately 1000 people who pass on the left or right side of the bus.

House Bill 2251 (2020-23) introduced a law that would allow school districts to put cameras on the buses and ultimately result in fines to illegally passing drivers. The violation would be a civil penalty of \$250. The bill recommended hiring a business that does this, putting cameras on the bus at no cost, the violation is captured, a ticket would be sent to the driver. The ticket would be based on the digital recording, but monitored by trained law enforcement.

Mr. Dreiling ended by saying that school buses transport an incredibly special cargo and our most precious resource...our kids.

Representative Scott Hill joined the conversation. He brought the issue up to the board in February and today continued to express his concern about this issue. He discussed the present bill HB 2251 and explained that the bill was not able to get a hearing and is no longer viable. Evidently there is a concern that the bill has a privacy issue. Being given a ticket by an automated camera is problematic for some in the legislature. In Kansas there are no provisions for this type of civil penalty being assessed by automation, as opposed to police or state troopers. The Speaker of the House is not comfortable establishing civil penalties for this violation. He hopes to re-introduce the bill next year if he is re-elected. However, he posed the question whether it is possible to do something similar without legislative action. Rep. Hill offered a suggestion that cameras could be put on busses and violations posted publicly, for instance on Facebook. He suggested that people being embarrassed on social media might be more effective than a civil penalty. He would encourage a change in regulations to provide more protection to children, to state whenever possible that children are not exposed to oncoming traffic.

Mrs. Dombrosky offered the idea that when adults get their driver's license renewed the bus laws should be reviewed.

Presentation on An Update on Kansas Math Education

(00:57:10)

Jennifer Hamlet, STEM program manager, shared performance levels in terms of math scores, for the years 2021, 2022, and 2023, for all grades, breaking down those categories into free and reduced lunch/general population.

Math

Using the KESA 2.0 school improvement model she correlated how the lead indicators were connected with the existing structures of support, and ultimately how the four fundamentals: structured literacy, standards alignment, balanced assessment system and quality instruction each connect with math education.

Standards Alignment is expressed through:

- evaluation tool for curriculum
- vertical alignment
- walk-through tool for administrators
- scope and sequence
- progressions documents updated
- teacher guidance document.

Quality Instruction:

- effective mathematics teaching practices
- fluency
- evidence-based teaching strategies
- depth of knowledge.

Mrs. Hamlet covered the standards for math practice and effective mathematics teaching practices. She demonstrated with the board how memorization/rehearsal strategies

(memorizing the times table for instance) are not effective. She led the board members through doing math mentally, and quizzed the board on how they were “naturally” doing mental math. Strategies such as using 10 as a base, halve and double, break apart method, and other ways of solving problems were shown.

Finally, Mrs. Hamlet covered the Kansas Math Project (KMP) which is an instructional resource teachers can use to strengthen their content knowledge.

The Chair asked the board to approve the agenda for today, inserting Dr. Frank Harwood, who was detained in the legislature yesterday, at approximately 12:20 p.m. Dr. Horst moved to approve Wednesday's agenda and Mrs. Arnold seconded the motion. Motion carried 8-0-1. Mrs. Dombrosky abstained.

Motion
(01:50:30)

Receive Memorandum of Understanding (MOU) with Kansas Board of Regents (KBOR) for establishment of the Kansas Advisory Council for Indigenous Education (KACIE)

(01:51:39)
KACIE

Board member Mrs. Mah introduced Eric Davis, superintendent in Royal Valley, Jancita Warrington, Executive Director of the office of Native American affairs. and Dr. Alex Red Corn, Executive Director of Kansas Association of Native American Education (KACIE). Mrs. Mah explained the history of establishing an advisory council from the Native American community with the purpose of serving the 10,000 Native American students that attend Kansas schools. That council has been created and today Mrs. Mah and Dr. Red Corn presented an MOU between KSBE and KBOR establishing KACIE as a permanent council. KBOR and the four sovereign Native American tribes in Kansas have already approved this MOU and now it is up to the board will vote on it at the meeting in April.

Dr. Red Corn is a professor at K-State and the recipient of 2023 O'Brien award for human rights education. He gave an overview about collaborative co-governance structures. Many states have established these types of collaborative councils.

State Assessment Development and Analysis

(02:00:30)
Testing

Beth Fultz, Director, Career Standards and Assessment services, introduced Dr. Kingston, Director of the KU Achievement and Assessment Institute.

Dr. Kingston introduced this subject by noting test development is a collaborative process, involving educators, students, KU staff, KSDE staff, and the board members. Psychometricians are scientists who are trained in the theory and technique of measurement. Psychometrics is concerned with the objective measurements of intelligence learning outcomes, and educational achievement. A balanced assessment program aims to offer educators multiple sources of data at different levels and intervals so the teachers/administrators can make informed instructional decisions and document student's progress and growth over time. The test development process starts by reviewing Kansas content standards. The test specifications are developed, and these test items are reviewed with Kansas Educators and KSDE staff. The tests are then assembled and analyzed and reviewed by teachers and KSDE staff. Finally, they assemble and administer the operational test form. Each item and test is analyzed and post-testing is looked at carefully. Teachers are key in developing the test questions, reading passages, mitigating potential bias and they help field test the items to see which are most effective to identify student knowledge.

A psychometrician is a scientist who applies statistical modeling to ensure tests are effective, unbiased, and make sure the tests are as helpful as possible to assess student knowledge and assist teachers in helping students improve.

Common Benchmark Assessments and Analysis protocol

(2:50:25)
Assessment

Mrs. Fultz introduced a team of Kansas experts who create and analyze educational assessments, Dr. Zach Conrad who is the Executive Director of Data, Evaluation, Research, and Assessment at USD 500, Kansas City, and Spencer Brown, from USD 233 Olathe Public Schools.

Dr. Conrad began by showing a photo of three different types of thermometers, each created for a different purpose. There is no best thermometer, he stated, but each assessment tool is designed for a particular purpose. In the same way, assessments are designed to measure different aspects of learning.

Most assessments are norm-referenced and they simply line students up in terms of ability. For instance, the test can evaluate whether a student reads at a more efficient pace than the other students. Many assessments operate this way, a yes or no, two groups, but it is not a reliable feedback source to provide information for a teacher then to take and actually work with an individual student to fill in what is missing in their ability.

One of the challenges is a student cannot take a test of 200 items to answer, “does this child know how to subtract and multiply.” A psychometric expert has learned how to ask and what items to ask to answer: who, what, why. Instead of a teacher saying: our student has a score of 20 and is in the 60th percentile and scored above the cut. What we want is a teacher who can say: this student is doing very well in addition and subtraction but needs to work on division skills. That is a specific tool which can help a student improve. Dr. Conrad stated that this is the type of test that doesn't just put a student into a group or percentile but can isolate the skills that need to be worked on so that an individual student can improve.

A balanced assessment system uses different types of tests to assess over time, because, Dr. Conrad argued, learning is not an event, it is a process. He showed a photo of a Roman arch, which is held up by a keystone and the very top holds it all together. A benchmark assessment is like the keystone. If an interim test (tests in the classroom after specific instruction) shows that the students comprehend, that's great and a teacher can move forward. If not, the teacher may need to re-play that instruction to make sure it is understood by the students. The teachers are using the state standards, and they can't reteach the standard over and over, but a benchmark test can isolate the standard that the student is missing, and that specific standard can be something the student can work on and catch up.

Spencer Brown, from Olathe Public Schools, spoke about Formative vs. Summative Assessments. John Hattie, education researcher with an expertise in performance indicators, from New Zealand, says “Formative is tasting the soup in the kitchen, Summative is putting the soup on the table.” When the cook tastes the soup, it is formative. This action provides immediate feedback. The cook can then adjust and make the soup better. This is similar to a teacher giving a formative test and noticing which students need more instruction in specific areas (adding salt to the soup). This type of test is given during the learning process, and it

guides where the learning is headed. A summative test evaluates the final product. Here is the soup, there is no more adjustment. Now the evaluation and judgement is made on where the student's learning has ended up. A state assessment is summative.

In Olathe, Mr. Brown noted, they talk about whether learning is a process or an event. The answer to this question changes how learning is assessed. Dylan Williams, emeritus professor of educational assessment at the UCL Institute of Education, says assessment is "I ask you to do something, I watch what you do, and I draw an inference." Brown noted that if that describes an assessment; we should be assessing all the time. Math skills for instance build on each other so a second-grade skill is a foundational understanding for a student later in geometry and in calculus. Mr. Brown referred to math skills as ruthlessly cumulative.

Mr. Brown gave examples showing how to analyze a student's performance on a test and interpret the score in terms of helping the student learn. The challenge is how to let the teacher know what the test feedback is for each child and then how to let the student know what skill they need to work on. He noted that in order to find out what skills are missing; assessments must be rigorous. As he stated, "If you never see a student be unsuccessful, can you fully understand what that student needs?" Teaching a child how to think, how to walk into a novel situation and say, "I know how to do this," is the goal. So testing to understand if a student has learned concepts in a deep way, in a way that the skill is actually part of their ability, and not just part of their memorization, the test needs to be crafted for the student to use ongoing skills or to fail and reveal what needs to be worked on.

It is vital to protect a student's well-being and focus on the task of growing, rather than simply say "this child can't do math." Ruth Butler, School of Education, Hebrew University of Jerusalem, looked at task involving and ego involving properties of evaluation, in 1986 looked at how to make feedback to students that is meaningful and drives them forward. Task teaches us how to move forward. Ego says what does this tell me about me as an individual.

We don't want teachers to let a test dictate what we think about ourselves. When we see a test result as ego, then we tend to protect our well-being. The same is true for students. We don't want to say, "this student can't do math." We need to be on the task side, not looking at a test result as either a judgement about the teacher or the student.

Mr. Brown went on to show examples of students work on tests, how the teachers can specifically observe from the tests what skills and standards the student is struggling with, and parents can also be brought into the conversation and can become part of the task moving forward approach that this type of testing encourages.

Dr. Conrad returned to the podium and shared that they took the assessments that already exist and built a new type of test with the end in mind, that they needed to give teachers direct feedback so that they know the who, what and why. They went to the drawing board and designed something specifically for this purpose. To give teachers access to the test questions and student answers, that it is predictive, that it has some reliability, that it can be delivered in a formative way and so all the boxes got checked, to do all that we had to design something new. He noted this is an ongoing process and working together with others in the larger school districts allows them to innovate. At the end of the day teachers need to read the thermometer

and figure out how to help students move forward in their learning.

Receive Staff Response and Act on Pending Amendments to the Professional Practices Commission Regulations

Scott Gordon gave the KSDE staff response to Tuesday's public hearing (March 12, 2024, at 1:30 p.m.) supporting the recommendation of the pending amendments to the Professional Practices Commission (PPC) Regulations. Addressing the comments from those testifying against the amendments, Gordon noted that in the past there has been a large backlog of PPC cases, and that has been eased by the board giving more leeway to the KSDE legal office to deal with the smaller/minor cases directly. However, there is still a need to clarify some of the regulations.

Mr. Gordon went through each of the objections (set forth by Kansas National Education Association (KNEA) and responded and recommended the underlying amendment.

After a brief discussion, the board voted by roll call on the following motion:

Mr. Hershberger moved that the Kansas State Board of Education adopt the proposed amendments to its Professional Practices Commission regulations K.A.R. 91-22-1a, 91-22-1b, 91-22-2, 91-22-5a, 91-22-9, 91-22-22, and 91-22-25. Dr. Horst seconded the motion. A roll call vote was in order because this is a change in regulations.

Danny Zeck – District 1 voted yes

Melanie Haas – District 2 voted yes

Michelle Dombrosky- District 3 voted yes

Ann Mah – District 4 voted yes

Cathy Hopkins - District 5 voted yes

Dr. Deena Horst - District 6 voted yes

Dennis Hershberger – District 7 voted yes

Betty Arnold – District 8 voted no

Jim Porter – District 9 voted yes

Motion carried 8-1. Mr. McNiece was absent.

Legislative Matters

Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services, stated that the months of committee hearings are finishing up and now bills are being passed by the House and Senate, conference committees will be meeting to negotiate differences in Senate/House bills.

The bills that directly impact the Kansas State Board of Education are:

HB2612 – requiring school districts to follow all state laws. No Action.

SB407/HB2521 – requires KSBE to authorize licenses for teachers who complete alternative teacher certification program. Passed House K12 Budget. To be voted on.

HB2669- Mental Health Intervention team moved to KDADS.

SB501/HB2785 Transfers Parents as Teachers. Blessed.

SB 386/HB2485 Current year enrollment. Passed out of committee.

HB Sub for SB 387 Large bundle of various education bills – open enrollment, legislative option to purchase school district buildings, virtual school students participating in KSHSAA events, establishes Education Funding Task Force (abolishes the Special Ed Task Force), At Risk plan,

(03:50:30)
PPC
Regulations

Motion
(04:22:00)

(04:37:49)
Legislative

virtual school state aid for adult students, special education funding, and the Governor's education budget recommendations.

Dr. Watson noted that things move quickly from this point as bills move to the floor and then in conference committees these large mega bills will be created, and the legislators will only be able to vote yes or no.

Consent Agenda

Items (c) and (e) were removed from the consent agenda on Tuesday for discussion. Kelly Chanay, Director, Child Nutrition and Wellness, and Shane Carter, Director, Teacher Licensure, both spoke with the board about the items related to their area. Mr. Zeck offered some insight about advertising and Mrs. Hopkins asked questions about licensure waivers.

(05:14:51)
Consent

The consent agenda (without c. and e.) was passed 8-0-1. Mrs. Dombrosky abstained. Mr. McNiece was absent.

Motion
(05:22:00)

The following items were on the consent agenda:

- a. Received monthly personnel report and personnel appointments to unclassified positions
- b. Approved the request to approve the Kansas Purple Star School Designation be awarded to USD 453 Leavenworth as a military-friendly district
- d. Approved Recommendations for licensure waivers
- f. Approved local professional development plans
- g. Approved a request from USD 262 Valley Center, Sedgwick County, to hold a bond election
- h. Approved a request from USD 262 Valley Center, Sedgwick County, to receive capital improvement (bond and interest) state aid
- i. Approved a request from USD 339 Jefferson County North, Jefferson County, to hold a bond election
- j. Approved a request from USD 339 Jefferson County North, Jefferson County, to receive capital improvement (bond and interest) state aid
- k. Approved a request from USD 348 Baldwin City, Douglas County, to hold a bond election
- l. Approved a request from USD 348 Baldwin City, Douglas County, to receive capital improvement (bond and interest) state aid
- m. Approved a request from USD 440 Halstead, Harvey County, to hold a bond election
- n. Approved a request from USD 440 Halstead, Harvey County, to receive capital improvement (bond and interest) state aid
- o. Received information from five private schools, three student granting organizations, and one virtual out of state school of their intention to participate in the tax credit low income scholarship program
- p. Approved initiating RFP process for the 2024 Great Ideas in Education conference keynote speaker
- q. Approved authorizing out-of-state tuition contract for student attending the Kansas School for the Deaf

Items removed from Consent.

Item c: Mrs. Mah moved that the Kansas State Board of Education approve the contract request for the Kansas Association of Broadcasters for child nutrition. Dr. Horst seconded the motion. Motion carried 8-0-1. Mrs. Dombrosky abstained. Mr. McNiece was absent.

Motion
(05:22:08)

Item e: Cathy Hopkins moved the Kansas State Board of Education approve the recommendations for licensure waivers. Dr. Horst seconded the motion. Motion carried 9-0. Mr. McNiece was absent.

Motion
(05:23:30)

Board Travel

Mrs. Mah moved that the Kansas State Board of Education approve the board travel requests as presented. Mr. Porter seconded the motion. Motion carried 8-0. Mrs. Arnold and Mr. McNiece were absent.

Motion
(05:25:35)

Committee Reports

Dr. Horst, as a legislative liaison, reported there is an upcoming meeting with the vendor American Board (alternative certification online program), Senator Baumgartner, the lobbyist Liz Soza from the Federico lobbying firm, and Shane Carter of KSDE licensure director, to talk about the impending bill requiring the KSBE to license teachers who take this alternative path.

Requests for future agenda items

(05:28:00)
Future
Requests

Mrs. Mah recommended a site visit on the Peasley Tech (Lawrence) to see their apprenticeship program.

Mrs. Dombrosky requested examples of high-quality instruction materials.

Mrs. Horst requested examples of math curriculum. She wondered whether the curriculum actually prepares the students for the standards and thus affects the state assessments.

Mr. Zeck asked about “room clear” and how that works.

Mr. Porter added that he has convened a group that will present to the board on seclusion, restraint, room clear, and other related subjects at the June board meeting. Mr. Zeck added that some teachers should be included.

Mr. Hershberger requested a presentation on mental health, cell phone use, suicide prevention. He felt the presentation that Trish Backman gave last year could be updated. He would like to hear Trish Backman’s thoughts on SEL.

Mrs. Hopkins is interested in the parent’s perception survey; is it being pushed in the districts and what is the deadline?

Chair Haas adjourned the meeting. The next board meeting will be April 9th and 10th, 2024.

(05:36:20)
Adjourned

Melanie Haas, Board Chair

Deborah Bremer, Board Secretary

Addendum to the March 2024 meeting

Good morning,

I'd like to start by thanking you for the opportunity to speak today. The weeks since receiving the Milken Educator Award have been a blur--but what has been most exciting is the opportunity to connect with outstanding educators across the state, and opportunities like this one.

I was asked to speak today on the innovative strategies I use to foster student achievement. I considered sharing about the Socratic discussions in which my students engage. Their analysis of primary sources and argumentative essays. Or the ways I leverage technology to encourage students to reflect on their learning. These strategies are the pillars of my AP United States History course, and they have no doubt fostered student achievement in the traditional sense. Over 90% of my students earn college credit for US History - either through successful completion of the AP Exam, or through concurrent enrollment with our collegiate partners.

But ultimately, I would like for you to consider a different form of student achievement today - a slightly different definition of student success. And one that demonstrates why education in history and the humanities is so important.

A 2020 Pew Research study found that nearly 80% of voters reported that they have "just a few" or zero close friends who identify with a political party other than their own. That number was 15 percentage points higher than just four years earlier. A 2022 study indicates that intense political antagonism has nearly tripled since 1994. It is abundantly clear that, especially when it comes to politics, we are having a harder time understanding each other than ever before. I submit to you that a solution to this problem is the history classroom.

Despite the politically driven attention that my discipline has recently received, A good history education doesn't teach students what to think. It teaches them how to think. My colleagues in this profession do this by

examining multiple perspectives, challenging biases, and developing evidence-based reasoning skills in our students. It is nearly cliché in my line of work that a strong social studies education is critical for the survival of the republic because we must produce thoughtful, informed, and engaged voters.

But the humanities may also cure our social ills as they relate to partisanship and political polarization. Because history in particular provides students the opportunity to practice a social and emotional skill that we seem to be increasingly lacking: empathy.

It is common practice for historians and students of history to make judgments and evaluations about people of the past and their decisions. In my class, we debate whether Andrew Jackson helped or hindered democracy. Whether Lincoln deserves the nickname The Great Emancipator. Whether Woodrow Wilson was ahead of his time or simply lost in his own idealism. But what I must constantly remind students is, People of the past cannot defend themselves. That gives us, the students of history, incredible power-and accordingly, incredible responsibility.

Speech by Alex Lahasky, Milken award winner, to the Kansas State Board of Education
March 12, 2024

Agenda Number: 5 a.

Meeting Date: 4/9/2024



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

Item Title: Receive State ESSER III Allocation Recommendations

From: Randy Watson

This is a receive item, the State ESSER III Allocation funds, which have been extended to July 1, 2026. There is no new money, but present funds may be spent over the next two years.

Dr. Watson will go over the recommendations:

Post Secondary Transition – \$1 million to Higher Paths

Professional Development - \$300,000 to Kansas Leads

Statewide Training – \$10 million to LETRS, Math Proficiency Training and STEM Enhancement

Assessment Assistance – \$5 million, enhanced interim assessments and Fastbridge

Principal/Superintendent Training: \$1.5 million

Training with High Quality Instructional Materials - \$5 million

Registered Apprentice Program - \$500,000

Kansas leads the world in the success of each student.

Agenda Number: 7

Meeting Date: 4/9/2024



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Item Title: Recognize USD 453 Leavenworth - Awarded the Kansas Purple Star School Designation.
Dr. Frank Harwood, Deputy Commissioner

From: Sherry Root

USD 453 superintendent Dr. Kellen Adams (possibly others) will address the board about their Purple Star School program.

Request a group photo afterwards with the state board members and invited guests, which may include: superintendent, board president, military-connected students and/or parents, school liaison officer Ashley Parsons, and/or COL Duane Mosier, Garrison Commander, USAG Fort Leavenworth.

April is the month of the military child.

Kansas leads the world in the success of each student.

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

Tate Toedman

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date:**4/9/2024****Item Title:**

Act on ESSER III Change Requests for Use of Federal COVID-19 Relief Funds

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER distribution of money and approve the public school district for ESSER III change requests as presented for use of federal COVID-19 relief funds.

Explanation of Situation Requiring Action:

Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund. The federal law outlines allowable expenditures directly related to the COVID-19 pandemic, and to support student learning and student needs associated with the pandemic. The Commissioner's Task Force on ESSER and EANS Distribution of Money has the responsibility to: provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds. maximize the use of federal K-12 relief funds to meet the acute needs of Kansas students in line with federal regulations and Kansas K-12 priorities. The Task Force and KSDE staff will review the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable and meet the allowable uses. The information will then be presented to the Kansas State Board of Education for approval.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:

4/9/2024

Item Title:

Act on proposed Memorandum of Understanding with KBOR for establishment of the Kansas Advisory Council for Indigenous Education (KACIE)

Recommended Motion:

It is 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).

Explanation of Situation Requiring Action:

Since 2022, the Kansas State Board of Education has been a part of the Kansas Advisory Council for Indigenous Education Working Group made up of representatives of the Kansas State Department of Education, the Kansas State Board of Education, the Kansas Board of Regents, and the Native Nations in Kansas. After almost two years of operating as an ad-hoc advisory group, the Kansas State Department of Education offers this Memorandum of Understanding to be signed by the Kansas State Board of Education and the Kansas Board of Regents to collaboratively establish the Kansas Advisory Council for Indigenous Education (KACIE) as a consulting body in matters related to Indigenous education in the State of Kansas. The proposed MOU has been endorsed by the four Tribal Nations currently residing in Kansas and was signed by the Kansas Board of Regents on March 21, 2024.

Attachment A



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

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

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

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

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

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

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

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

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

To appoint the following voting members of KACIE,

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

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

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

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

The Commissioner of Education or her/his designee;

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

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

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

One representative from the Bureau of Indian Education;

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

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

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

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

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

AUTHORITY TO ADOPT BYLAWS AND RULES OF PROCEDURE

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

EFFECTIVE DATES AND DURATION

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

VIII. SIGNATURES

Signature

Melanie Haas, Chair

Kansas State Board of Education

Date

Signature

Jon Rolph, Chair

Kansas Board of Regents

Date

3/21/24

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10.

Staff Initiating:

Jay Scott

Director:

Jay Scott

Commissioner:

Randy Watson

Meeting Date:

4/9/2024

Item Title:

ARC Recommendations for Systems previously conditionally accredited

Recommended Motion (1):

It is 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.

Recommended Motion (2):

It is moved that the Kansas State Board of Education (award/does not award) the recommended accreditation status to Christ the King academy.

Explanation of Situation Requiring Action: In accordance with the Kansas Educational Systems Accreditation (KESA) process, systems reviewed by the Accreditation Review Council (ARC) for an accreditation status recommendation, are forwarded to the State Board of Education one month prior to the board acting. Last month, thirteen systems were forwarded to the State Board of Education for their review of an accredited status recommendation.

The following systems are once again being presented for action on an accreditation status:

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

Life Preparatory Academy

Christ the King will be voted on separately.

This school year, 2023-2024, twenty-nine systems that were previously conditionally accredited are up for a redetermination of their status. Of these 29 systems, two were conditionally accredited during the 2021-2022 school year, while the remaining twenty-seven were conditionally accredited during the 2022-2023 school year.

Beginning in March 2024 and through September 2024, it is expected that the State Board will receive the Accreditation Review Council's (ARC) redetermination recommendations for the 29 systems currently conditionally accredited. The State Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to taking action on the redetermination recommendation. Staff will be available for any questions.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:

Catherine Chmidling

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

4/9/2024

Item Title:

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

Recommended Motion:

It is 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, University of Kansas, and Wichita State University.

Explanation of Situation Requiring Action:

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

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

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

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

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

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

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

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

Copies of the regulations covering this process are also attached. Staff will be on hand to answer any questions. These recommendations were presented as a Receive item in March 2024.

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

Item Title:

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

Board Goals:

Provide an effective educator in every classroom

Recommended Motion:

It is 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, University of Kansas, and Wichita State University.

Explanation:

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

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

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

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

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

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

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

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

Copies of the regulations covering this process are also attached. Staff will be on hand to answer any questions. These recommendations were presented as a Receive item in March 2024.

January 29, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Kansas State University

Introductory Statement:

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

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

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through December 31, 2030.

Areas for Improvement:

Standards R1-R5; A1-A5

None

Stipulations:

Standards R1-R5; A1-A5

none

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

Next visit: Spring 2030.

Previous Areas for Improvement (AFI)

February 14, 2017 KSBE Decision:

Areas for Improvement:

Standards 1-6

None

ACCREDITATION AND PROGRAM REVIEW PROCESS

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

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

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

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

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

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

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

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

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

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

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

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

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

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

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

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

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

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

January 29, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Bethel College

Introductory Statement:

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

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

PROGRAM APPROVAL RECOMMENDATIONS

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

Chemistry I, 6-12, continuing

Areas for Improvement

Standards 1-8

None

Speech/Theatre I, 6-12, continuing

Areas for Improvement

Standards 1-6

None

January 29, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for MidAmerica Nazarene University

Introductory Statement:

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

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

PROGRAM APPROVAL RECOMMENDATIONS

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

Music I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Science I, 5-8, continuing

Areas for Improvement

Standards 1-10

None

January 29, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Pittsburg State University

Introductory Statement:

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

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

PROGRAM APPROVAL RECOMMENDATIONS

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

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

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

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

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

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

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

January 30, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Tabor College

Introductory Statement:

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

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

PROGRAM APPROVAL RECOMMENDATIONS

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

Music Instrumental I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

January 29, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for new program approval for the University of Kansas

Introductory Statement:

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

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

PROGRAM APPROVAL RECOMMENDATIONS

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

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

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

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

January 30, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

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

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

PROGRAM APPROVAL RECOMMENDATIONS

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

Mathematics I, 5-8, continuing

Areas for Improvement

Standards 1-7

None

Mathematics I, 6-12, continuing

Areas for Improvement

Standards 1-7

None

PROGRAM REVIEW PROCESS

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.)

Agenda Number: 12

Meeting Date: 4/9/2024



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

Item Title: Kansas CTE Overview and Scholar Announcements

From: Natalie Clark

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

CTE Scholar announcements is an annual announcement of the Kansas students who have applied and are now recognized by the Kansas State Department of Education as Career and Technical Education (CTE) Scholars. These students exemplify with distinction the characteristics of the successful high school graduate. In addition to their academic, cognitive, technical, employability and civic engagement accomplishments, they also stand out for demonstrated leadership and a vision for their future. The honorees for 2024 will be recognized in the following ways:

- Certificate with student's name
- Graduation honor cord
- Commemorative pin
- Statewide news release
- KSDE website recognition.

A listing of CTE Scholars will be given to the State Board of Education members.

The Kansas CTE Scholar initiative began in 2017 as an opportunity to recognize well-rounded outstanding Career and Technical Education students.

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.

Agenda Number: 13 a.

Meeting Date: 4/9/2024



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

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

From: Scott Gordon

As a result of presentations made to the State Board requesting that school buses load and unload in a manner that does not require students to cross any roadway, KSDE proposes amending K.A.R. 91-38-3 by requiring transportation supervisors to avoid establishing bus stop locations that would require students to cross any roadway. KSDE staff will be available to explain the proposed amendment and answer questions. The State Board will decide whether to authorize submission of the proposed amendment through the formal regulatory adoption process during its May meeting.

Kansas leads the world in the success of each student.

Agenda Number: 13. b

Meeting Date: 4/9/2024



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

Item Title: School Bus Safety presentation – Scott Gordon, General Counsel, and Keith Dreiling, School Bus Safety team, with Dr. Frank Harwood, Deputy Commissioner

From: Sherry Root

A. Scott Gordon: Receive Proposed Amendment(s) to the School Bus Safety Regulation.

B. Keith Dreiling: Presentation about Bus Safety (passing when a bus has the stop arm out), possible public service announcement, some district procedures to combat this, and future legislation.

Kansas leads the world in the success of each student.

Agenda Number: 14 a.

Meeting Date: 4/9/2024



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

Item Title: American Board Certification

From: Shane Carter

The Teacher Licensure team will provide an information brief about American Board for Certification and Teacher Excellence (ABCTE), as well as update the State Board of Education about the status of SB 407 and HB 2521.

The American Board for Certification and Teacher Excellence is an alternative educator preparation provider designed to capture career changers who wish to become educators. Candidates are required to hold an accredited bachelor's degree to enter the program. The premise of the program is to provide pedagogical training and content training to candidates to prepare them to pass ABCTE's required Professional Teaching Knowledge (PTK) exam and their required content exam. The online, self-paced and self-guided training normally takes 7-10 months. Upon completion of training and passing the required exams, ABCTE issues a certificate of completion to the candidate. The candidate may then take the certificate of completion and apply to states who recognize ABCTE as an approved educator preparation provide to receive a teaching license.

The American Board for Certification and Teacher Excellence is approved in multiple states to include the Kansas boarder states of Missouri and Oklahoma. Though ABCTE requires only completion of their self-paced modules and tests, some states that approved ABCTE as an educator preparation provider have required ABCTE program completers to complete additional requirements to receive a standard license. The ABCTE program does not include a clinical experience (student teaching and/or practicum), so multiple states have required some type of classroom experience to qualify for a standard license. Some states also required completion of state-approved testing for ABCTE completers in addition to the ABCTE required tests.

The following programs are offered through ABCTE:

Biology

Chemistry

English

Elementary

History (also offer a Social Studies/History program)

Math

Physics

Reading

Science

Special Education

At this time, a small number of licensed teachers who completed ABCTE's programs are teaching in Kansas. The requirements of Statute 48-3406 and the Interstate Mobility Compact have had an impact on ABCTE program completers qualifying for a license, but prior to the statute and compact, the Licensure Review Committee reviewed numerous ABCTE program completers and recommended licensure options to the State Board of Education for approval.

Kansas leads the world in the success of each student.

Agenda Number: 14 b.

Meeting Date: 4/9/2024



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

Item Title: Recommendations on Literacy Requirements for Teacher Licensure

From: Shane Carter

During the February State Board meeting, the State Board of Education approved the Kansas Education Framework for Literacy. At the March State Board Meeting, the Licensure Team updated the board on several requirements within the framework which specified action by the Teacher Licensure team. Specified requirements include: EPP standards review, EPP program reviews, licensure testing requirements, and developing options to track the demonstration of structured literacy knowledge.

The Licensure Team will provide the State Board of Education recommended courses 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.

Kansas leads the world in the success of each student.

Agenda Number: 15

Meeting Date: 4/9/2024



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

Item Title: KESA 2.0 Update

From: KESA Team

Dr. Ben Proctor, Jay Scott, Dr. Jake Steel and department project leads will update the State Board on the progress of the development of the school improvement model for KESA 2.0.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:

4/9/2024

Item Title:

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

Recommended Motion:

It is 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

Explanation of Situation Requiring Action:

23-PPC-40

On November 6, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional license. The Complaint was mailed to Licensee's last known address by standard and certified mail. The certified mail receipt indicates it was delivered and signed for. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing. The Complaint alleges that on April 20, 2023, Licensee was convicted of Unlawful Sexual Relations, a felony crime involving children, as described in K.S.A. 21-5512. The victim of the crime was his student at the time. The PPC recommends, by a vote of 6-0, revocation of 23-PPC-40's license.

23-PPC-47

Applicant applied for a substitute teaching license. On October 30, 2019, Applicant pled No Contest to, and was convicted of, misdemeanor theft in Buffalo County, Nebraska. Applicant was placed on a 12-month term of probation. Applicant previously held a professional license issued by the Kansas State Board of Education, from 2017 to June 26, 2022. Applicant was licensed at the time of her criminal conduct as well as her criminal conviction. On January 22, 2024, the Kansas State Department of Education sent a letter to Applicant informing her of her hearing date to receive her applied-for license. That letter was sent to her last known address. According to the post office, the certified letter was "refused". The Applicant submitted her application in June of 2022. KSDE has attempted to schedule a hearing for her multiple times and failed to receive a response from her. The PPC recommends, by a vote of 6-0, denial of 23-PPC-47's application.

24-PPC-01

Applicant applied for an emergency substitute teaching license. On November 4, 2021, Applicant was convicted of misdemeanor possession of marijuana. She was placed on a 6-month term of probation. On January 22, 2024, the Kansas State Department of Education sent

a letter to Applicant informing her of her hearing date to receive her applied-for license. That letter was sent to her last known address. According to the United States Post Office, the Applicant has moved since filling out her application and did not provide a forwarding address nor did she update her address with the Kansas State Department of Education. The PPC recommends, by a vote of 6-0, denial of 24-PPC-01's application.

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

In the Matter of
the License of

PPC No. 23-PPC-40

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Board of Education (State Board) seeking revocation of [REDACTED] [Licensee] Professional License.

The hearing on this matter was held on January 12, 2024. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, LeighAnne Rogers, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. On November 6, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional license. The Complaint was mailed to Licensee's last known address by standard and certified mail. The certified mail receipt indicates it was delivered and signed for.
2. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.
3. The Complaint alleges that on April 20, 2023, Licensee was convicted of Unlawful Sexual Relations, a felony crime involving children, as described in K.S.A. 21-5512. The victim of the crime was his student at the time.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI. and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The State Board may revoke a license for misconduct or other just cause including any conviction for any felony and crimes involving a minor. K.A.R. 91-22-1a.
6. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends the State Board, by a vote of 8-0, that Licensee’s license be revoked immediately, based on conviction of Unlawful Sexual Relations, a felony crime against a student, and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this January 30th, 2024.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairwoman

Order signed on January 30th, 2024.

NOTICE TO APPLICANT

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 31st day of January, 2024, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by US mail to:



And via interoffice mail to:

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

marisa Seele
Marisa Seele
Secretary, Professional Practices Commission

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

In the Matter of
the Application of
[REDACTED]

PPC No. 23-PPC-47

INITIAL ORDER

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

The hearing on this matter was held on March 1, 2024. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Carey Spaulding, Darrin SanRomani and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant applied for a substitute teaching license.
2. On October 30, 2019, Applicant pled No Contest to, and was convicted of, misdemeanor theft in Buffalo County, Nebraska. Applicant was placed on a 12-month term of probation.
3. Applicant previously held a professional license issued by the Kansas State Board of Education, from 2017 to June 26, 2022. Applicant was licensed at the time of her criminal conduct as well as her criminal conviction.
4. On January 22, 2024, the Kansas State Department of Education sent a letter to Applicant informing her of her hearing date to receive her applied-for license. That letter was sent to her last known address. According to the post office, the certified letter was “refused”.
5. The Applicant submitted her application in June of 2022. KSDE has attempted to schedule a hearing for her multiple times and failed to receive a response from her.

CONCLUSIONS OF LAW

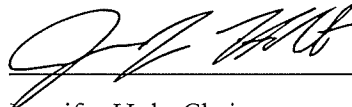
1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.

4. The State Board may deny the license of any teacher for misconduct or other just cause including conviction of any crime of theft. K.A.R. 91-22-1a. The State Board may also deny a license by default to anyone that fails to participate in the licensing process.
5. The State Board is charged with evaluating the fitness of an educator that has engaged in misconduct. Among its considerations, the State Board reviews the nature and seriousness of the conduct, the extent to which a license may offer an opportunity to engage in similar conduct, the present fitness of the person to be a member of the profession, the actions of the person after engaging in such misconduct, the time elapsed since the misconduct, and the age and maturity of the person at the time of the conduct.
6. Here, the applicant provided no evidence of rehabilitation. With only proof of the criminal conviction, the Professional Practices Commission has no reason to believe she is fit to be a licensed professional.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of **6-0** that Applicant's application be denied based on her criminal conduct, her criminal conviction, and for a failure to participate in the Commission's hearing.

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

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on March 6, 2024.

NOTICE TO APPLICANT

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 6th day of March, 2024, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:



And via interoffice mail to:

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

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

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

In the Matter of
the Application of
[REDACTED]

PPC No. 24-PPC-01

INITIAL ORDER

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

The hearing on this matter was held on March 1, 2024. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Carey Spaulding, Darrin SanRomani and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant applied for an emergency substitute teaching license.
2. On November 4, 2021, Applicant was convicted of misdemeanor possession of marijuana. She was placed on a 6-month term of probation.
3. On January 22, 2024, the Kansas State Department of Education sent a letter to Applicant informing her of her hearing date to receive her applied-for license. That letter was sent to her last known address. According to the United States Post Office, the Applicant has moved since filling out her application and did not provide a forwarding address nor did she update her address with the Kansas State Department of Education.

CONCLUSIONS OF LAW


1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The State Board may deny the license of any teacher for misconduct or other just cause including conviction of any crime of drug possession or use. K.A.R. 91-22-1a. The State Board may also deny a license by default to anyone that fails to participate in the licensing process.

5. The State Board is charged with evaluating the fitness of an educator that has engaged in misconduct. Among its considerations, the State Board reviews the nature and seriousness of the conduct, the extent to which a license may offer an opportunity to engage in similar conduct, the present fitness of the person to be a member of the profession, the actions of the person after engaging in such misconduct, the time elapsed since the misconduct, and the age and maturity of the person at the time of the conduct.
6. Here, the applicant provided no evidence of rehabilitation. With only proof of the criminal conviction, the Professional Practices Commission has no reason to believe she is fit to be a licensed professional.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of **6-0** that Applicant's application be denied based on her criminal conduct, her criminal conviction, and for a failure to participate in the Commission's hearing.

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

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on March 6, 2024.

NOTICE TO APPLICANT

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

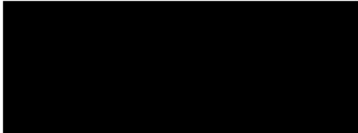
You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 6th day of March, 2024, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:



And via interoffice mail to:

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

Marisa Seele
Marisa Seele
Secretary, Professional Practices Commission

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 16 b.****Staff Initiating:**

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:**4/9/2024****Item Title:**

Act on the 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 follow all recommendations in the issuance of the licenses in cases 24-PPC-02; 24-PPC-03 and 24-PPC-04.

Explanation of Situation Requiring Action:**24-PPC-02**

Applicant applied for an emergency substitute teaching license. When asked on his application whether he had ever been convicted of any crime involving theft, the Applicant answered "YES". On February 9th, 2011, the Applicant pled guilty to and was convicted of possession of marijuana, a misdemeanor drug offense. Applicant's sentence was stayed and he was placed on a term of probation. On November 17th, 2011, the Applicant's probation was revoked for failure to comply with all requirements of his probation. His original sentence was imposed. On December 4th, 2017, Applicant pled guilty to and was convicted of possession of marijuana, a misdemeanor drug offense. At the time of his misconduct, Applicant was 19 and 25 years old, respectively. He was not a member of any legally recognized professions at that time. Applicant testified to no longer smoking marijuana for the last 4 years since becoming a father. Applicant has taken classes at Fort Hays State University toward a secondary education degree and worked part-time for an instructor/tutoring company in Texas. He has never been licensed as a teacher. The PPC recommends, by a vote of 6-0, he receive an emergency substitute license.

24-PPC-03

Applicant applied for an initial teaching license. On November 15, 2010, the Applicant was convicted of Unlawful Hosting of Minors Consuming Liquor, a misdemeanor involving minors and of Purchasing Alcohol By a Minor. Applicant was 19 at the time. On June 29, 2013, the Applicant was convicted of Purchasing Alcohol by a Minor, Unlawful Hosting of Minors Consuming Liquor and placed on diversion for Possession of Marijuana, both misdemeanor offenses. Applicant was 22 at the time. Applicant submitted 5 letters of support from her employing school district, where she has apparently worked as a substitute teacher without any license. The PPC recommends, by a vote of 6-0, she receive an initial teaching license.

24-PPC-04

Applicant applied for an emergency substitute teaching license. On July 17, 2002, Applicant was convicted of Public Nudity and of Solicitation/Prostitution for Hire. Applicant was 19 years old at the time. In October of 2023, Applicant's criminal convictions were expunged by the Wichita Municipal Court, and they no longer show up on her criminal record. Applicant provided 12 letters of support from the school district in which she works as a paraprofessional. Two witnesses from that school district appeared and testified on her behalf. The PPC recommends by a vote of 6-0, she receive an emergency substitute license.

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

In the Matter of
the Application of
[REDACTED]

PPC No. 24-PPC-02

INITIAL ORDER

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

The hearing on this matter was held on March 1, 2024. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Carey Spaulding, Darrin SanRomani and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Applicant on his own behalf.

FINDINGS OF FACT

1. Applicant applied for an emergency substitute teaching license.
2. When asked on his application whether he had ever been convicted of any crime involving theft, the Applicant answered “YES”.
3. On February 9th, 2011, the Applicant pled guilty to and was convicted of possession of marijuana, a misdemeanor drug offense. Applicant’s sentence was stayed and he was placed on a term of probation.
4. On November 17th, 2011, the Applicant’s probation was revoked for failure to comply with all requirements of his probation. His original sentence was imposed.
5. On December 4th, 2017, Applicant pled guilty to and was convicted of possession of marijuana, a misdemeanor drug offense.
6. At the time of his misconduct, Applicant was 19 and 25 years old, respectively. He was not a member of any legally recognized professions at that time.
7. Applicant testified to no longer smoking marijuana for the last 4 years since becoming a father. Applicant has taken classes at Fort Hays State University toward a secondary education degree and worked part-time for an instructor/tutoring company in Texas. He has never been licensed as a teacher.
8. Although it was not submitted by the deadline given to him, Applicant provided a letter of recommendation to the PPC from the tutoring company for which he previously worked.

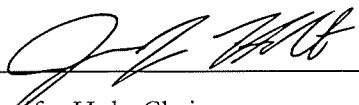
CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The State Board may deny the license of any teacher for misconduct or other just cause including being convicted of any crime involving drugs. K.A.R. 91-22-1a.
5. The State Board is charged with evaluating the fitness of an educator that has engaged in misconduct. Among its considerations, the State Board reviews the nature and seriousness of the conduct, the extent to which a license may offer an opportunity to engage in similar conduct, the present fitness of the person to be a member of the profession, the actions of the person after engaging in such misconduct, the time elapsed since the misconduct, and the age and maturity of the person at the time of the conduct.
6. Here, the applicant demonstrated to the PPC a present recognition of the wrongfulness of his conduct as well as his remorse for having so engaged. The applicant further demonstrates that he is living evidence of rehabilitation since the time of his misconduct. The letter of support from his employer is also compelling evidence of rehabilitation and evidence that his past behavior has ceased to be a factor in his fitness for licensure.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of **6-0** that Applicant’s current application be granted but that he be ordered to appear again before the Professional Practices Commission before any license other than a substitute license be granted.

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

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on _____ March 6 _____, 2024.

NOTICE TO APPLICANT

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 6th day of March, 2024, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:



And via interoffice mail to:

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

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

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

In the Matter of
the Application of
[REDACTED]

PPC No. 24-PPC-03

INITIAL ORDER

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

The hearing on this matter was held on March 1, 2024. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Carey Spaulding, Darrin SanRomani and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Applicant on her own behalf.

FINDINGS OF FACT

1. Applicant applied for an initial teaching license.
2. On November 15, 2010, the Applicant was convicted of Unlawful Hosting of Minors Consuming Liquor, a misdemeanor involving minors and of Purchasing Alcohol By a Minor. Applicant was 19 at the time.
3. On June 29, 2013, the Applicant was convicted of Purchasing Alcohol by a Minor, Unlawful Hosting of Minors Consuming Liquor and placed on diversion for Possession of Marijuana, both misdemeanor offenses. Applicant was 22 at the time.
4. Applicant submitted 5 letters of support from her employing school district, where she has apparently worked as a substitute teacher without any license.
5. Applicant testified that she has not smoked marijuana since 2013 after learning that she was pregnant.

CONCLUSIONS OF LAW

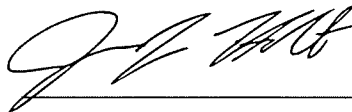
1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.

4. The State Board may deny the license of any teacher for misconduct or other just cause including convictions for any crime involving children and diversions for any crime involving drugs. K.A.R. 91-22-1a.
5. The State Board is charged with evaluating the fitness of an educator that has engaged in misconduct. Among its considerations, the State Board reviews the nature and seriousness of the conduct, the extent to which a license may offer an opportunity to engage in similar conduct, the present fitness of the person to be a member of the profession, the actions of the person after engaging in such misconduct, the time elapsed since the misconduct, and the age and maturity of the person at the time of the conduct.
6. Here, the applicant demonstrated to the PPC a present recognition of the wrongfulness of her conduct as well as her remorse for having so engaged. The applicant further demonstrates that she is living evidence of rehabilitation since the time of her misconduct. The letters of support from her employer is also compelling evidence of rehabilitation and evidence that her past behavior has ceased to be a factor in her fitness for licensure.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of **6-0** that Applicant's current application be granted and that any further license for which she is otherwise qualified be granted upon application without appearing again before the Professional Practices Commission.

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

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on _____ March 6 _____, 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.

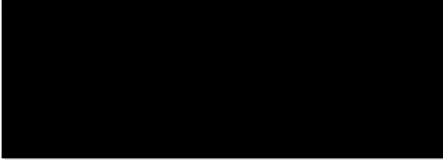
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Deborah Bremer
Secretary, Kansas State Board of Education
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And via interoffice mail to:

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

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

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

In the Matter of
the Application of
[REDACTED]

PPC No. 24-PPC-04

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon [REDACTED] [Applicant] application for an emergency substitute teaching license.

The hearing on this matter was held on March 1, 2024. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Carey Spaulding, Darrin SanRomani and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Applicant on her own behalf.

FINDINGS OF FACT

1. Applicant applied for an emergency substitute teaching license.
2. On July 17, 2002, Applicant was convicted of Public Nudity and of Solicitation/Prostitution for Hire. Applicant was 19 years old at the time.
3. In October of 2023, Applicant's criminal convictions were expunged by the Wichita Municipal Court, and they no longer show up on her criminal record.
4. Applicant testified and provided written statements that she had run away/was kicked out of her family home when she was 17 years old. Applicant further testified that she was a victim of human trafficking/sex trafficking by someone she believed to be her boyfriend.
5. Applicant testified that in 2009 she left the Wichita area to begin her life over in a new area. Applicant has been sober since 2008. Applicant has since received her high school diploma, has been married for 12 years, and has two children.
6. Applicant provided 12 letters of support from the school district in which she works as a paraprofessional. Two witnesses from that school district appeared and testified on her behalf.

CONCLUSIONS OF LAW

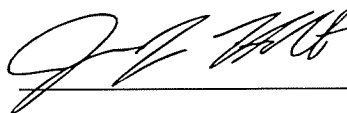
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This Initial Order is made and entered this _____ March _____, 2024.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on _____ March 6 _____, 2024.

NOTICE TO APPLICANT

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Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

Agenda Number: 17

Meeting Date: 4/9/2024



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

Item Title: Legislative Matters – Dr. Frank Harwood

From: Sherry Root

KSDE staff will provide a status report on bills that may impact PreK-12 education, the State Board and KSDE, as well as give other updates on legislative matters. The State Board's legislative liaisons will also provide their regular report. Friday, April 5, is first adjournment. The veto session will begin on Monday, April 29.

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Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

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

Total employees 274 as of pay period ending 3/16/2024. 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).



900 S.W. Jackson Street, Suite 102
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Item Title: Report on personnel filling unclassified positions.
From: Marisa Seele, Wendy Fritz

The following personnel appointments are presented this month:

Angela Deines to the position of Communication Specialist on the Communications and Recognition Programs team, effective March 18, 2024, at an annual salary of \$60,008. This position is funded by the State General fund.

Agenda Number:

Meeting Date: 1/1/0001



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

(785) 296-3201

www.ksde.org

Item Title: Monthly personnel reports

From: Marisa Seele

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

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 b.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

4/9/2024

Item Title:

Act on Recommendations for Licensure waivers

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

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

*First Renewal

**Final Renewal.

org no	org name	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0202	Turner-Kansas City	Rich	Housh	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0202	Turner-Kansas City	Rich	Housh	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Joni	Berblinger	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Kari	Novak	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	James	Demaree	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0230	Spring Hill	Stephanie	Ferguson	Low Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); EARLY CHILDHOOD UNIFIED (B-K); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0231	Gardner Edgerton	Tiffany	Rogers	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Arden-Kaye	Henderson	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Beth	Manning	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Branden	Lyons	General Social Studies Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0233	Olathe	Caitlyn	Davis	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Carol	Horsch	Family and Consumer Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Christopher	Moss	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Dennis	Strickland	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Emily	Elkins Cochran	French - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Jarlene	Villalobos	Deaf or Hard of Hearing - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Judith	Rowden	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Katherine	MacPherson	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Kristin	Sumter	High Incidence Special Education - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Lisa	Stiner	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0233	Olathe	Reagan	Wiesner	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Samantha	Guarini	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Sean	Foster	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Sherrill	Krug	Deaf or Hard of Hearing - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Tristan	Porter	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Breanna	Ramirez	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (K-12)
D0233	Olathe	Angela	Davis	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	April	Stolberg	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Jack	Krzykowski	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Stefanie	Eubanks	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0233	Olathe	Stephen	Burns	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Jennifer	Conrad	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0260	Derby	Jamie	Rhue	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0266	Maize	Phyllis	D'Eugenio	Social Studies - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Alexus	Childrey	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Alyssa	Eck	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Kristina	Dalton	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Devin	Monk	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0512	Shawnee Mission Pub Sch	James	Coombes	Library Media Specialist - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0512	Shawnee Mission Pub Sch	Nathan	Cashman	Science - Middle Level - extension on number of days under an esub.	Approved	

D0512	Shawnee Mission Pub Sch	Emma	Williams	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0512	Shawnee Mission Pub Sch	Melisa	Vick	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0512	Shawnee Mission Pub Sch	Thomas	Birdeno	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0512	Shawnee Mission Pub Sch	Gina	English	English as a Second Language - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0512	Shawnee Mission Pub Sch	Bret	Beebe	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Breanna	Sirois	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0605	South Central KS Spec Ed Coop	Erin	Walter	High Incidence Special Education	Approved**	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (K-6)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 c.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

4/9/2024

Item Title:

Act on Local Professional Development Plan

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 255 South Barber

USD 291 Grinnell Public Schools

USD 309 Nickerson-South Hutchinson

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 South Barber's, Grinnell Public Schools' and Nickerson-Hutchinson's five-year professional development plan using the standards and criteria determined by the State Board of Education and recommend it be approved.



4501 West 4th
Hutchinson, Kansas 67501

Professional Development Plan 2022-2027

Presented and approved by BOE on May 9, 2022
Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2027

5-year Professional Development Plan

Approval

The USD 309 Professional Development Council approved the following plan, at its meeting held on March 20, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair:

Betsy Koon

Signature

3/20/24
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC

Add pages as needed

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Board of Education

Brent Engelland
Jane Gamber
Luke Herren
Jay Mitzner
Gordon Roth
Stephanie Tucker
Staci Watson

Administration

Curtis Nightingale, Superintendent
Amy Jones, Assistant Superintendent

Professional Development Council 2021-22

Name	Position	Representation
Amy Jones	Leader	District Office
Betsy Koon - Chairperson	Teacher	Reno Valley Middle
Breanna Goetz	Teacher	South Hutchinson Elementary
Deanna Hurst	Teacher	Nickerson High
Eden Barr	Teacher	Reno Valley Middle
Craig Gantenbein	Leader	Elementary School
Vince Naccarato - Vice-Chair	Leader	Middle/High School
Shiloh Bladzel	Teacher	South Hutchinson Elementary
Alexandria Gilley	Teacher	Nickerson Elementary
Taylor Dreiling	Teacher	Nickerson High
Jolene Ibarra	Teacher	Nickerson Elementary

Professional Development Council 2022-23

Name	Position	Representation
Amy Jones	Leader	District Office
Betsy Koon - Chairperson	Teacher	Reno Valley Middle
Breanna Goetz	Teacher	South Hutchinson Elementary
Deanna Hurst	Teacher	Nickerson High
Eden Barr	Teacher	Reno Valley Middle
Craig Gantenbein	Leader	Elementary School
Vince Naccarato - Vice-Chair	Leader	Middle/High School
Shiloh Bladzel	Teacher	South Hutchinson Elementary
Alexandria Gilley	Teacher	Nickerson Elementary
Taylor Dreiling	Teacher	Nickerson High
Jolene Ibarra	Teacher	Nickerson Elementary

Contact Chairperson: Betsy Koon; bkoon@usd309ks.org

Section One

Professional Development Council (PDC)

Introduction

PHILOSOPHY

The purpose of staff development for USD 309 is to provide a coherent and systematic program of learning opportunities for our licensed staff and district substitute teachers. This will be an ongoing process based on student and staff needs, the interests of the staff, and its impact on student learning. Based on input from the Building Leadership Teams (BLT), the staff development program will consist of a defined plan of action that promotes professional growth at the district, building, and individual levels.

USD 309 will provide learning experiences for the licensed staff that will

- Improve skills and knowledge in the processes of teaching
- Expand and improve knowledge and skills which support or enhance the role of the professional educator
- Refine and extend professional skills for meeting goals and objectives of the educational program of the district.
- Relate to the current and future job responsibilities of the professional staff, and
- Include measures for assessing the impact of professional learning on the improvement of skills for all staff personnel and the improvement of the academic performance of students.

DISTRICT GOALS

Professional Learning and Collaboration Goals

1. Professional learning and collaboration will support teachers in effective classroom teaching that will increase student achievement.
2. Professional learning for Technology will help all staff improve their ability to effectively integrate technology into instruction to increase student engagement, academic rigor, and depth of knowledge.
3. Professional Learning will assist staff in providing a Safe and Encouraging Learning Environment. Supported topics may include motivation, poverty, sensitivity to and support for diverse populations, prevention of bullying, effective classroom management, and the use of positive behavioral interventions and supports (PBIS).
4. Professional Learning for Continuous Improvement and Accreditation plays an instrumental role in the district's efforts to run an effective and efficient quality public school.

PDC OPERATIONAL PROCEDURES

DEFINITIONS

The Professional Development Council is a representative group of local district-licensed personnel who advises and informs the USD 309 Board of Education in the planning, development, implementation, and operation of the Kansas State Department of Education Professional Learning Plan.

COUNCIL

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.

Membership

The Professional Development Council shall consist of 11 members, including licensed teachers and licensed leaders, with teachers comprising at least 50% of the Council membership. The PDC Chair is responsible for monitoring and maintaining the ratio of teacher:leader members.

Composition of the Voting Council

Eight teachers: Two NHS, Two RVMS, Two SHE, Two NES; and c. Three Administrators: 1 Elementary, 1 Middle/High School and 1 District Office.

Licensed Teachers

Group Represented	Number
Nickerson High School	2
Reno Valley Middle School	2
South Hutchison Elementary	2
Nickerson Elementary	2
Total	8

Selection Procedures

The outgoing Professional Development Council representative will publicize to his or her building on or before March 1st, the names of all teachers within their respective building who are eligible to serve. To be eligible a teacher must have at least two years of teaching experience. The outgoing representative will accept nominations/volunteers at the building level until March 15th. All nominees will be contacted and those accepting the nomination or who volunteer will have their names placed on the ballot. Current members may continue on the committee if a replacement cannot be found. All of the USD 309 certified staff within the building represented may vote. Results will be reported to the Council chairperson by April 1st.

Licensed Leaders

Group Represented	Number
Elementary	1

Middle/High Schools	1
District Office	1
Total	3

Selection Procedures

The outgoing Professional Development Council representative will publicize to his or her grade band/office on or before March 1st, the names of all licensed leaders within their respective grade bands/office who are eligible to serve. To be eligible a licensed leader must in a non-teaching position. The outgoing representative will accept nominations/volunteers in the grade band/office until March 15th. All nominees will be contacted and those accepting the nomination or volunteer will have their names placed on the ballot. Current members may continue on the committee if a replacement cannot be found. All of the USD 309 certified staff within the grade bands/office represented may vote. Results will be reported to the Council chairperson by April 1st.

Term of Office, Membership Points, & Meeting Attendance

The term of membership will run from June 1 to May 31. Teachers and K-12 leaders will be elected to two-year terms. Those serving on the council will receive annual PDC points based on the actual number of hours served.

Attendance/Participation in monthly meetings will be a determining factor in points awarded. In May of each year at the final PDC meeting, the council will vote on and award points for membership. Meetings are normally held on the third Wednesday of each month at the USD 309 District Office. The incoming, outgoing, and continuing members must attend the May meeting. This allows for updating membership status and reviewing procedures.

Resignation

A member may resign his/her membership at any time during the two-year term. A letter of resignation shall be written by the member and submitted to the Council Chair at least two weeks prior to the effective date of the resignation. Any opening from resignations or for other reasons will use the selection procedures above for the given licensing type.

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.

Annual Training

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

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

Each member of the PDC must receive training each year related to roles and responsibilities of council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219. The PDC can train one member and that member trains the rest of the PDC on that information or each member can be trained individually or as part of a class. Training can be internal or external to the PDC and there are no content or time requirements if the appropriate regulations are covered.

Unless otherwise needed, USD 309 will use the PDC Training video on Greenbush's website. ([Video](#)). All members will complete this in August of each school year and will provide documentation of completion to the Assistant Superintendent, who is responsible for ensuring each member is trained annual and that all documentation is maintained on the Google Drive.

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.

POWERS, DUTIES, AND FUNCTIONS

1. Implement the Professional Development Plan in the school district within the guidelines and criteria established by the Kansas State Department of Education.
2. Review and approve or reject the Individual Professional Development Plan submitted by each participating staff member.
3. The PDC will meet to review, validate, and approve the professional learning credit points to be granted for activities completed on the Individual Professional Development Plan of each participating staff member.
4. Report to the Board of Education and make recommendations for improvement of the plan and its administration.
5. Facilities for meetings, record-keeping, communication, and other necessary business of the council shall be furnished by the district.

OFFICES OF THE PROFESSIONAL DEVELOPMENT COUNCIL

1. Officers: The officers of the Council shall consist of a Chairperson, Vice-Chairperson, and a Secretary. It is recommended that officers have one year of experience on the Professional Development Council as a member before being

elected to serve as an officer.

2. Selection of Officers: All officers shall be elected in May by the members of the Council for the incoming year. The term of office shall begin in June.

3. Resignation and Replacement:

- a. An officer may resign from office provided a letter of resignation is submitted at least one month prior to the effective date of the resignation.
- b. Vacancies in officer positions will be filled by a majority vote of a quorum of the Council at its next regular meeting or at a special meeting if no regular meeting is scheduled for a period of more than one month.

4. Duties

- a. Chairperson

- 1) Presides at all regular meetings.
- 2) Provides for notification of all meetings.
- 3) Calls and presides at all special meetings.
- 4) Appoints Professional Development Council members to subcommittees.
- 5) Receives resignations from Professional Development Council members.
- 6) Establishes yearly council tasks and timelines.
- 7) Ensures that Professional Development Council paperwork is completed accurately and properly filed.
- 8) Carries out any other duties as described in this document or assigned by the Council.

- b. Vice-Chairperson

- 1) Fulfills all the duties of the Chairperson in the Chairperson's absence.
- 2) Works with Chairperson to outline yearly Professional Development Council tasks and timelines.
- 3) Carries out all other duties assigned by the Chairperson.

- c. Secretary

- 1) Takes roll and keeps minutes of all meetings. All minutes will be properly filed.
- 2) Publishes notifications and minutes of all meetings and distributes them to all members of the Professional Development Council.
- 3) Maintains all Professional Development Council correspondence and all other pertinent documents on the designated Google Drive.

MEETINGS OF THE PROFESSIONAL DEVELOPMENT COUNCIL

1. Monthly meetings will be held at a district location monthly from August through June as necessitated by an agenda. Unless otherwise indicated, all meetings will be held at the District Office at 4:00 p.m. on the third Wednesday of each month.
2. The Chairperson or a majority of the Professional Development Council with one week's prior notice may call special meetings.
3. Quorum: A quorum will be a minimum of at least 7 members of the Professional Development Council.

4. Voting: All decisions by vote shall be a simple majority, provided there is a quorum present. In the event of a tie, the Chair will schedule another meeting so the members who were absent from the meeting have a chance to vote. If that meeting cannot be held within two weeks of the original meeting, the vote is urgent, or the current membership is an even number, the Chair may cast the vote to break the tie.
5. All meetings will be public and open to whoever wishes to observe. The Professional Development Council may adjourn to an executive session if the need arises.
6. Voting electronically will be by quorum and by the date and time established by the chair.

DEVELOPMENT OF AGENDA FOR PROFESSIONAL DEVELOPMENT COUNCIL MEETINGS

1. Items for consideration by the Professional Development Council may be proposed by the members of the Professional Development Council or certified personnel of USD 309.
2. Items must be submitted in writing to the chairperson of the Council.
3. The notification of the meeting shall be distributed to members of the Council.
4. The Council shall determine the amount of time to be spent on each agenda item.

PROCEDURE FOR MAINTAINING PERMANENT RECORDS

1. Records of meetings, including minutes, are digital and housed in Google Drive with access by all members of the PDC.
2. All materials shared with the PDC are done so through our online database (Frontline) which also generates and stores all transcripts. The PDC Chair will train new staff on Frontline within one month of starting and provide refresher training to all staff as needed
3. A master file of Individual Development Plans is maintained through Frontline.
4. Professional Development information shall be available to employees subject to the following stipulations:
 - a. All Professional Development Council minutes, except records of a confidential nature, shall be available at reasonable times from the District Office.
 - b. Each individual professional educator will have access to his/her file.
 - c. The Board, while in session, may have access to all Professional Development Council materials but shall respect the confidentiality of such files.

PROCEDURE USED TO INFORM PROFESSIONAL EDUCATORS AND THE BOARD OF EDUCATION OF THE DECISIONS AND ACTIVITIES OF THE COUNCIL

1. Professional learning points earned will be recorded at the district office when an official transcript is requested.
2. An educator with an IDP can receive the current status of IDP items and validations by sending a request to the Chairperson or by viewing points through My Learning Plan.

3. The status of any appeals and requests for transcript review made to the PDC Chair who will report it to the BOE.

Section Two

The District 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.

2.1 Assessment and Prioritization of School Improvement Needs

Staying in compliance with the required Needs Assessment for annual budget review, the district conducts a triangulated needs assessment review of several data points including:

- State Assessment Data
- Ongoing formative testing data (Fastbridge, ASQ, etc)
- ACT Scores
- Absenteeism Data
- WorkKeys
- Perception Data (Surveys)

Three groups go through this data to determine District Needs. These groups include:

- Community/Building

- Site Councils
- Building Leadership Teams
- Staff
 - Collective In-Service Exercise
- School Board/District Administration

Each of these sessions culminate with a group discussion designed to determine recommended next steps as they relate to district direction, curricular alignment to standards, and professional development needs.

At the conclusion of the most recent Needs Assessment work, our district took into consideration the newly identified Four Fundamentals that will become the focus of our work in KESA moving forward. Based on those fundamentals, we identified Quality Instruction as our first priority. The district has partnered with Visible Learning and devoted our PD for the next two years to improving the quality of instruction. It is our belief, through a focus on this area, we will also impact Standards Alignment, as well as improved use of balanced assessment data. In addition, pursuant to our recent KESA check-in with the state, we are hopeful there will be additional supports coming from the state in the other fundamentals highlighted.

Pursuant to the requirements set forth by the state, documentation for our Needs Assessment process is available on our district website.

2.2 Identification of Goals and Objectives to Achieve Professional Development Needs

A Professional Learning Needs Assessment will be conducted every five years to determine the types of learning needed and/or wanted by staff. The current Needs Assessment identified the following trends:

- Staff largely feel they are currently practicing strategies that meet the Kansas College & Career Ready Standards in their classrooms.
- Prefer activities on Collaboration Days to those before/after school or during the summer months.
- Using the scoring of Very Interested-Interested-Somewhat Interested-Not Interested, learning more about the following strategies were ranked high by staff:
 - a. Differentiated Strategies
 - b. Problem-Based Strategies
 - c. Outcome-Based & Cooperative Learning Strategies
 - d. Blended Learning Strategies
 - e. Project-Based Learning Strategies

As a part of our Visible Learning practice, we establish Learning Goals and Success Criteria for each PD session we develop. At the conclusion of each session, we send out a survey to gather data from staff on how well the PD met our goals and whether they met the success criteria for the day. We use this information to evaluate presenters and tailor future sessions. Then, as an administrative team, we conduct a series of solo and group walkthroughs to monitor follow through and evaluate the effectiveness of what we have learned. Additionally, Visible Learning (VL) provides periodic data collection activities to ensure success. This data is collected a couple

of different ways:

- Administrative Collection
- Self Collection
- Peer Collection
- VL Observer Collection

2.3 Identification of Activities and Actions to Achieve the Goals and Objectives

The last five-year survey—conducted at the beginning of this cycle—identified the following personal focus areas:

- Strategies related to Integration and Ben-Qs were at the top of the list for Technology Training.
- The top three content-specific strategies listed were:
 - a. English/ELA
 - Kansas College and Career strategies related to Reading and Literacy
 - Unit Development and Curriculum Mapping
 - b. Math
 - Unit Development & Curriculum Mapping
 - KS College & Career Ready Standards--Teaching for Depth and Understanding
 - c. Social Sciences
 - Incorporating Reading, Writing, and Research
 - d. Science
 - Inquiry-Based Science Instruction

The needs assessment activities completed since that time, have further focused our PD Plans to include the Four Fundamentals listed in the previous section.

2.4 Evaluative Criteria to Determine Levels of Success in Meeting the In-Service Need/s

As a part of our Visible Learning practice, we establish Learning Goals and Success Criteria for each PD session we develop. At the conclusion of each session, we send out a survey to gather data from staff on how well the PD met our goals and whether they met the success criteria for the day. We use this information to evaluate presenters and tailor future sessions. Then, as an administrative team, we conduct a series of solo and group walkthroughs to monitor follow through and evaluate the effectiveness of what we have learned. Additionally, Visible Learning (VL) provides periodic data collection activities to ensure success. This data is collected a couple of different ways:

- Administrative Collection
- Self Collection
- Peer Collection
- VL Observer Collection

2.5 Reporting Results of Evaluation of In-Service Needs

We utilize five professional development days as well as four collaboration days each school year—roughly, one a month. We share both the feedback as well as the results of each of these events with our board of education each meeting as they are making a considerable investment by providing us with that much time. When our next needs assessment cycle comes around, they will have had an on-going feedback loop as it relates to our PD process.

Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation shows the need to change the plan to close determined

gaps and meet the plan goals and objectives, the PDC may amend it.

2. The PDC may adopt amendments to the district Professional Development Plan by a two-thirds majority of a quorum of Council members, provided that these amendments have been introduced in writing at the preceding regular meeting.
3. Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

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.

Steps for Completing an Individual Professional Development Plan:

1. Collaborate with a designated supervisor

The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

2. Assess your individual needs

Staff and designated supervisors will use the IPDP needs assessment tool in Frontline to assess individual staff needs.

3. Determine your individual professional development goals

These should be based upon identified needs, including the need for professional development points for licensure renewal.

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.

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.

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.

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.

2. All professional learning and Individual Development Plans shall be submitted on www.MyLearningPlan.com. The supervisor shall approve the Individual Development Plan indicating receipt, review, and agreement of that plan. The forms will be forwarded to the Chairperson of the Professional Development Council for consideration by the Council.

3. Once the Chairperson has received the plan, it will be distributed to the

Professional Development Council members for review at the next meeting.
4. Notification of non-approval of a plan will be made to the participating staff member within 10 days following the Council meeting.

CRITERIA FOR APPROVING PLANS

Plans will be acted upon by the Professional Development Council using the following criteria:

1. Each activity meets the needs as expressed in the goals/activities of the USD 309 Professional Learning Plan, which supports the philosophy and goals of USD 309.
2. Each activity meets the needs which were addressed in the formal needs assessment or which were informally addressed and justified in the plan.
3. Goals and objectives are clearly stated. (See examples in Appendix D.)
4. Professional learning activities are directly related to one or more of the following areas:
 - a. Within the area of licensure.
 - b. Within the area of technology.
 - c. Within the area of positive school culture or safe learning environment.
 - d. Within the current educational practices; or
 - e. Fits one of the 7 Professional Learning Standards. (See page 12.)
5. The plan provides for a process of evaluation and/or documentation.
6. College hours should be in one of the following areas:
 - a. Hours in the area of licensure.
 - b. Hours toward an advanced degree.
 - c. Hours toward an additional endorsement; or
 - d. Fits one of the 7 Professional Learning Standards.

Each plan must contain activities in one or more of the following areas: content, professional standards, and/or service to the profession.

VALIDATION PROCEDURE

1. All documents for validation of professional learning shall be provided to the Council within 90 days of completion of any activity or plan unless prior arrangements have been made with the Professional Development Council.
2. The Professional Development Council will review the documentation and recommend professional learning points. These points may vary from the points requested.
3. The recommended points will be awarded by the Professional Development Council.

PROFESSIONAL LEARNING EDUCATION REQUIRED FOR LICENSE RENEWAL

All professional learning credit to be used for re-licensure must be completed within the scope of an Individual Development Plan, within the approved local Staff Development Plan, and within the guidelines of the Kansas State Board of Education.

- 1 clock hour of approved activity = 1 professional learning point
- 1 semester hour of college credit = 20 professional learning points

IPDPs for Licensed Professionals Who Live or Work in the District but are not Employed by the District

KAR 91-1-206. Professional development plans for license renewal.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Any person who is employed by or who works or resides within USD 309 is eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Relative to awarding professional development points, these individuals will be treated the same as if they are employees of the district. However, the district is not required to provide non-employees access to district in-service activities. The point of contact for licensed professionals who live or work in the district is the Assistant Superintendent.

The steps the individual must 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.
3. Complete an Individual Professional Development Plan and submit it to the Assistant Superintendent.
4. After the plan is review and signed, submit the plan to the district Professional Development Council for approval.

See the Individual Professional Development Plan and Awarding Professional Development Points for Re-licensure sections for a complete description of what should be included in the IDPD and how professional development points may be awarded.

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.

1. All Professional Development Council decisions regarding the denial of an individual develop plan shall be in writing and shall be sent to the participant within ten working days of the decision.
2. Any participant who is aggrieved by a decision of the Professional Development Council may appeal said decision to the Council. Such appeal shall contain a copy of the notice from the Professional Development Council advising the participant of the decision. Also, the participant shall submit in writing the reasons why he/she feels that the decision of the Council was incorrect. The participant may submit whatever other information he/she feels will be of assistance to the Council in acting upon the appeal.
3. The appeal and its accompanying materials must be mailed or hand-delivered to the chairperson of the Council no later than thirty working days, excluding school holidays, following the date the original decision was presented to the aggrieved participant.
4. Appeals will be considered at the first meeting following the receipt of the written appeal, provided that the written appeal is in the chairperson's hands a minimum of five school days prior to the regularly scheduled meeting.
5. Within five school days of making its decision on the appeal, the Professional Development Council shall deliver to the grievant, in writing, its decision on the appeal.
6. If, upon receipt of the Council's decision, the individual wishes to continue his/her appeal, he/she may meet with the Professional Development Council at its next scheduled meeting to personally discuss why the plan does not meet the criteria for approval.
7. If, after having met with the Professional Development Council, the question is still unresolved, the aggrieved participant may appeal in writing to the BOE.

If that request is denied, licensed staff must 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.

There is no limitation to the number of professional development points that may be awarded at any level for professional licensure renewal. If the PDC has questions about how knowledge level (baseline) points are determined, they will request additional clarification from the individual. The PDC will not consider points if an activity does not meet the definition of either “in-service education” or “service to the profession”.



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)

ACTIVITIES ACCEPTABLE FOR PROFESSIONAL LEARNING CREDIT

On the following pages are the four categories in which a licensed staff member who has written an Individual Development Plan can earn professional learning points. Refer to your Frontline account for the corresponding forms to be submitted to the Professional Development Council.

Categories and Activities for Professional Learning Credit

Levels	Characteristics	Evidence	Examples
Knowledge <i>"What do I know that I didn't know before?"</i>	<ul style="list-style-type: none"> Has expanded knowledge of the indicated goal and can describe, discuss or explain what it is. <ul style="list-style-type: none"> Has attended a workshop or conference or may have read or heard about new knowledge/skills. Has knowledge but hasn't applied or practiced the knowledge/skills. 	No more than two paragraphs describing the activity, or alternatives.	Workshops, conferences, college classes (audit only), book studies*, reading professional journals*, webinars*
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	<ul style="list-style-type: none"> Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automatically. Engages in dialogue with peers about how to improve or enhance the use of skill or behavior. 	Must complete the application form in My Learning Plan and submit evidence and/or artifacts that result from the application of the strategy to the PDC chairperson.	Lesson Plans, Formal/Informal Data Collection, Project, Peer Observation, Video Presentation, Review of Student Product, Student Achievement, Classroom Observation, Samples of Student Work, Participation in Study or Support Group
Impact How has student performance improved? What has positively changed about the program?	<ul style="list-style-type: none"> Able to correlate the goal to student learning and school improvement Uses student achievement results to guide the use and adaptation of strategy Able to train or coach others in the use of the strategy 	Must complete impact form in My Learning Plan and submit evidence and/or artifacts that result from the application of the strategy to the PDC chairperson.	Lesson Plans, Formal or Informal Data Collection, Peer Observation, Video Presentation, Reflective Analysis, Review of Student Product, Student Achievement, Classroom Observation, Samples of Student Work, Participation in Study or Support Group, Pre/Post Tests, Student Survey, Portfolios, Written Paper

Service to the Profession <i>"How have I served others in the profession?"</i>	Service to the profession means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to the licensure of professional educators, accreditation processes, or professional organizations.	Activities in acquiring proficiency in professional practices, content, accreditation, or professional organizations	Student Teaching Mentoring PDC
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Points Awarded for Each Level

Levels	Content (curricular areas)	Professional Education (pedagogy)	Service to the Profession (committee work)
Knowledge	1 pt = 1 contact hour*	1 pt = 1 contact hour*	1 pt = 1 contact hour
Application	2 x original knowledge points	2 x original knowledge points	No points awarded
Impact	3 x original knowledge points	3 x original knowledge points	No points awarded

*Exceptions - Staff will submit a validation paragraph with their submission request indicating the number of hours/partial hours spent completing each of the following activities. (1pt = 1 hour of seat time)

- Independent Reading of Educational Book
- Group Book Studies
- Scholarly Article (Limit 5 Per Year)
- Webinars

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.

Level I Knowledge Indicators:

What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
 - Membership in the school or district PDC.
 - Serving as a member of the school's steering team.
 - Serving on a curriculum development committee.
 - Providing staff development.
 - Samples of published articles or newsletters and an explanation of the time spent in writing.
 - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
 - Study habits.
 - Improved school attendance.
 - Improved homework completion rates.
 - Independent observation of positive students' classroom behaviors.
 - Increased enrollment in advanced classes.
 - Increased participation in school-related activities.
 - Decreased dropout rates.

Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in at least one of three areas:

- **Content Endorsement Standards**
- **Professional Education Standards**
- **Service to the Profession**

APPEALS PROCEDURE

1. All Professional Development Council decisions regarding the denial of activities or points shall be in writing and shall be sent to the participant within ten working days of the decision.
2. Any participant who is aggrieved by a decision of the Professional Development Council may appeal said decision to the Council. Such appeal shall contain a copy of the notice from the Professional Development Council advising the participant of the decision. Also, the participant shall submit in writing the reasons why he/she feels that the decision of the Council was incorrect. The participant may submit whatever other information he/she feels will be of assistance to the Council in acting upon the appeal.
3. The appeal and its accompanying materials must be mailed or hand-delivered to the chairperson of the Council no later than thirty working days, excluding school holidays, following the date the original decision was presented to the aggrieved participant.
4. Appeals will be considered at the first meeting following the receipt of the written appeal, provided that the written appeal is in the chairperson's hands a minimum of five school days prior to the regularly scheduled meeting.
5. Within five school days of making its decision on the appeal, the Professional Development Council shall deliver to the grievant, in writing, its decision on the appeal.
6. If, upon receipt of the Council's decision, the individual wishes to continue his/her appeal, he/she may meet with the Professional Development Council at its next scheduled meeting to personally discuss why the plan does not meet the criteria for approval.
7. If, after having met with the Professional Development Council, the question is still unresolved, the aggrieved participant may appeal in writing to the BOE.

Kansas Professional Education Standards

Standard # 1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard # 2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard # 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are adapted to diverse learners, including those with exceptionalities.

Standard # 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of student learning including critical thinking, problem-solving, and reading.

Standard # 5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard # 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard # 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard # 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and other personal developmental aspects of all learners.

Standard #9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation).

Standard # 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all student learning and well-being.

Standard # 11: The educator demonstrates the ability to integrate across and within content, and fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard # 12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard # 13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practice.

For each of the standards, there are indicators for Knowledge and Performance. The indicators are not included here but can be found in the *Regulations and Standards for Kansas Educators* document on the KSDE website: www.ksde.org. On the left side of the page, select "Educators," then "Licensure," and then "Regulations and Publications" to get to the list of documents available.

Appendix A - Council Member Terms

Building	Member	Term
District Administration	Amy Jones	2023-2024
7-12 Administration	Rick Blosser	2023-2024
K-6 Administration	Melissa Beede	2023-2024
Nickerson High	Jennifer Beaird	2023-2024
	Dawn Slifer	2023-2024
Nickerson Elementary	Alexandria Gilley	2023-2024
	Jennifer Fox	2023-2024
Reno Valley *	Misty McCurdy	2023-2024
	Eden Barr	2023-2024
	Betsy Koon-Chairperson	2023-2024
South Hutchinson	Laken Cooke	2023-2024
	Breanna Goetz	2023-2024

*Starting Academic year 2024-2025, only two teachers will be selected from Reno Valley Middle School as stated in the Membership section on page 7.

Appendix B – Professional Learning Activity Instructions

Step-by-step Instructions for Frontline DISTRICT DIRECTED Professional Learning

- Step 1: Log into My Learning Plan <https://www.mylearningplan.com/>
- Step 2: Click "District Calendar" on the left.
- Step 3: Scroll down and find the activity and click on it.
- Step 4: Scroll down again and click "Enroll."
- Step 5: Click "Return"
- Step 6: You should see the name of the activity under the heading "approved and/or in process" with a red "1" attached to a red triangle. Click "Manage."
- Step 7: Click "Validation Form."
- Step 8: Type in a two-paragraph summary of the activity you attended and click "Save" & Click "Return."
- Step 9: Click "Mark Complete."
- Step 10: Scroll down and click "submit" and then click "return"

You are finished when the name of the activity has moved to the category "Awaiting Final Credit." Once the PDC committee reviews your submission and approves it, your learning will move to the "recently completed" category and be placed on your transcript.

Step-by-step Instructions for Frontline for INDIVIDUAL Professional Learning

- Step 1: Log into My Learning Plan <https://www.mylearningplan.com/>
- Step 2: Click "Prov. Dev. Request" on the left.
- Step 3: Fill out all areas highlighted in red
- Step 4: Click "submit."
- Once it is approved by your principal and the assistant superintendent, it will show up under your "approved and/or in-progress."
- Step 5: When you have completed attending the activity, you must click "manage."
- Step 6: Click "Validation Form."
- Step 7: Type in a two-paragraph summary of the activity you attended and click "Save" & Click "Return."
- Step 8: Click "Mark Complete."
- Step 9: Scroll down and click "submit" and then click "return"

You are finished when the name of the activity has moved to the category "Awaiting Final Credit." Once the PDC committee reviews your submission and approves it, your learning will move to the "recently completed" category and be placed on your transcript.

** After a semester has passed in which to apply the knowledge in the classroom and you can document that your teaching has consistently changed because of what you have learned, you can apply for Application-Level points – which doubles the knowledge*

points. Be sure to review Examples of Application Level documentation (p10)

To apply for Application-Level points:

- Step 1: Click “Manage” on the activity under “Recently Completed.” You should see a button Application Level – click on it. Fill in all pertinent information and add “Application” to the title of the activity to distinguish that this is for the application level. The program will automatically double the number of points received for knowledge level. Once all information is entered submit the form. It has been sent for pre-approval and will show up under “Awaiting Pre-Approval.” This does not give you Application Level points but is merely showing your intent to receive them in the near future.
- Step 2: Once it has been pre-approved, the activity will appear under “Approved and In Progress”. Once you are ready to request final credit click on the activity, press Mark Complete, and submit. It is now awaiting final credit by the PDC Council. The PDC Council will review all Application Level requests and will require proper documentation before approval – refer to p. 10 of this handbook for more information on documentation accepted. Scan or send copies of documentation to Betsy Koon at RVMS.
- Step 3: Once the PDC Council approves the Application Level request it will appear under “Recently Completed.” If you go to My Portfolio you will see where you received points for knowledge level and points for application level.

** From here, you can submit for Impact-Level points once you have applied the knowledge in a classroom for at least one (1) academic year and are able to meet other requirements outlined in the PDC handbook. Impact-Level triples the original Knowledge-Level points. The procedure for submitting for Impact-Level points is identical to the Application-Level instructions, except an Impact-Level button will appear in order to start the process. Remember to add “Impact” to the activity title.*

College Credit

- Step 1: Log into My Learning Plan <https://www.mylearningplan.com/>
- Step 2: Click "College Credit" on the left.
- Step 3: Fill out all areas highlighted in red
- Step 4: Click “submit.”

Appendix C - Salary Movement Instructions

Per USD 309 Negotiated Agreement:

Teachers will advance horizontally on the salary schedule by earning advanced degrees, by presenting a sufficient number of (PDC) approved college hours, by presenting a sufficient number of (PDC) approved in-service points, or by presenting a combination of approved in-service points and college hours to the superintendent by October 15th. All points earned prior to October 1, 2015, will count toward salary advancement. After October 1, 2015, only points in the area of application and impact will count toward salary advancement.

The employee shall not be officially advanced on the salary schedule until the superintendent has received an official transcript, official documentation of in-service points approved by PDC, or suitable documentation approved by the PDC by the deadline.

Teachers may advance horizontally on the salary schedule when:

GUIDELINES:

Revised 2017-18

- a. The course is to satisfy a state-mandated requirement for re-licensure.
- b. All courses and PDC points approved by the Professional Development Council shall be counted for horizontal movement. After October 1, 2015, only points in the area of application and impact will count towards horizontal movement.
- c. Licensed staff may use PDC points, in accordance with item b above, or a combination of PDC points and college credit to move horizontally in all columns except movement from BS to MS. The licensed staff member must hold a Master's Degree before PDC points can be used, in accordance with item b above, for movement horizontally in the MS plus columns.
- d. Only teachers who have a current PDP (Professional Development Plan) on file with the District's Professional Development Council or another state-approved plan may count their PDC points toward horizontal movement. Professional development points earned at in-services or workshops may be counted toward college hours as determined by policies and guidelines set forth by the Professional Development Council and/or the Kansas State Department of Education. Professional development points shall be credited toward movement at the rate stated in Kansas Statutes. (Currently, twenty (20) in-service points equaling one (1) college credit hour.)
- e. Only hours earned after the granting of the last degree will count toward salary schedule movement.

Appendix D – Examples of Professional Goals for an IDP

Personal Goal #1	To further knowledge on the areas of endorsements on my teaching license.
Personal Goal #2	To further knowledge on the area of technology to implement in my classroom.
Personal Goal #3	To further knowledge in informational/complex text and to help students comprehend information based on their grade level.
Personal Goal #4	To improve skills in the implementation of the various writing text types.
Personal Goal #5	We were instructed that we only needed 3 goals. Program stated that I had to have 5 goals. I will look into why this is.

Personal Goal #1	I will implement effective "Close Reads" within my 1st grade classroom on a weekly basis to improve their overall comprehension of a complex text.
Personal Goal #2	I will implement our newly created KCCRS units in my instruction while continually reflecting on the instruction and changing areas as needed.
Personal Goal #3	I will continue to learn and use new technology techniques that engage students as well as support classroom instruction and student learning.
Personal Goal #4	I will implement that NWEA testing and use the data from the results to drive my classroom lesson planning and individual student instruction.
Personal Goal #5	:)

Professional Teaching, School Specialist, or School Leadership Renewal

A five-year professional license may be renewed by completing one of the following during the term of the professional license

1. If the applicant holds a graduate degree: Earn 120 professional development points awarded by a Kansas local professional development council under an approved individual development plan. If retired and participating in an educational retirement system, earn 60 professional development points.

OR

2. If the applicant does not hold a graduate degree: Earn 160 professional development points awarded by a Kansas local professional development council under an approved individual development plan, including at least 80 points for college credit. If retired and participating in an educational retirement system, earn 80 professional development points, including at least 40 points for college credit.

OR

3. If completing a program to add new teaching, school specialist, or school leadership endorsement, apply eight semester credit hours of the approved program towards renewal.

OR

4. Verify three years of accredited experience during the current professional license IF the applicant holds a graduate degree. This type of experience renewal may be used only twice in the applicant's career. Choose "License Lookup" at www.ksde.org (Educators>Licensure) to check how many times this option has been accessed if eligible.

OR

5. Complete all components of the National Board for Professional Teaching Standards assessment for National Board Certification.

OR

6. To move to an accomplished teaching license, achieve National Board Certification.

OR

7. Transitional License: If your initial, conditional, or professional Kansas license is expired, you are eligible to apply for a one-year nonrenewable transitional license. The transitional license will allow you to accept a full-time job for one school year while you complete renewal requirements during that school year.

Professional Development Plan

**USD 255
South Barber**

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2023 - 7/31/2028

5-year Professional Development Plan Approval

The USD 255 Professional Development Council approved the following plan, at its meeting held on February 29, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Katie Hughes
Mrs. Katie Hughes, Title 1

02/29/24
Date

The USD 255 Board of Education approved the following plan, at its meeting held on Monday, June 12, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Mr. Mark Pollock
Mr. Mark Pollock

02/29/24
Date

Plan Updates

[illegible]

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Section One

Professional Development Council (PDC)

1.1 Introduction

PURPOSE

The mission of South Barber USD 255 is to guide each student along his/her path, from dependence to independence, to passionately enrich our world. My path. Our World.

Our world is ever changing as is the world of education. Teachers are constantly facing new and growing challenges. The PDC writes, coordinates, and administers this District Professional Development plan and is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional and staff development. The PDC will guide our staff to effective professional development which is vital to the success of our teachers and our students. USD 255 will promote staff development for all licensed personnel to ensure maintenance of professional skills, proper training for current and future research-based practices, and opportunities for professional growth needed to meet the objectives of various programs of our district. The PDC also allows a means for re-licensure.

The professional development program is aligned with the mission, academic focus, and school improvement plans as follows:

- Individual goals are identified as teachers complete the Frontline professional development program.
- Building-level goals are generated from the needs assessment of the KESA process - surveys, data analysis, and rubric reviews - collected every five years.
- District goals are developed by the local board of education as a result of the KESA needs assessment and the State Board of Education outcomes and revisited every five years.

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 255 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.

Professional Development Council

- A. The standing membership shall be composed of five to seven members.
 1. Administration (1) member selected by administration. This is a minimum. .
 2. Teacher representatives from each of the following buildings: South Barber Elementary (2) and South Barber 7-12 (2), who are selected by teachers of their respective building.
- B. Standing membership defined:
 1. Administrator shall be defined as superintendent and building principal.
 2. South Barber Elementary and 7-12, member-at-large representatives shall be licensed staff members.
- C. Term of Office:
 1. Terms of office for the PDC shall be from June 1 through June 1 for a term of five years.
- D. Powers, Duties, and Functions
 1. Implement the Professional Development within the guidelines of and criteria established by the Kansas State Department of Education, USD 255 Board of Education, and by using Frontline Education.
 2. Review and approve, modify, or reject the 5-year Individual Professional Development Plan submitted by each participating staff member.
 3. Periodically review the actual accomplishments of each participating staff member. Approve points for knowledge, application, and impact levels.
 4. Provide the necessary clerical and accounting work to supplement

- FrontLine as filed by each teacher.
5. Consider, grant or reject each application submitted for a one-year extension of time to complete a program. Extension of one shall be granted if the PDC finds the failure to complete the plan was the result of extenuating circumstances.
 6. Each building representative will keep their PDC member abreast of current information.
 7. As soon as possible after May 31, of each year, but no later than July 31, each participant with an individual plan will receive their officially signed transcript with the year's points. Points are for the activities during the preceding period beginning June 1 of the previous year and ending May 31 of the current year. Upon the request of the participant exceptions can be made.

As the advisory council to our USD 255 Board of Education, the PDC members ensure membership as follows:

1.21 Teacher Membership

Groups Represented	Number
South Barber Elementary	2
South Barber 7-12	2
Total	4

1.22 Licensed Teacher Group Selection Process:

Usually in the Spring, depending on turnover, building principals will email their staff and will inform them a new PDC member is needed for a building. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. Principals and others may also encourage teachers to run for selection. The principals will send out the list of names, even if just one, and each staff member will return his/her choice. Once someone is selected for each group, principals will let the PDC Chair know the name of that person and will provide the documentation used in the selection process to the Superintendent for storage.

1.23 Licensed Leader Groups Represented:

Group Represented	Number
District Leader	0-1
South Barber Elementary	0-1
South Barber 7-12	0-1
Total	1-3

1.24 Licensed Leader Group Selection Process:

Currently all three groups of leader representatives contain only one staff each. These staff are, by default, the representatives for the listed groups. If more licensed leaders are added to any of the groups, the process for selection will be updated.

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 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.

USD 255 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center.

Typically, the PDC provides training in August or has members attend either ESSDACK or Greenbush training. The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in a digital folder that is accessible to the PDC Chair and the Elementary School Principal.

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 the Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

1.50 Officers

The PDC chairperson and PDC secretary shall be selected by the PD Council.

Chairperson Duties:

1. Preside at all regular meetings.
2. Calls meetings and notifies members of meetings.
3. Interprets guidelines between meetings.
4. Encourages participants to keep their Individual Professional Development Plan, in-service application, and activities used for credit up-to-date.
5. Carries out any other duties as described in this document or as assigned.

Secretary Duties:

1. Take meeting notes in a Google Doc shared with the PDC.
2. The Google Doc for PDC Meeting Minutes will be shared with all staff.

1.51 Meetings

Meetings of the PDC

1. Meetings on a regular scheduled date determined by the council from August through May. Twice in August and bi-monthly beginning in September.
2. Special meetings may be called by the Chairperson.
3. All meetings are open to constituents of represented groups or by PDC invitation. Any person desiring to speak at the meeting may request to be put on the agenda no later than seven days before the meeting date.
4. Notification of meetings are provided via email.
5. The PDC Chairperson represents the PDC at district board meetings when called upon.

1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, USD 255 requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority (4) of the current voting PDC membership with at least equal number of teachers or greater than the number of leaders present.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.

- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair will table the vote until the vote can be rescheduled.

1.53 Documentation

Procedure for Taking and Maintaining Records of Meetings

- A. Each participant, the chairperson of the committee, the Superintendent, building principals, and the building representatives access to the activities submitted.
- B. Once a professional educator has relicensed, transcripts which are no longer needed may be destroyed.

Most other documentation for PD points and individual professional development plans will be added to the Frontline electronic system. Communication with KSDE on the revision of the 5-year PD Plan will be kept either in the PDC Chair's binder or a digital folder.

1.54 Communications

1. Notification of meetings are provided via email.
2. The PDC Chairperson represents the PDC at district board meetings when called upon.
3. Meeting minutes will be stored in a file shared with all staff via Google.

1.55 Approvals

Processes for approvals for IPDP's and PD Points are located in Sections 3 and 4, respectively. USD 255 works with and follows the KSDE process for revision of the 5-year PD Plan and PD Plan amendments are explained in Section 2.6.

Section Two

USD 255 South Barber

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

Process for Developing and Maintaining a District Professional Development Plan that is approved by the USD 255 Board of Education and Meets the Criteria Established by the Kansas State Board of Education

1. Establishment of a professional development council
2. An assessment of the staff development needs including
3. Identification of goals and objectives
4. Identification of activities
5. Evaluative criteria
6. Procedures for awarding professional development points
7. Members of the PDC also participated in annual training related to their roles and responsibilities and how to implement professional development regulations KAR 91-1-205 through 91-1-206 and 91-1215 through 91-1-219.

2.1 Assessment and Prioritization of School Improvement Needs

Process for Assessing Professional Development Needs for Staff Development, Building, and System Levels.

1. Data Collection and Analysis of FastBridge Benchmark Group & Individual Screening Reports for Reading, Mathematics, and Social Academic Emotional Behavior Risks
2. Data Collection and Analysis from South Barber Teacher Evaluation Tool, Observation Feedback, and Individual Professional Development Plans
3. Data Collection and Analysis from Core Curriculum and Classroom Teacher Input
4. Data Collection and Analysis of Kansas State Assessments
5. Title 1 Parent Survey

2.2 Identification of Goals and Objectives to Achieve Professional Development Needs

Goals and Objectives for USD 255 South Barber Professional Development Plan (PDC)

1. Improve best practices for teaching reading, writing, and math to enhance student engagement and performance
2. Increase rigor and advancement in PreK and Kindergarten
3. Increase rigor, content knowledge and strengthen skills & strategies in specific content areas
4. Provide training, support, and implementation of *Advancement Via Individual Determination (AVID 5-Year)* for teachers, support staff, and students including WICOR strategies (Writing, Inquiry, Collaboration, Organization, & Rigor)
5. Improve skills and knowledge of individual student learning styles
6. Strengthen MTSS Reading/Math to improve student growth towards closing learning gaps
7. Increase knowledge and strengthen our social emotional learning program
8. Increase knowledge and strengthen skills to provide a *Safe and Drug Free School Environment*
9. Increase knowledge using trauma-informed strategies for administration and teachers
10. Relicensure
11. Teachers will automatically have their PDC transcripts via Frontline online at www.southbarber.com under the USD 255 Central Office tab.

2.3 Identification of Activities and Actions to Achieve the Goals and Objectives

Administrative Team:

1. Upon receiving recommendations from the PDC as to which in-service needs the certified staff is requesting , the administrative team looks at priorities and ranks the needs.
2. Recommendations will be weighed against KSDE areas of emphasis for the school districts.
3. Administrative team will communicate with the service centers and outside entities to schedule in-service based on these needs.
4. Any needs not fulfilled by the administrative team/district will be available online through Essdack, Greenbush, &/ or AVID (Advancement Via Individual Determination).

2.4 Evaluative Criteria to Determine Levels of Success in Meeting the In-Service Need/s

On an annual basis the Professional Development Council shall evaluate the total professional staff development plan. Members of the PDC will evaluate the effectiveness of the year's professional development activities. USD 255 South Barber Administrators will be surveyed to determine whether or not the professional development program is progressing toward what was intended and whether or not the goals and objectives of the professional development activities are being met.

Impact is measured through:

1. Assessment of students' academic performance on specific academic targets annually.
2. Analysis of related student behaviors annually.
3. Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
4. Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.

2.5 Reporting Results of Evaluation of In-Service Needs

The quality of professional learning is assessed at the conclusion of all district-level and building-level in-service training. A universal feedback form is administered online to participants. Questions asked of participants are directed to learn:

1. If the content was relevant to their teaching role.
2. If they intend to implement learning from the training.
3. Other relevant questions to assess the preparation of the facilitator and if techniques were implemented to engage adult learners.

The results of the feedback are presented at the BOE meetings for staff and public viewing. The feedback is reviewed with in-service facilitators in order to adapt and enhance future trainings.

2.6 Amending the Professional Development Plan

The PDC may adopt amendments to this plan as deemed necessary and in accordance to state policy, district policy, and Frontline Education and may be amended in the following manner:

1. If the annual evaluation in the 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 Elementary School 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 will 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.

The process of documenting IPDP's Documentation of this process is also important. Forms used should be in the plan, whether that is in an appendix or in the body of the plan

As soon as possible after May 31, of each year, but no later than July 31, each participant with an individual plan will receive their officially signed transcript with the year's points. Points are for the activities during the preceding period beginning June 1 of the previous year and ending May 31 of the current year. Upon the request of the participant exceptions can be made.

All staff are trained on how to use Frontline, the electronic documentation system for IPDPs and PD Points, at the August in-service each year. PDC members are also available for Frontline technical assistance.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 255 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 his/her supervisor - if the supervisor agrees with the plan
- Approval by the PDC
- Whether signed by the supervisor or not, either the licensed staff member or the supervisor will forward the finished plan to the PDC Chair Katie Hughes to be added to the PDC meeting agenda for review. If the supervisor disagrees with the plan, he/she can discuss those with the PDC at the scheduled review meeting.

3.2 Assess individual needs.

These should be based upon identified needs, including the need for professional development points for licensure renewal.

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.

Procedure for Submitting an Individual Professional Development Plan (IPDP) and Professional Development Activities

- A. An IPDP is required of all licensed personnel in USD 255. Whether he/she relicenses with hours, points, or a combination of both is his/her option, but a plan must be on file for all licensed employees who are full time in USD 255.
- B. Forms for the Plan may be filled out and submitted for approval on Frontline Education.

FOLLOW THESE DIRECTIONS TO GET ON FRONTLINE EDUCATION:

1. Go to www.southbarber.com
 2. Click on FRONTLINE (left side of page)
 3. Enter your email address and password.
 4. Click on FORMS, then IPDP
 5. *See VIII D for Directions to Attach Files to the IPDP or any other Fill-In Forms.*
 6. At the end of the page, click SUBMIT.
 7. If your form is filled out correctly, the screen will say "form saved." The form will be routed to the PDC Chairperson.
- C. Each activity in the plan must meet at least one goal or objective expressed in the USD 255 District Professional Development Plan as well as the professional objectives of the

individual. Activities must fall under the specific areas for which the candidate is licensed.

FOLLOW THESE DIRECTIONS TO SUBMIT ACTIVITIES (Knowledge, College Course, Application, or Impact Forms) IN FRONTLINE EDUCATION MY LEARNING PLAN:

1. Go to www.southbarber.com
2. Click on FRONTLINE (left side of page)
3. Enter your email address and password.
4. Click on FORMS
5. Click on the applicable form: Knowledge, College Course, Application, or Impact
6. Complete the form by entering the Activity Information, Dates/Location, Substitute Teacher Information, Provider/Sponsor, Points, Goal(s) and Objective(s), and attach any supporting documents. **NOTE:** You must upload any supporting documents to My File Library **BEFORE** you complete any of these forms. Once you have uploaded the document(s) to My File Library, you will see your document choices listed on the Request Form. You will simply just click on the ones you want to include. See *Directions for uploading documents to My File Library in Section VIII D*
7. Click submit. The form automatically goes to the PDC Chairperson. Upon approval by the PDC Chairperson, the form will automatically be routed to administrators for final approval. If there are questions or the request is disapproved, the form will be routed back to the individual.

D. Uploading Documents to My File Library

You must upload any documents that you need to include on all Fill-In Forms: Knowledge, College Course, IPDP, Application, or Impact **BEFORE** you complete the form. The file name must not contain any spaces. Only letters, numbers, and underscores are allowed as part of the file name. The file size limitation is 50 megabytes. Supported file type extensions are all of the following:

AVI, CSV, DOC, DOCX, DOT, FLIPCHART, GDOC, GIF, HTM, INK, JPG, JPEG, KEY, KID, KEYNOTE, MOV, MPEG, MPG, MP3, MP4, M4A, M4V, NOTEBOOK, NUMBERS, ODS, ODT, PAGES, PDF, PNG, PPT, PPTX, PSD, PUB, RTF, TIF, TXT, WAV, WMV, XLS, XLSX, ZIP.

FOLLOW THESE DIRECTIONS TO UPLOAD DOCUMENTS TO MY
FILE LIBRARY IN FRONTLINE EDUCATION:

1. Go to www.southbarber.com
2. Click on FRONTLINE (left side of page)
3. Enter your email address and password.
4. Click on My Info
5. Click on My File Library
6. On the right side of page, click on Upload a File
7. Next, select the item you wish to upload from your downloads, Google Drive, or wherever you have it saved. Click Open.
8. The document then displays in the "My Files" list. When the file has been uploaded, a

green confirmation message displays in the upper right-hand corner.

9. When you complete the proper Fill-In Form (Knowledge, IPDP, College Course, Application or Impact), any files you have uploaded will appear on the form for attachments. Simply click on the file(s) you wish to attach.
- E. The Individual Professional Development Plan shall be based upon the participant's needs as determined through self-evaluation of career needs and interests. Each plan shall indicate, as specifically as possible the activities intended to be pursued, the time for completion, and the goals to be reached.
- F. Each participant may modify his/her plan during the 5-years with the approval of the PDC. This can be done by submitting a new plan on FRONTLINE EDUCATION.
- G. The council will review changes to the initial plan. Should any council member have reason to question any part of the plan or its amendments, the council will discuss the plan and approve or disapprove of the plan or its amendment. If the plan or amendment is not approved by the council, the participant shall then be notified and be given suggested procedures for either revising and submitting the plan or submitting an appeal to the council.
- H. The Professional Development Plan is for renewal of Licensure only. To add areas of endorsement or for movement on the salary schedule, one must go through a college or university for approved coursework.

Criteria for Approving Individual Development Plan (IPDP):

- A. Each activity meets needs as expressed in the goals/objectives of USD 255 and the Professional Development Plan.
- B. Each activity meets needs, which were addressed in formal, and informal needs assessments of the individual, departmental areas, or the District.
- C. Goals and objectives are clearly and specifically stated.
- D. In-service activities directly relate to one or more of the five component areas for professional development and re-licensure as listed below:
 1. Knowledge of subject or service area.
 2. Basic teaching skills.
 3. Exploratory or innovative activity.
 4. Orientation to structure and operation of local schools.
 5. Administrative background and/or skills.

Criteria for Acceptable Activities on an Individual Development Plan (IPDP):

A. General Criteria: For an activity to be approved for inclusion in the individual's Individual Development Plan (IDP) it must meet the following criteria:

1. It must be related to or support the attainment of defined IPDP objectives.
2. It must be above and beyond the day-to-day assignment. (Example: A person could not include time spent in teaching his or her regular class assignments.)
3. It must not be repetitive. That is, once a person has gone through a specific training activity, worked on curriculum development in a specific course, engaged in text selection, or presented a training activity, that specific activity cannot be counted again.
4. The activity must be either by itself or as a part of a sequence of activities and designed to lead to a specific improvement in practice.
5. The activity or sequence of activities related to an objective on the individual development plan must result in a direct application in the job role, or a product (set of materials, written procedure, written curriculum, etc.) to be used in the job role or school setting.
6. All in-service point requests must be submitted in Frontline within two weeks. Failure to meet the deadline could result in forfeiture of point credit.
7. If professional development occurs following submission of license materials to Kansas State Department of Education and before the initial date of new licensures (your birthday day), professional development points will not count. However, professional development activities can still be put in Frontline Education so that Level Two-Application and Three-Impact points can still be earned.

B. Permissible Activities and Criteria for each: The following are permissible activities with specific criteria for acceptability for each type:

1. College Credit Classes, local in-service sessions, or locally sponsored workshops
2. Attendance at a professional conference
3. Observation or Visitation
4. Participation in curriculum development or revisions, textbook selection, test selection, and development of testing materials
5. Participation in school problem-solving, decision making, or school improvement task force
6. Material development: must relate to job assignment or to a school improvement focus; requires an approved proposal for the materials development effort. Completed materials will be reviewed for fulfillment of terms of proposal.
7. Acting as a trainer: must have the background or training to conduct the training, and the training efforts must be supervised. The training must address specific teaching or leadership skills related to more efficient school programs.
8. Independent study: must relate to the current job role. Goals, methods, and outcomes (or products) resulting from the student must be fully outlined and agreed to in advance by the Superintendent.
9. Supervision of a student teacher
10. Outside workshops, training sessions, or clinics: must have District permission to use the training and must be related to the job assignment or District Improvement goals.

11. Participate in a Book Study

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

The Elementary School Secretary or Principal are the points of contact 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 office at the Elementary School at 833-722-7237 Ext. 2.

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.

Appeals Procedure for Individual Professional Development Plans

- A. All decisions concerning the approval or disapproval of plans submitted by participants will be made no later than October 1st, following the first scheduled All District In-service meeting. Participants will be notified in writing of disapproval of the plan submitted or amendment to the initial plan.
- B. Any participant who is aggrieved by a decision of the PDC may appeal said decision to the Council. Such appeal shall contain a copy of the notice from the PDC advising the participants of the decisions. The participant shall submit, in writing, the reasons he/she feels that the council is incorrect. The participants may submit whatever other information he/she feels will be of assistance to the council in deciding the appropriateness of the decision of the council.
- C. All appeals must be received within the week following the receipt of the notification of disapproval or the need for amendment, and a decision from the committee will be rendered within the following week. The materials may be mailed or hand-delivered to the chairperson of the council.

If the above appeals process to the PDC for their not approving an individual development plan results in another disapproval, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section 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.

Professional Development Credit Required for Renewal of Licensure:

All professional development credit to be used for renewal of certification must be completed within the scope of an Individual Professional Development Plan (IPDP) and within the approved USD 255 Professional Development Plan.


Any person who is employed by or who works or resides within any Kansas Unified School District shall be eligible to file an Individual Professional Development Plan (IPDP) with that district's local professional development council for licensure renewal. These individuals may be allowed to attend USD 255 District professional development opportunities.

4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.



"IN-SERVICE EDUCATION" MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
KAR 91-1-205(d)



"SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
KAR 91-1-205(k)

Schedule of Professional Development Points Awarded for Approved Activities	
Activity	PD Point Value
College/University Credit Hour	20 points
Professional Development Council	1 point per hour of group/independent work
Curriculum Development	1 point per hour of group/independent work
Supervision of Student Teacher	1 point per hour of contact
Independent Study or Materials Development	1 point per hour of actual work
Time spent in outside assignments in formal professional development activities	1 point per hour of actual work
Preparation time for initial staff development	1 point per hour of actual work
Observations or visitations	1 point per hour (travel not included)
All District professional or training activities	1 point per hour

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.

Professional Development Education Point System for Staff Development Activities

- A. For renewal of licensure, 160 professional development education points for a bachelor degree and 120 professional development education points for a master degree, must be accumulated during the 5-year period preceding renewal of licensure.
- B. If an individual's highest degree is a bachelor's degree, at least one-half of the professional development education points must be in the form of college/university credit. If a professional holds a master's degree or higher, a total 120 professional development points must be attained. These points can be any combination of professional development points &/or college credit. Credit applicable to the individual development plan shall be equated as follows:

POINTS: Each clock hour of approved professional development or a designated number of hours of approved independent activity related to the outside assignments in training, activities, independent study, or task force of curriculum work equals 1 POINT. One half (½) hour rounds up.

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

Explanation of Professional Development Areas

These activities must include two (2) of the following areas: 1. CONTENT KNOWLEDGE; 2. PROFESSIONAL EDUCATION STANDARDS AS ADOPTED BY THE STATE BOARD; 3. SERVICE TO THE PROFESSION.

- A. Content Knowledge - This means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements. For example, if your endorsement is in math or English, your IPDP would include goals and activities in those content areas.
- B. Professional education standards as adopted by the state board - This means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in the particular role or position. Examples include understanding adolescent behaviors or preschool brain development.

- C. 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. For example, this includes a wide variety of activities such as being a mentor, serving on a curriculum committee, or serving as local association officer, bargainer or grievance processor.

4.3 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 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 them 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.

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 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.

4.4 Indicators for the Three Levels

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:

1. Written reflections that include descriptions of the critical attributes of staff development activities or course work, and personal reflections.
2. Certificate of completion of PD activity.
3. Agenda of training activity
4. Personal notes of learning
5. Time log of learning or work
6. Other

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:
 - o Membership in the school or district PDC.
 - o Serving as a member of the school's steering team.
 - o Serving on a curriculum development committee.
 - o Providing staff development.
 - o Samples of published articles or newsletters and an explanation of the time spent in writing.
 - o An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
 - o Serving on an onsite team for another school or district and an explanation of the time spent.

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:

1. Practice with feedback from a trained peer coach or supervisor that takes place

throughout at least one semester.

2. Video/audio tapes made at several intervals throughout at least one semester.
3. Lesson plans from throughout at least one semester.
4. Peer observation notes with feedback.
5. Student product samples
6. Written paper describing the application of the new learning.
7. Teacher log or journal
8. Formal and informal data collection
9. Video presentation
10. Evidence of student achievement
11. Presentation to BOE, other teachers, conference or PDC
12. Results of a project
13. Other

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:

FOR TEACHERS:

1. Evidence of improved student academic achievement over a period of at least two semesters (or 1 academic year).
2. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rates.
3. Practice with feedback from a trained peer coach or supervisor that takes place throughout at least two semesters.
4. Video/audio tapes made at several intervals throughout at least two semesters.
5. Lesson plans from throughout at least two semesters.
6. Peer observation notes with feedback.
7. Student product samples
8. Written paper describing the application of the new learning

9. Teacher log or journal
10. Formal and informal data collection
11. Video presentation
12. Evidence of student achievement
13. *Presentation to board, other teachers, conference, or PDC*
14. *Results of a project*
15. *Other*

FOR ADMINISTRATION:

1. Documentation of related district or school policy change.
2. Revision of district, grade level, or content area curriculum.
3. Evidence of application by others
4. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, including improved attendance; higher homework completion rates; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rates.

3-Tier Point System & Matrix

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. The points for Content and Professional Education are doubled at the Application Level and tripled at the Impact Level. You will enter and submit your activities/points to the PDC through Frontline. After PDC approval, Frontline will forward your activity/points to administration for final approval. The Central Office will have access to your official transcript of your points for license renewal. However, each individual may print a copy of their PDC transcript from their Frontline account at any time.

EXAMPLES OF HOW POINTS MAY BE ACCUMULATED FROM STAFF DEVELOPMENT ACTIVITIES

You DO NOT fill out these forms. These are graphic organizers to demonstrate how points accumulate. Examples of the forms are provided following these examples of how points may be accumulated.

EXAMPLE 1			
	CONTENT	PROFESSIONAL EDUCATION	SERVICE TO PROFESSION
KNOWLEDGE	In December, I attended 6 hours in-service about reading instruction. re: Reading Academy = 6 points		
APPLICATION	After developing lesson plans and preparing during Jan-May, I instructed 24 summer students using Reading Academy = 12 points		
IMPACT	My pre-(June) and post-test (Aug) document the success of my program. Shared success with the principal in Aug. and at Sept. Faculty Meeting = 18 points		
TOTAL POINTS = 36			

EXAMPLE 2			
	CONTENT	PROFESSIONAL EDUCATION	SERVICE TO PROFESSION
KNOWLEDGE			Served on the PDC Council - 5 hours Served on the Math Committee - 3 hours Served on building KESA team - 4 hours
APPLICATION			
IMPACT			
TOTAL POINTS = 12			

EXAMPLE 3			
	CONTENT	PROFESSIONAL EDUCATION	SERVICE TO PROFESSION
KNOWLEDGE		Attended in-service on student learning styles 4 points	
APPLICATION		Added two new strategies addressing student learning styles to my lesson plans 8 points	
IMPACT		Carefully documented; shared results in a presentation at KSDE Effective Schools Conf. 16 points	
TOTAL POINTS = 28			

Process and Procedure Guidelines to Submitting Forms for Professional Development Activities/Points in Frontline

A. Knowledge Pt Request

- Submit this Fill-In Form in Frontline following completion of each activity or in-service. Please submit within two weeks of completion.
- Points will be awarded on a 1-point per contact hour basis.
- Points will be rounded up or down according to the half-hour.
- Please attach any Certificate of Completion, Agenda, Attendance Record, or other artifact documenting record of your participation.
- Submissions to the Building PDC Chairperson, who in turn approves and submits them to administration for final approval.

B. College Course (for PD Transcript)

- Submit this Fill-In Form in Frontline following completion of a college/university course within two weeks of receiving final grade and official college transcript.
- You will be required to attach a copy of your college transcript.
- You have the option to claim the college credit hours or transfer each college credit hour to professional development points. 1 college credit hour = 20 pdc points
- Submissions to the Building PDC Chairperson, who in turn approves and submits them to administration for final approval.

C. Application Level Request

See XVI. 3-Tier Point System & Matrix (B.) for clarification on what qualifies for the Application Level.

- Submit this Fill-In Form in Frontline following completion of the required activities, data collection, &/or any other documentation showing how you applied your new knowledge.
- Please attach any such documentation in support of your application including documents, images, videos, notes, etc.
- Submissions to the Building PDC Chairperson, who in turn approves and submits them to administration for final approval.

Caution! A teacher cannot automatically go from the Knowledge Form to the Application Form. Your preparation before you teach the lesson or new strategy should include personal research, development discovery, or research of appropriate materials, and carefully constructed lesson plans. This process may extend beyond one school year. You are encouraged to strive for quality instruction and not the “quick fix.” Therefore, the time to accomplish your goal may vary. **If your activity goes beyond the current school year, notify the PDC in writing of your intentions before May 1st of the current year.**

D. Impact Level Request

See XVI. 3-Tier Point System & Matrix (B.) for clarification on what qualifies for the Impact Level.

- Submit this Fill-In Form in Frontline following completion of meeting the requirements for the Impact Level.
- Please attach any such documentation showing how your application of new knowledge impacted student performance or changed the quality of education in your building, district or beyond. You must provide evidence of the impact. Verification may include independent observation, written documentation, evidence of improved student performance (Ex. FastBridge Group Screening or Progress Monitoring Reports), presentation of workshop to colleagues, other evidence acceptable to PDC.
- Submissions to the Building PDC Chairperson, who in turn approves and submits them to administration for final approval.

Again, caution! A teacher cannot automatically go from Application Form to the Impact Form. This process may take longer than one school year. You are encouraged to drive for quality instruction and not the “quick fix”. Therefore, the time to accomplish your goals may vary. **If your activity does go beyond the current year, please notify the PDC committee in writing before May 1st of the current year.**

Examples of Frontline Forms: Individual Professional Development Plan (IPDP), Form 1 - Knowledge, Form 2 - Applications, Form 3 - Impact

SAMPLE IPDP

[IPDP.pdf](#)

SAMPLE Knowledge Form

[Knowledge.pdf](#)

SAMPLE College Course Form

[CollegeCourse.pdf](#)

SAMPLE Application Form

[Application.pdf](#)

SAMPLE Impact Form

[Impact.pdf](#)

Executive Summary

July 1, 2023 to June 30, 2028

Executive Summary			
South Barber USD 255 Professional Development Plan			
Professional Development Program Requirements	Individual Focus	Building Focus	District Focus
How is the professional development program aligned with the mission, academic focus, and school improvement plans?	Individual goals are identified as teachers complete the Frontline professional development program.	Building-level goals are generated from the needs assessment of the KESA process - surveys, data analysis, and rubric reviews - collected every five years.	District goals are developed by the local board of education as a result of the KESA needs assessment and the State Board of Education outcomes and revisited every five years.
Who decides what the focus for staff development will be?	The individual licensed professional in collaboration with his or her designated supervisor.	Building staff, administration, parents, and other representatives of the particular school's community.	The local Board of Education (BOE) and district administration.
How is the focus of staff development determined at each level?	Based on individual needs identified through the evaluation process. Each teacher annually sets two goals related to the evaluation process.	Building goals are established as a result of the KESA process needs assessment. The needs assessment reviews achievement and behavior data, surveys, and individual teachers.	The local BOE establishes district goals as a result of the KESA process, building action plans, and individual teacher goals.

How are the goals written to meet a results-based focus?	Individual professional development goals are written using the SMART format embedded in the South Barber Evaluation system, which takes teachers from knowledge to application to impact and is measured through the evaluation process.	Goals are written in a results-based staff development plan with identified student academic and behavior targets. Results are monitored for levels 1 and 2 and are measured according to impact.	District goals are written within a results-based staff development plan that includes all PD for the district.
What activities/actions are present at each level to accomplish staff development priorities?	<p>Knowledge Level 1:</p> <ol style="list-style-type: none"> 1. Written reflections that include descriptions of the critical attributes of staff development activities or course work, and personal reflections. 2. Certificate of completion of PD activity. 3. Agenda of training activity 4. Personal notes of learning 5. Time log of learning or work 6. Other <p>Application Level 2:</p> <ol style="list-style-type: none"> 1. Practice with feedback from a trained peer coach or supervisor that takes place throughout at least one semester. 2. Video/audio tapes made at several intervals throughout at least one semester. 3. Lesson plans from throughout at least one semester. 4. Peer observation notes with feedback. 5. Student product samples 6. Written paper describing the application of the new learning. 7. Teacher log or journal 8. Formal and informal data collection 9. Video presentation 10. Evidence of student achievement 11. Presentation to BOE, other teachers, conference or PDC 12. Results of a project 13. Other 		

	<p>Impact Level 3: FOR TEACHERS:</p> <ol style="list-style-type: none"> 1. Evidence of improved student academic achievement over a period of at least two semesters (or 1 academic year). 2. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rates. 3. Practice with feedback from a trained peer coach or supervisor that takes place throughout at least two semesters. 4. Video/audio tapes made at several intervals throughout at least two semesters. 5. Lesson plans from throughout at least two semesters. 6. Peer observation notes with feedback. 7. Student product samples 8. Written paper describing the application of the new learning 9. Teacher log or journal 10. Formal and informal data collection 11. Video presentation 12. Evidence of student achievement 13. <i>Presentation to board, other teachers, conference, or PDC</i> 14. <i>Results of a project</i> 15. <i>Other</i> <p>FOR ADMINISTRATION:</p> <ol style="list-style-type: none"> 1. Documentation of related district or school policy change. 2. Revision of district, grade level, or content area curriculum. 3. Evidence of application by others 4. Documentation of positive changes in related students' behaviors over a period of at least 1 academic year, including improved attendance; higher homework completion rates; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rates.
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Has the PDC planned for the KSDE required annual training for PDC members?	PDC members participate annually in the KSDE approved training for PDC members.
How are measures of the impact of staff development priorities at each level determined?	<p>Impact is measured through:</p> <ol style="list-style-type: none"> 1. Assessment of students' academic performance on specific academic targets annually. 2. Analysis of related student behaviors annually. 3. Analysis of teachers' implementation and effective use of related

	<p>knowledge and skills through surveys given at the start and conclusion of each academic year.</p> <p>4. Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.</p>
How are professional development points assigned?	<p>There are no limits to the number of points that may be awarded at any level.</p> <p>Level 1: One hour of professional development equals one professional development point.</p> <p>Level 2: 2 x knowledge points</p> <p>Level 3: 3 x knowledge points</p>
Who reports what staff development results to whom, when, and in what manner?	<p>1. Individual teachers share evidence related to each level with the district PDC to receive points for re-licensure.</p> <p>2. PDC reviews points twice each year in December and May. Emergency meetings will be held at the discretion of the PDC chair.</p>
How has the PDC representation been chosen?	<p>The PDC is made up of five (5) members. One administrator, representatives from each building and a member-at-large. This body has developed guidelines and procedures for the operation of the professional development system and to approve/disapprove points for licensure renewal.</p>
When was the plan adopted by the local BOE?	<p>Board of Education adopted the 2023-2028 plan on June 12, 2023</p>

4.5 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 8/1/23)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-**

1-205(b)(3)(A) or (B)

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is

appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

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.

There is currently no content for this area.

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.)

- (a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
- (1) Content endorsement standards as adopted by the state board;
 - (2) professional education standards as adopted by the state board; or
 - (3) service to the profession.
- (b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
- (c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
- (1) The plan results from cooperative planning with a designated supervisor.
 - (2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
 - (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

- (a)** A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure.
- (b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.
- (c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board.
- (d)** This regulation shall be effective on and after July 1, 2003.
- Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.
- Kan. Admin. Regs. § KAR 91-1-211
- KAR 91-1-215. In-service education definitions.**

- (a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
- (b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
- (c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
- (d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.
- (e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.
- (f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
- (1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
 - (2) The learning positively impacts the individual or the individual's students, school or school district.
- (g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's inservice education plan.
- (h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
- (i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
- (j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
- (k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
- (l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

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

- (1) Be representative of the educational agency's licensed personnel; and
- (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;

- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
- (c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
 - (1) Independent observation;
 - (2) written documentation; or
 - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
 - (1) Independent observation;
 - (2) written documentation;
 - (3) evidence of improved student performance; or
 - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

- (1) Consultant fees and honorariums;
- (2) travel expenses for consultants;
- (3) cost of materials used in training;
- (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
- (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
- (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
- (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

- (1) Rental or facilities;
- (2) utilities;
- (3) equipment;
- (4) administrative expenses; and
- (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Appendix B

Questions about awarding PD points relative to renewal licensing (Teacher Licensure updated as of 9/28/22)

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?

Yes. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

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). If an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a foreign language. **Regulations 91-1-215(f) and 91-1-206(a)**

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.

Professional Development Plan

Grinnell Public Schools
USD #291

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

5-year Professional Development Plan Approval

The USD 291 Professional Development Council approved the following plan, at its meeting held on 3.21.24, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Elin Walsh
Signature

3.21.24
Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

The Professional Development Council (PDC) for Unified School District No. 291 exists to advise the Board of Education regarding development and implementation of the in-service education and professional development activities of the district so that the Mission Statement will be accomplished.

In addition to policies and procedures, the PDC developed and maintains a District Professional Development Plan that is approved by the local school board of education and that meets the criteria established by the Kansas State Board. These criteria are:

- (1) Establishment of a professional development council;
- (2) An assessment of staff development needs;
- (3) Identification of goals and objectives;
- (4) Identification of activities;
- (5) Evaluative criteria; and
- (6) Procedures for awarding professional development points.

Members of the PDC also participate in **annual training** related to their roles and responsibilities and how to implement professional development regulations K.A.R. 91-1-205 through 91-1-206 and 91-1-215 through 91-1-219.

Council Goals

- a. The local Professional Development Council (PDC) will provide the opportunity for all licensed staff to constructively engage in activities that will lead to the increase of student motivation, responsibility, and self-esteem. (Mission Statement)
- b. The local PDC will provide the opportunity for all licensed staff to meet the physical, social, and emotional needs of all students. (Mission Statement)
- c. The local PDC will promote and provide staff development for all licensed staff to ensure maintenance of professional skills and knowledge for meeting the objectives of the state accreditation model.
- d. The local PDC will provide for all licensed staff the opportunity to develop and evaluate the curriculum in order to improve instruction.

- e. The local PDC will provide for all licensed staff the opportunity to improve the evaluation of student performance and identification of student needs.
- f. The local PDC will provide for all licensed staff the opportunity to strengthen and develop teaching and learning skills and styles.
- g. The local PDC will provide for all licensed staff the opportunity to develop and maintain a positive personal and professional attitude.
- h. The local PDC will provide for all licensed staff the opportunity to renew licensure through the use of in-service credit.

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 291 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.

1. Membership of the Professional Development Council will consist of:
 - 1.1 One teacher from the middle school
 - 1.2 Two teachers from the elementary school
 - 1.4 One administrator
2. The group represented will select a member, by majority vote, to represent them.
3. Should a vacancy occur prior to the end of a term, the group represented will designate a person to serve on the council using the selections methods described below.

Licensed Teacher Member Selection:

Groups Represented	Number
Elementary School	2
Middle School	2
Total	4

In August of each school year, the PDC chair will announce any vacancy/vacancies to district teachers by email. Teachers will have the opportunity to volunteer by contacting the PDC chair by written interest by the stated deadline. the PDC committee will hold a meeting in early September. At that time, the interested individuals will be presented to the committee. PDC will

then vote in new members by a show of hands. PDC chair will tally votes and announce to PDC who won and who will now be part of the PDC committee. The new members will be contacted by the PDC chair. This process will be documented in the minutes of the meeting.

Licensed Leader Member Selection:

Group Represented	Number
District Administrators	1
Total	1

Although there is a part-time superintendent, there is only one licensed leader in the district who is the PDC member by default. If the number of full-time leaders increases, the PDC will adjust this selection process accordingly.

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 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.

Professional Development Council will:

1. Annually assess the concerns and interests of the people of the district as basis for determination of in-service education programming.
2. Annually review the goals and objectives of in-service education programming, and align these to the District's Mission Statement and School Improvement Plan, a Pre-K-8 plan.
3. Develop a next-year program of activities designed to satisfy the in-service education goals and objectives established for the district.

4. Maintain comprehensive policy, procedures, and criteria relative to individual professional development plans for the guidance of
 - 4.1 Individuals in developing their plans.
 - 4.2 The council in approving and validating actions relative to individual plans.
5. Evaluate and approve individual professional development plans and the educative activities and PD points completed under such plans.
6. Forward recommendations to the Board regarding validation of any in-service credit points earned under such plans.

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 291 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center.

Typically, the PDC Chair trains in the summer and then trains the rest of the members in August. The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in the PDC Chair's 3-ring binder.

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 the USD 291 Board of Education , the PDC members ensure maintains it operational procedures for the smooth and efficient running of its activities.

1.50 Officers

At the August meeting of the school year, the Council will elect from the membership a chairperson and a secretary; those officers to perform the duties ordinarily expected of such an office and to serve in the elected capacity until the first Council meeting of the succeeding school year.

Duties

1. The officers of the PDC will be the chairperson and the secretary.
2. The officers will be elected each year at the first meeting of the school year.
3. Officers will be elected by a simple majority of the PDC, provided a quorum is present. A quorum is a simple majority of the voting PDC membership.
4. The term of office will be for one year from the beginning of the new school year to the beginning of the next school year. Officers may be re-elected to serve successive terms.
5. Any officer may resign from the office at any time by submitting a letter of resignation to the PDC chairperson at least one meeting before the meeting at which the resignation is to become effective.
6. Vacancies in the officers' positions will be filled by a simple majority vote of the total PDC membership provided there is a quorum present.

7. The duties of the chairperson will include, but not be limited to:
 - a. presiding at all regular meetings.
 - b. calling and presiding at all special meetings.
 - c. preparing and distributing an agenda for all meetings at least three (3) days in advance of meetings.
 - d. serving as an ex-officio non-voting member of any subcommittee.
 - e. approving PDC members to subcommittees subject to the approval of the PDC.
 - f. receiving all resignations and election data from PDC members.
 - g. preparing an annual report on the activities of the PDC.
 - h. establishing yearly PDC tasks and timelines.
 - i. ensuring that IDP records are accurately completed and safely kept in the district education center.
 - j. carrying out other necessary duties.
8. The duties of the secretary will include, but not be limited to:
 - a. taking and maintaining the minutes of all meetings, including date, time, place
 - b. of meeting, names of members present, statement of all formal actions, means by which they are taken, and the count on any vote taken.
 - c. publishing the minutes of all meetings and distributing them to the PDC members.
 - d. handling all Professional Development Council correspondence.
 - e. maintaining a file of PDC minutes, correspondence, and all pertinent
 - f. documents.
 - g. transferring copies of the above files to the official designee of the district as the official file of record.
 - h. carrying out all other duties assigned by the chairperson.

1.51 Meetings

- o The Council will meet no later than September 1 in each new school year and then meet again mid year and in May. The meetings will be held at Grinnell Middle School in the Board Room. Meetings dates will be based on the academic year.
- o The chair may cancel scheduled meeting and/or call special meetings on the initiative of the chair or of any members of the Council, provided only that each member is afforded 48 hours advanced notice.
- o All meetings of the Council will be “public” and “open” to whoever wishes to observe.
- o Except on request of the chair, non-members may address the Council only if their desire to do so has been made known to the chair prior to additions being made to the agenda at the opening of the meeting.

The Agenda

- o Where time and knowledge permit, the chair will send to each member of the council three to six calendar days in advance of any meeting, a reminder of meeting time, place, and a tentative agenda.
- o Members and others wishing to set matters before the Council are urged to make such desires known to the chair 10 days prior to the meeting at which they wish these matters discussed.
- o The first action of the Council at any meeting will be to review any tentative agenda and to approve an agenda for the meeting.

1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewals and other PDC business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- 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.

1.5.3 Documentation

The following list of items will be documented in the minutes of the meeting in which they are discussed and/or approved by the PD Committee.

PD Plan
PD Points
Voting
Member selection
Officer Selection
Approvals

PDC documentation is used to provide teachers with the appropriate paperwork to renew their teaching licenses. This documentation will be stored within a filing system and it can be found in the PDC chairperson's possession. The PDC chairperson is responsible for all documentation/records and shall store them in a safe place.

The following forms will be used to request personal development points and can be found in the teacher's lounge in your respective building:

Form D (Request for PD Points)
Form E (Request for Knowledge Level Points)
Form F (Request for Application Points)
Form G (Request for Impact Level Points)

In May before you leave for the summer, you will need to fill out the Individual Professional Development Form (PDC transcript) and turn it into the office in order to have it approved by the Board of Education and Administration. You will turn this form into the middle school office to be kept in your file, and it is suggested that you keep a copy for your records.

Record of Meeting

- The secretary will make a record of all Council meetings, such record to include date, time, and place of meeting; names of members present, statement of all formal actions, means by which taken (consensus or vote), and the count on any vote taken.
- The secretary will create a word document to create documentation and will store all meeting minutes in a 3-ring binder, labeled, Professional Development Committee.
- The secretary will provide one copy to each member of the Council within a reasonable time following any meeting.

1.54 Communications

Notice of PD Committee meetings (date, date and location) along with meeting agenda will be sent to all certified staff members at least 3 days prior to the meeting date by the PDC Chairperson. After the meeting, the PDC Secretary will type up the minutes of the meeting in a word document and email to the staff within 5 school days of the meeting. The minutes will also be given to the Board of Education at their next regular monthly meeting.

1.55 Approvals

How items will be approved:

PD Points: Staff members will fill out Form D prior to attending a PD activity in order for approval. Form will be given back to staff member following approval. Once activity is complete, the staff member must attached proof of attendance and return the form back to the PDC chairperson.

Individual Professional Development Plan: This plan will be filled out by each staff member at the August in-service meeting and then approved by the PD Committee at the August meeting.

5-Year Plan Renewal: At the end of every 5 years, the renewal plan will be reviewed and approved by the State Board of Education, then the local PD Committee and finally by the local Board of Education.

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

Objectives for Professional Development Plan

Definition: In-service educational objectives are measurable outcomes which would be achieved over specific periods of time ranging from one (1) to five (5) years. In the five (5) years between August 1, 2023 and August 1, 2028, the In-service Educational Plan will:

1. Provide opportunities for licensed personnel to improve and develop skills and knowledge in the area of student/teacher development and which will include student/teacher motivation and responsibility by attending workshops and through documentation of implementation of information gained.
2. Provide opportunities for licensed personnel to refine developed goals and objectives for each curricular area PS-8 by serving on curriculum committees and attending workshops in documentation of implementation of knowledge gained.

3. Provide opportunities for licensed personnel to improve and develop school improvement plans for accreditation.

2.1 Assessment and prioritization of school improvement needs

The USD 291 In-service Education Plan is a detailed and precise program which is effective for five years during which in-service education is provided. In-service education is learning experiences either for credit or not for credit, which are provided under an approved in-service education plan for the purpose of improving effectiveness and/or upgrading skills in an area of student performance, and are aligned to the District's School Improvement Plan.

Definition: The Individual Development Plan is a plan describing the professional development activities and studies to be completed by the individual filing such a plan during a specified period of time. This form must be completed as the basic step of a staff member who intends to take part in the district in-service plan.

In-service Mission and Goals

1. The mission of the district's in-service-education program is that of insuring continued improvement and enhancement of the programs of instruction that the schools of the district provide for its students.
2. The main goal is to provide the opportunity and the material resources that make it possible for its licensed staff to constructively engage in activity that leads to both advancement of the instructional programs of the district and advancement of the professional skill and knowledge of its staff.
3. The purpose of the Individual Development Plan is to establish continuity and specificity in the job-related training of an individual; to enrich knowledge, skill, and attitudes; to expand the options for renewal of licensure; and to improve job performance.
4. For renewal of licensure, in-service education points must be accumulated during the five-year period immediately preceding renewal of licensure.

2.2 Identification of goals and objectives to achieve professional development needs

Teachers will complete a needs assessment every March during the monthly in-service time. This needs assessment will help guide the PD Committee in creating PD and goals and objectives for the upcoming school year

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

In-service Education Activities

2. The Council will be responsible for designing programs of in-service education activities and for reviewing and evaluation programs proposed by others and will recommend to the Board those programs that satisfy the criteria for program design set by the Council.
3. Designs/proposals for in-service education activities will evidence that:
 - 2.1 The activity objectives are consistent with and supportive of the goals and objectives of the District In-service Educational Plan and the School Improvement Plan.
 - 2.2 Activity objectives hold high priority and value in relation to other district objectives and resources.
 - 2.3 The outcomes sought of the participants are clearly stated, are logically related to the objectives, and are attainable by the participants within the content and time framework of the proposed activities.
 - 2.4 The results-based are relevant to the objectives and to the outcomes sought of the participant.
 - 2.5 The leadership and/or resource personnel of the activity will possess the knowledge and skill for successful attainment of the activity's objective.
 - 2.6 Evaluation of the objectives, the activities, and the progress of participants are essential to the design/proposal.
4. The nature of the proposed activity is to be determined from consideration of the objective to be attained, the status of the participants, and the availability of supportive resources.

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

The PD Committee will evaluate the needs assessment filled out by the staff each March to determine the level of success our district had in meeting the stated PD goals, objectives and activity requests from the previous year.

2.5 Reporting results of evaluation of in-service needs

The PDC secretary will type of the minutes of each meeting within 5 school days of the meeting. The minutes will be distributed to staff members via email. A copy of the minutes will also be printed to ensure each Board of Education member receives a hard copy in their monthly packet. The Board of Education members will have the minutes prior to their next monthly meeting.

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation in May 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 IPDP, once the staff signs it, from getting to the PDC for an approval decision.

Documentation of this process is also important. Forms used are in the plan, whether that is in an appendix or in the body of the plan

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 291 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.
- Approval by the PDC. Whether signed by the designated supervisor or not, either the licensed staff will follow the process found in the Plan Approval section below on page 23.

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.

3.1 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.

3.2 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.

Plan Development (What does it all mean?)

1. Forms for the Individual Development Plan may be obtained through Professional Development Chairman.
2. Licensed staff members participating in the district in-service plan are to complete the Individual Development Plan (see form C). Substitute teachers may also participate.
 - a. The plan should be written for one year using the five-year plan.
 - b. The plan should reflect the in-service objectives and goals of the district and school as well as the in-service growth needs of the individual.
 - c. The plan should include statements relative to annual goals, objectives, activities, and evaluation.
 - d. If you are using only college/university hours for re-licensure, you do not need to have an Individual Development Plan, unless these hours are earned as part of a workshop paid for by the district.
3. All Individual Development Plans should be submitted on the Individual Development Plan form (Form A) to the Professional Development Chairman. The Professional Development Chairman shall sign indicating receipt and review of the plan.
4. The chairperson will collect all Individual Development Plans within ten days from the time the plan is submitted to him/her or by the next Professional Development Council meeting, whichever comes first. Any plan submitted less than three days prior to the next Professional Development Council meeting may or may not be reviewed at the next Council meeting.
5. It is understandable that the Individual Development Plan participant, because of the unavailability of such information, may be unable to list specific titles of courses, seminars, conferences, or workshops. On receipt of specific information, the licensed employee will be expected to add same to his/her plan.
6. The Individual Development Plan shall be based upon the participant's needs as determined through self-evaluation of career needs and interests. Each plan shall indicate as specifically as possible the activities intended to be pursued, the time for completion, and the goals to be reached. Each plan shall be subdivided into one-year increments and shall contain the estimated number of credits each activity shall be awarded.
7. Each participant may amend his/her plan with the approval of the Professional Development Council.
8. The district In-service Education Plan is for renewal of licensure or license in an area leading to a new endorsement if the individual is enrolled in an approved program. Adding new areas of endorsement to the certificate must be done through a college or university.
9. If a person is unable to attain approval of an individual development plan through local professional development council, the person may appeal to the licensure review committee for a review of the proposed plan.
10. Validation forms for Level 1: Knowledge, Level 2: Application, the Level 3: Impact are required to be filed with the Council after an activity has been approved. Participants are strongly encouraged to engage in application and impact level activities.
- 11.

Plan Approval

- a. The completed, signed Individual Development Plans will be submitted to the Council.
- b. Each plan (goals, objectives, activities) submitted to the Professional Development Council shall be assigned to be read by a minimum of three members of the Council. Plans will be assigned to the Council members by the chairperson of the council. Should any one of these Council members have reason to question any part of the plan, the plan shall be turned over to the chairperson of the Council for further study of the plan. Following this review and evaluation, if the chairperson or if the Council also finds reason to disapprove the plan, it shall be reviewed by the entire Council. The participant shall then be notified of reasons for the disapproval of his/her plan and be given suggested procedures for either revising and resubmitting the plan to the Professional Development Council or submitting an appeal to the Council.
- c. If the Council cannot signify approval of the plan, the Council will return to the individual the plan with a notification of the inadequacies.
- d. The Council may request the individual to meet with the Council to discuss the plan submitted.
In the event the Council refuses approval, the individual may appeal using the process in Section 3.9.
- e. A plan may be amended at any time and shall be approved in the same manner as a proposed plan.

Finalization

- a. When the Individual Development Plan activities are completed and validated, the number of in-service points earned will be entered on the participant's In-service Education Transcript (Form D) by the official designee of the district.
- b. Note: The In-service Education Transcript (Form D) and certificate renewal application shall be submitted electronically through the KSDE website to the licensure renewal office in Topeka.

Amendments

Your Individual Development Plan may be amended by adding or changing activities at any time through the same process that your IDP was originally planned and approved.

Step by Step IDP Process

- a. Complete Form A for each area of Professional Development
- b. Complete a separate Form A for each activity in which you wish to participate prior to attendance.
- c. Turn completed typed form/forms into your supervisor and meet with your supervisor prior to participation.

Validation Procedure:

- a. After an activity is completed, complete either Form B or Form C with proper validation for each activity.

- b. Turn completed typed form/forms into your supervisor and meet with supervisor within thirty (30) days of completion of the activity.
- c. Supervisor will submit approved Form B or C to the PDC for approval.
- d. The participant may submit unapproved Form A and Form B or C to PDC for approval.
- e. PDC will submit approved Form A to the Board of Education for approval.
- f. Approved points will be recorded on each individual's In-service Transcript Record (Form D) and a copy kept in the local District office.

Development of Individual Plan

Each participating licensed employee of the district, in cooperation with a designated supervisor, devises an individual development plan using the forms in this booklet. The plan includes sequential instruction and enabling experiences designed to improve the performance of the individual in an area of his/her licensure. The plan can be updated throughout the year.

Individual development plans are written for a period of one to five years with provisions for annual review and revision. They reflect the in-service needs of the school and district as well as the professional growth needs of the individual.

There are three steps in the Individual Development Plan process:

Step One: IDP Planning Sheet – Proposal/Documentation – Form A

Step Two: IDP In-service/Conference Activity Evaluation – Form B or C

Step Three: IDP In-service Education Transcript – Form D

Steps in Writing the Long Range IDP

It is not the intent of the District In-service Plan to recognize mere attendance at an in-service education activity. Validation and Evaluation, then, should focus on the new, changed, and/or skills of the individual as might be demonstrated by production of material, new or altered practice. An analysis of or critical reaction to an experience would be acceptable where a merely factual report would not.

Develop a multi-year plan for individual professional development through sequential instruction and/or enabling experiences.

Develop in cooperation with the designated supervisor (principal)

Consider the in-service objectives of the district and school as well as individual professional objectives.

Identify goals to increase knowledge and/or skills in areas of:

- 4 PD (professional development)
- 5 C (curriculum)
- 6 SI (school improvement)

Indicate estimated start and end dates (month/year) and estimated points to be claimed (Form A)

Indicate the category number. Form A on back

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 291 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 District Office at 785-824-3277.

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

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.



"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)

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 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 them 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:

- o Membership in the school or district PDC.
- o Serving as a member of the school's steering team.
- o Serving on a curriculum development committee.
- o Providing staff development.
- o Samples of published articles or newsletters and an explanation of the time spent in writing.
- o An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:

What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
 - Study habits.
 - Improved school attendance.
 - Improved homework completion rates.
 - Independent observation of positive students' classroom behaviors.
 - Increased enrollment in advanced classes.
 - Increased participation in school-related activities.
 - Decreased dropout rates.

Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

Content Endorsement Standards
Professional Education Standards
or
Service to the Profession

Credit Validation Procedure

1. Participant attendance at KSDE activities will be validated by the PDC (Ex. Conventions, Impact Institute, etc.)
2. The credit for locally sponsored in-service activities will be automatically validated by the USD 291 PDC based on a sign-in sheet and an evaluation form (Form B) of the specific activity.
3. The credit for other-than-local in-service activities will be validated by the Professional Development Council based on Activity Reporting Form (Form C). It is from this completed form that credit earned will be entered on the transcript of the participant.
4. Participant keeps one copy of signed Form A and the building principal submits the original copy to the Professional Development Council for validation. The official designee of the district will attach validations to the participant's Individual Development Plan.
5. Transcripts of courses taken will be sufficient validation for college hours.
6. Annually, prior to individual's re-licensure time, or on request of the individual, the Council will review the plan and validation of activities to determine whether the individual's plan has been completed according to the terms of the original or amended plan. The Council may seek the participation of the individual in this determination.
7. Validation points will be noted on the Individual Development Plan.
8. Should the Council determine that the credit sought not be validated, the individual may appeal in writing or by personal appearance before the Council.
9. Following final Council action on a request for validation, and if the individual wishes, the Council will submit to the board its recommendations with respect to validation of in-service credit.
10. A Council member shall not vote on any action regarding his/her individual plan.
11. Validation of credit will be granted in hour credits. (These activities involving $\frac{1}{2}$ credit or less will be validated at the lower credit; those activities involving more than $\frac{1}{2}$ credit will be validated at the higher credit.)
12. Validations must be turned into your chairman after attendance or completion of the activity.
13. All in-service credit to be used for renewal of license must have been completed within the scope of an Individual Development Plan and within an approved local Professional Development Education Plan:
 - a. Certificate Renewal requirement: 160 in-service education points accumulated during the five-year period preceding renewal of licensure.
 - b. For holders of Masters or other advanced degrees 120 in-service education points which may be all college or university credit; all in-service credit, or any combination of the two.
 - c. For holder of Baccalaureate degrees – at least 80 of the in-service points must be

college/university credit.

14. When the Individual Development Plan activities are completed and validated, the member of in-service points earned will be entered on the participant's Individual Education Transcript (Form D) by the official designee of the district.

(In brief: After having attended or participated in a professional activity, you fill out the appropriate form, B or C within 30 days of the activity and turn in to your building principal.)

4.4 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 8/1/23)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed.

Regulation 91-1-205(b)(3)

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

- 4. If an educator wants to renew a five-year substitute license, must professional development points be earned?**

Yes. This license may be renewed with 50 professional development points.

- 5. What information must be reported on an official professional development transcript?**

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

- 6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?**

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

- 7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?**

Yes. The professional development council will need to determine the level when they award the points.

- 8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language.

Regulations 91-1-215(f) and 91-1-206(a)

- 9. Can points be earned for attending a coaching clinic or course?**

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical

education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Appendix A

Forms

TITLE/TOPIC OF PROFESSIONAL DEVELOPMENT ACTIVITY: New teacher Inservice

QPA and School Improvement

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing. There are no margins, text, or other markings present.

Form B

PROFESSIONAL DEVELOPMENT PLAN

Date of Plan: School Year

Name: _____

Building: Grinnell Middle School

Social Security Number: _____

Highest Degree Attained: _____

Teaching Assignment: _____

Licensure Date: _____

List USD 291 Goals for PROFESSIONAL Development

1. Demonstrate leadership (Professional Responsibility).
2. Establish a respectful environment for a diverse population of students (Learner/Learning).
3. Know the content being taught (Content Knowledge).
4. Facilitate learning of students using best practice (Instructional Practice).
5. Reflect on professional practice.

Listed below are my Individual Goals for professional development. These goals focus on increasing my knowledge and skills as specified by the five levels of professional development aimed at improving student performance as outlined by KSDE.

List Individual Goal(s):

1. I want to implement varied technology tools to incorporate Common Core standards in my classroom.
2. I want to increase student engagement by using differentiated instruction.

Applicant's Signature

PDC Chair Signature

Supervisor's Signature

Forward original to _____ Make one copy for your records.

USD 291 Grinnell Schools
Professional Development Transcript - Form C

Name		Signature		
Teaching Assignment by Subject/Grade			Building	
Activities Level 1: Knowledge		Date	PD*	C*
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Activities Level 2: Application		Date	PD*	C*
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Activities Level 3: Impact		Date	PD*	C*
1				
2				
3				
4				
5				
			Total Points	
PD* = Teaching Skills and Professional Development C* = Curriculum SI* = School Improvement				
Board Member		Superintendent		PDC Chairperson
Date		Date		Date

USD 291 REQUEST FOR PROFESSIONAL DEVELOPMENT EDUCATION POINTS

Form D

NAME:			
BUILDING:			
REQUEST DATE:			
<u>TITLE OF PROFESSIONAL DEVELOPMENT ACTIVITY:</u>		Date of Activity:	
TOPIC OF PREOFESSIONAL DEVELOPMENT ACTIVITY:			

Professional Development Plan Goal Addressed: (Put your goal in line below)

GOAL:
Describe the activity by answering the question that relates to the level for which you are requesting points:

SERVICE TO THE PROFESSION: K points (1 pt. Per hour awarded)

- What services have I provided which have enhanced my knowledge or the knowledge of others?

KNOWLEDGE: K points (1 pt. per hour awarded) **** Points Can Only Be Awarded In This Area ONCE****

- What do I know now that I didn't know before?

APPLICATION: 2K points **** Points Can Only Be Awarded In This Area ONCE****

- What am I doing now that I wasn't doing before?

IMPACT: 3K points Points awarded according to the following types of impact. (Please Answer One)

- What improvements in student learning have occurred as a result of my application of knowledge learned?
- What changes have occurred in school/district programs or among colleagues as a result of my application of knowledge learned?

Indicate the number of points requested in the column to the right

Service to the Profession: K points (1 pt. per hour awarded)

- 1 pt. per hour awarded – no Application or Impact points awarded for Service to the Profession.

Knowledge: K points (1 pt. per hour awarded)

- This establishes your base points for Application and Impact Levels.

Application: 2K points

- Attach copies of related approved Knowledge Level (form(s)).

Impact: 3K points

- Attach copies of related approved Knowledge and Application Level (form(s)).

INDICATE THE APPROPRIATE AREA THAT APPLIES (X):

Teaching skills and Professional Development _____

Curriculum _____

QPA and School Improvement _____

College or University Credit? (X) _____

Attach appropriate verification of course completion
(college transcript)

***ATTACH APPROPRIATE REQUIRED VERIFICATION
TO THIS FORM WHEN COMPLETED**

Applicant Signature	Date
Administrator Signature	Date
PDC Chairperson Signature	Date

USD 291 INSERVICE ACTIVITY EVALUATION FORM

5 = EXCELLENT

4 = GOOD

3 = AVERAGE

2 = FAIR

1 = POOR

Evaluation Question

Rank

1) Were the goals and objectives clear?

5 4 3 2 1

2) Were the goals obtained?

5 4 3 2 1

3) Was the content well organized and well developed?

5 4 3 2 1

4) Do you feel you are able to incorporate what you learned into your own teaching?

5 4 3 2 1

5) Does this inservice directly contribute to the objectives in your individual development plan?

5 4 3 2 1

6) Was the subject presented effectively?

5 4 3 2 1

7) Did the presenter exhibit a broad background and knowledge of the subject area?

5 4 3 2 1

8) Rate the material used.

5 4 3 2 1

9) Would you recommend this activity to another teacher or administrator?

5 4 3 2 1

USD 291 ACTIVITY REQUEST- KNOWLEDGE LEVEL (K)

Form E

Name			
Building			
Date of Request		Date of Activity:	
Title of Professional Development Activity:			
Location of Activity			

Professional Development Plan Goal Addressed: (Put your goal in line below)

GOAL:

Content Endorsement and Professional Education Standards

Indicate Type of Activity (X)

Workshop, Seminar, Institute, COLLEGE COURSE

Independent Study

Study Group

Technology for Professional Development - Using Video, CD-ROMS, Computers, etc. to learn content & pedagogy

Collaborative Work

Peer Coaching and Mentoring

Examining Student Working and Thinking: Scoring Assessments

Curriculum - Learning using, and refining use of a particular set of instructional materials and strategies or tailoring existing ones to better meet the learning needs of students.

Curriculum Replacement Units

Curriculum Development and Adaptation

Partnership with Professionals who use content expertise on a regular basis

Action Research

Other

Service to the Profession

Indicate Type or Activity (X)

Presenting Workshop, Seminar, Institute, or Course

Facilitating a Group Study

NCA/QPA Team Work

Peer Coaching and Mentoring

Committees (e.g. PDC, Curriculum, Professional Committees)

Other

ATTACH & INDICATE VERIFICATION (x)

College Course Description

Workshop Description

Summary of Proposed Activity

Administrator Signature _____ Date _____

USD 291 ACTIVITY REQUEST- APPLICATION LEVEL (2K)

Form F

Name			
Building			
Date of Request		Date of Activity:	
Title of Professional Development Activity:			
Location of Activity			

Professional Development Plan Goal Addressed: (Put your goal in line below)

GOAL:

Content Endorsement and Professional Education Standards

Indicate Type of Activity (X)

Workshop, Seminar, Institute, COLLEGE COURSE

Independent Study

Study Group

Technology for Professional Development - Using Video, CD-ROMS, Computers, etc. to learn content & pedagogy

Collaborative Work

Peer Coaching and Mentoring

Examining Student Working and Thinking: Scoring Assessments

Curriculum - Learning using, and refining use of a particular set of instructional materials and strategies or tailoring existing ones to better meet the learning needs of students.

Curriculum Replacement Units

Curriculum Development and Adaptation

Partnership with Professionals who use content expertise on a regular basis

Action Research

Other

Service to the Profession

Indicate Type or Activity (X)

Presenting Workshop, Seminar, Institute, or Course

Facilitating a Group Study

NCA/QPA Team Work

Peer Coaching and Mentoring

Committees (e.g. PDC, Curriculum, Professional Committees)

Other

ATTACH & INDICATE VERIFICATION (x)

College Course Description

Workshop Description

Summary of Proposed Activity

Administrator Signature _____ Date _____

USD 291 ACTIVITY REQUEST- IMPACT LEVEL (3K)

Form G

Name			
Building			
Date of Request		Date of Activity:	
Title of Professional Development Activity:			
Location of Activity			

Professional Development Plan Goal Addressed: (Put your goal in line below)

GOAL:

Content Endorsement and Professional Education Standards

Indicate Type of Activity (X)

Workshop, Seminar, Institute, COLLEGE COURSE	
Independent Study	
Study Group	
Technology for Professional Development - Using Video, CD-ROMS, Computers, etc. to learn content & pedagogy	
Collaborative Work	
Peer Coaching and Mentoring	
Examining Student Working and Thinking: Scoring Assessments	
Curriculum - Learning using, and refining use of a particular set of instructional materials and strategies or tailoring existing ones to better meet the learning needs of students.	
Curriculum Replacement Units	
Curriculum Development and Adaptation	
Partnership with Professionals who use content expertise on a regular basis	
Action Research	
Other	

Service to the Profession

Indicate Type or Activity (X)

Presenting Workshop, Seminar, Institute, or Course	
Facilitating a Group Study	
NCA/QPA Team Work	
Peer Coaching and Mentoring	
Committees (e.g. PDC, Curriculum, Professional Committees)	
Other	

ATTACH & INDICATE VERIFICATION (x)

College Course Description	
Workshop Description	
Summary of Proposed Activity	

Administrator Signature _____ Date _____

Appendix B

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203

(a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of

the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most

recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;

(2) an application for a substitute teaching license; and

(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment to teach in the provisional endorsement area;

(3) an application for a provisional endorsement teaching license; and

(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment as a school specialist;

(3) an application for a provisional school specialist endorsement license; and

(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:

(1) Submit an application for a license and the licensure fee; and

(2) provide verification of one of the following:

(A) Having met the requirements of paragraph (b)(3); or

(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.

(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the

person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five

years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for

licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in

one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district

shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for

licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211

Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.

(b) "Educational agency" means a public school district, accredited nonpublic school, area professional

development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) "In-service education" means professional development and staff development and shall include any

planned learning opportunities provided to licensed personnel employed by a school district or other

authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff

development, or both.

(e) "Noncontractual times" means periods of time during which an employee is not under a contractual

obligation to perform services.

(f) "Professional development" means continuous learning that is based on individual needs and meets

both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel

from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's inservice education plan.

(h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.

(i) "Professional development point" means one clock-hour of in-service education. One semester hour

of college credit shall count as 20 professional development points.

(j) "Professional education standards" means those standards adopted by the state board that specify

the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

(l) "Staff development" means continuous learning offered to groups of professionals that develops the

skills of those professionals to meet common goals, or the goals of a school or school district.

(m) "State board" means the state board of education. This regulation shall be effective on and after July

1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective

July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the

school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The

educational agency shall be notified of the decision by the state board within a semester of submission

of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall

provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service

education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

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

(1) Be representative of the educational agency's licensed personnel; and

(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including

responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;

(2) to develop operational procedures; and

(3) to develop a five-year plan that may be approved by the governing body of the educational agency

and is based upon criteria established by the state board.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article

6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional

development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person

has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity.

Evidence

of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

- (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation;
 - (3) evidence of improved student performance; or
 - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
- (g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

- (a) Education agencies may receive in-service education funds for the following expenditures:
- (1) Consultant fees and honorariums;
 - (2) travel expenses for consultants;
 - (3) cost of materials used in training;
 - (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
 - (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
 - (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
 - (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or

building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

(1) Rental or facilities;

(2) utilities;

(3) equipment;

(4) administrative expenses; and

(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A.

2000 Supp. 72-9603; effective July 1, 2003.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18. d

Staff Initiating:

Christine Macy

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date:

4/9/2024

Item Title:

Act to authorize the funding of a contract necessary for the provision of the 21st Century Community Learning Centers grant.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with a vendor, selected through the Department of Administration process, to provide an annual evaluation for the Kansas 21st Century Community Learning Centers grant program for the period of July 1, 2024 through June 30, 2027 in an amount not to exceed one hundred fifty thousand dollars (\$150,000.00) to be paid out of Title IV 21st Century Community Centers Grant Statewide Activities fund.

Explanation of Situation Requiring Action:

The 21st Century Community Learning Centers (21st CCLC) Program was amended by Congress as Title IV, Part B of the Elementary and Secondary Education Act (ESEA), the No Child Left Behind Act of 2001 and reauthorized in Every Student Succeeds Act of 2015. The purpose of this program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high poverty and low-performing schools; to meet state and local standards in core academic subjects; to offer students a broad array of enrichment activities that can complement their regular academic programs; and to offer literacy and other educational services to the families of participating children.

Pursuant to Federal requirements governing the 21st CCLC Grant, the Kansas State Department of Education (KSDE) is required conduct an evaluation of the statewide 21st CCLC program on an annual basis.

The vendor will create tools, collect and analyze data and provide an evaluation report annually.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 e.

Staff Initiating:

Director:

Commissioner:

Meeting Date:

4/9/2024

Sherry Root

Randy Watson

Item Title:

Act on request from USD 200 Greeley County, Greeley County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 200 Greeley County, Greeley County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

See two attachments.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 4/10/2024

Frank Harwood

Frank Harwood

Randy Watson

Item Title:

Act on request from USD 200 Greeley County, Greeley County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 200 Greeley County, Greeley County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 200 Greeley County, Greeley County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 200 plans to use the bond proceeds (not to exceed **\$4,600,000**), to pay the costs to construct, furnish, equip and acquire improvements, additions and renovations to the Elementary and Junior/Senior High School, including safety and security improvements, playground improvements, locker room additions and renovations, a gymnasium addition, and ADA improvements; and construct, furnish, equip and acquire other necessary renovations and improvements to District facilities.

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

1. The vote to submit the bond application by the local board of education was 7-0.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does not include facilities to be used primarily for extracurricular activities.

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

Unified School District 200 Greeley County	County: Greeley
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1. Current equalized assessed tangible valuation *	<u>\$35,248,079</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$4,934,731</u>	
4. State Aid Percentage	<u>0%</u>	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$873,051</u>	<u>2.5%</u>
6. Amount of bond indebtedness requested	<u>\$4,600,000</u>	<u>13.1%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$5,473,051</u>	<u>15.5%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$4,934,731</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$538,320</u>	<u>1.5%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	
(X) 5-210-114 Equalized Assessed Valuation	(X) Map of the school district showing proposed facilities

March 12, 2024
Date

Dale Brungardt
Director, School Finance

Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 f.

Staff Initiating:

Sherry Root

Director:

Commissioner:

Randy Watson

Meeting Date:

4/9/2024

Item Title:

Act on request from USD 200 Greeley County, Greeley County, to receive Capital Improvement (Bond and Interest)

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 200 Greeley County, Greeley County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

See two attachments.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 4/10/2024

Item Title:

Act on request from USD 200 Greeley County, Greeley County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 200 Greeley County, Greeley County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 200 Greeley County, Greeley County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held March 14, 2024.

USD 200 plans to use the bond proceeds (not to exceed **\$4,600,000**), to pay the costs to construct, furnish, equip and acquire improvements, additions and renovations to the Elementary and Junior/Senior High School, including safety and security improvements, ADA playground improvements, locker room additions and renovations, a gymnasium addition, and ADA improvements; and construct, furnish, equip and acquire other necessary renovations and improvements to District facilities.

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

1. The vote to submit the bond application by the local board of education was 7-0.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does not include facilities to be used primarily for extracurricular activities.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District USD 200 Greeley County	County: Greeley
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1. Current equalized assessed tangible valuation *	\$35,248,079	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$4,934,731	
4. State Aid Percentage	0%	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$873,051	2.5%
6. Amount of bond indebtedness requested	\$4,600,000	13.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$5,473,051	15.5%
8. Estimated amount of bond indebtedness authorized without approval	\$4,934,731	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$538,320	1.5%

Forms Requested

(X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation	(X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities
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March 12, 2024
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 g.

Staff Initiating:

Sarah Thompson

Director:

Luanne Barron

Commissioner:

Randy Watson

Meeting Date:

4/9/2024

Item Title:

Authorize out-of-state tuition contract for student attending the Kansas School for the Deaf

Recommended Motion:

It is moved that the Kansas State Board of Education authorize an out-of-state tuition contract for the 2023-2024 school year for a student attending the Kansas School for the Deaf.

Explanation of Situation Requiring Action:

In July, the Kansas State Board of Education authorized out-of-state tuition contracts for students who attend the Kansas School for the Deaf. An additional request has been submitted within the 2023-2024 school year. It is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas School for the Deaf (KSD) to enter into a contract for out-of-state tuition with the school district listed below.

KSD will receive tuition payments from:

Center School District, Kansas City, Missouri - 1 Day Student - \$10,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 h.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:

4/9/2024

Item Title:

Act to approve amendment to the Articles of Agreement to Maintain the Flint Hills Special Education Cooperation

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Flint Hills Special Education Cooperative as amended.

Explanation of Situation Requiring Action:

K.S.A. 72-3412 authorizes school districts to work collaboratively to provide special education and related services to students whereby one school district acts as the "sponsoring" district. Flint Hills is amending their cooperative agreement to make certain agreed-upon adjustments to its funding formula. The amended agreement has been signed by all participating districts and now awaits final approval by the State Board. KSDE's General Counsel has reviewed the amended agreement. The agreement, which is attached in the following pages, complies with all statutory and regulatory requirements.

ARTICLES OF AGREEMENT TO MAINTAIN A COMPREHENSIVE SPECIAL EDUCATION COOPERATIVE

ARTICLE I GENERAL

Section 1. Name: The name of this organization shall be Flint Hills Special Education Cooperation, hereinafter called the Cooperative and organized pursuant to K.S.A. 72-3412.

Section 2. Purpose: The purpose of the Cooperative shall be to develop and operate a comprehensive special education program as authorized by the General Statutes of Kansas.

Section 3. Membership: The participating school districts will be: USD 251 North Lyon County; USD 252 Southern Lyon County; USD 253 Emporia; USD 284 Chase County; USD 385 Madison-Virgil; USD 390 Hamilton; and USD 417 Morris County. USD 253 Emporia will serve as the sponsoring district.

Section 4. Duration: The terms of this Agreement shall be perpetual, but the Agreement may be partially or completely terminated as provided in K.S.A. 72-3412. The Board of Directors may review this Agreement as needed to determine the Agreement's compliance with the terms and provisions of K.S.A. 72-3412.

Section 5. Governing Law:

- a. Pursuant to K.S.A. 72-1146, each member school district shall be solely responsible for its actions or failures to act and shall not indemnify or hold harmless against damages, injury, or death resulting from the actions or failures to act on the part of any other school district that is a party to this Agreement.
- b. This Agreement shall be governed by and interpreted in accordance with the law of the state of Kansas, as required by K.S.A. 72-1147. In accordance with K.S.A. 72-1148, the mandatory contract provisions prescribed by the Kansas Department of Administration in form DA-146a, as amended, are hereby incorporated by reference.

ARTICLE II ORGANIZATION AND OPERATION

Section 1. Board of Directors: The Board of Directors, hereafter called the Board, shall be advised in nature.

- a. **Membership:** Membership of the Board shall consist of the Superintendent of each participating school district or his/her designated representative.
- b. **Duties:** Duties of the Board shall be as follows:
 1. To review, consider, and recommend rules and regulations.
 2. To recommend an annual budget for the Cooperative
 3. To recommend to the sponsoring district director and other administrative personnel and to evaluate services.
 4. To provide input regarding the Director's evaluation to the Superintendent of the sponsoring district.

Section 2. Sponsoring District

- a. **General Responsibilities:** The fiscal affairs of the Cooperative shall be administered by the sponsoring district, Emporia Unified School District No. 253.

- b. **Duties:** The sponsoring district shall be responsible for duties as follows:
 - 1. To establish a separate special education fund to transact the Cooperative's fiscal affairs.
 - 2. To keep records of all fiscal transactions of the Cooperative; to prepare such statements and reports as may be required.
 - 3. To enter into contracts and employment with all certified personnel within the Cooperative.
 - 4. To make all purchases and expenditures for the Cooperative consistent with the Cooperative's and the sponsoring district's policies and budgetary limitations. The Correspondence Regarding the Clarification of Financial Responsibilities for both the LEAs and the Flint Hills Special Education Cooperative, dated November 16, 2009 is incorporated herein by reference.
 - 5. To apply for and receive all funds eligible under the Department of Special Education, including contributions of participating school districts.

Section 3. The Director of Special Education

- a. **General Responsibilities:** The administration of the Cooperative shall be vested in a Director who shall be responsible to the sponsoring district. The Director shall administer the Cooperative with the advice and counsel of the Board of Directors.
- b. **Duties:** The duties of the Director shall be as follows:
 - 1. To be the Director of Special Education for the FHSEC.
 - 2. To study the needs of each of the districts in the areas of special education.
 - 3. To recommend to the Board and the sponsoring district the services and facilities needed to carry out the work of the Cooperative.
 - 4. To be responsible for the coordination of staffing and staffing procedures whereby eligibility of services is determined.
 - 5. To be responsible for the preparation of necessary forms, applications, and reports.
 - 6. To confer with the Superintendent of the cooperating districts concerning problems in special education.
 - 7. To attend meetings of the Board of Directors and when appropriate meetings of the participating district's board of education.
 - 8. To prepare the submission to the Board an annual budget for the operating expenses of the Cooperative.
 - 9. To carry on a program of public relations and interpret the services of the Cooperative to the public.
 - 10. To carry out such other duties as may be assigned by the Board and the sponsoring district.
 - 11. To follow all state and federal laws.
- c. **Evaluation of Staff**
 - 1. The Director of Special Education will collaborate with school administrators in the evaluation of licensed staff. School administrators will be primarily responsible for completing teacher appraisals in accordance with the Emporia School District's teacher appraisal document and practices. The Director will provide information on the teacher's performance regarding special education practices and procedures.

Section 4. Participating District

- a. A district which agreed to participate in the services of the Cooperative shall be known as a participating district.

ARTICLE III SCOPE OF PROGRAM

Section 1. Services provided by the Cooperative: The members of the Cooperative are committed to the development of a Comprehensive Special Education Program and to meeting the mandates established by State and Federal Legislation.

Section 2. Program Justification: This Cooperative represents the effort that is required by districts to provide appropriate educational programming for all exceptional students as mandated by State and Federal laws, rules, and regulations. This entails the pooling of resources and students to provide the needed services in a cost-effective manner.

Section 3. Description of Services: The Cooperative shall provide comprehensive services to exceptional students as mandated by State and Federal law, rules, and regulations. As defined in State and Federal Regulations, related services that are required to assist an exceptional child to benefit from special education shall be provided.

ARTICLE IV FINANCE

(Amended 1/19/2024)

Section 1. Sponsoring District: The additional costs incurred by the sponsoring district for Special Education programs shall be apportioned to the Cooperative members based on the following formula:

- a. **District Share Local Assessment:** The District Share local assessment will be computed annually by:
 1. Determine Sponsoring District Fee: The sponsoring district fee will be determined using the September 20th prior year FTE (K-12 excl. 4-year-old, at risk and virtual). Each District will pay a portion of the sponsoring District's business administration costs. The fee structure for this will be based on the FTE percentage (District FTE divided by Total FTE) for each individual district. The FTE percentage for each member district will be calculated by a percentage of the total salary obligation for employees who complete business administrative duties for the cooperative. (If total salary obligation increases by more than 3%, districts will be notified in advance of this increase)
 2. The Total District Share Assessment Amount is determined by:
$$\text{KSDE Total Cooperative Budget Amount} - \text{Expected Revenue from other sources} = \text{Total District Share Assessment Amount.}$$
 3. Local District Assessment Amount will be determined by:
 - A. **Enrollment** – 50% District Share Assessment based on KSDE Audited Total Enrollment FTE using September 20th prior year FTE (K-12 excl. 4-year-old, at risk and virtual) (KSDE Legal Max)

- i. Local district FTE / total Coop FTE = Local district FTE percentage. Local district percentage x 50% of Total District Share assessment amount = local district FTE assessment amount.
 - B. **Usage** – 50% District Share Assessment based on the May prior year special education usage FTE. (FHSEC IEP database)
 - i. Local district special education usage FTE / Total Coop special education usage FTE = local district special education usage FTE percentage. Local district special education usage FTE percentage x 50% of Total District Share Assessment = Local district special education usage FTE assessment amount.
- 4. Total Local District Assessment – Local district sponsoring district fee amount + local district FTE assessment amount + local district special education usage FTE assessment amount.

Example:

Fiscal Year 2019-2020 Assessment

May 2018 Special Education Usage FTE

September 20, 2018 Audited Enrollment

- b. **Billing and Payments:** Districts will be billed for their portion of the local assessment at the following percentages with each district's payment due on the following dates: 30% August 15th; 30% November 15th; 20% February 15th; 20% May 15th.

Section 2. Expenses associated with due process procedures to resolve student/parent disputes will be considered administrative costs to be paid by the primary insurance and the amount beyond this will be the responsibility of the cooperative.

Section 3. For the purpose of receiving reimbursement under IDEA, the counting and reporting of disabled children being served by the Cooperative will be conducted by the Director of Special Education. Monies received under this act will be expended by the Cooperative to meet its obligations outlined in the State Plan and the Individuals with Disabilities Education Act.

Section 4. Disposal of Property: In the event that a district should withdraw from the Cooperative, the supplies, materials, and equipment purchased for special education programs supported entirely by that district shall become the property of that district. Supplies, materials, and equipment purchased for the Cooperative shall remain the property of the Cooperative. No monetary reimbursement shall be made to the district withdrawing from the Cooperative Agreement. If the Cooperative should be dissolved, the supplies, materials, and equipment contained in the Special Education Offices and the Instructional Materials Center shall be divided according to the percentages calculated in Article IV, Section 1, Shared Assessment. Monies on hand after all expenses have been satisfied, shall be divided according to a ration of the total individual district contributions to the total Cooperative receipts.

ARTICLE V AFFIRMATIVE ACTION POLICY

Section 1. The Cooperative will follow the policies and procedures outlined through the USD No. 253 board policies and licensed staff master Agreement.

ARTICLE VI HARASSMENT & GRIEVANCE POLICY

Section 1. The Cooperative will follow the policies and procedures outlined through the USD No. 253 board policies and licensed staff master Agreement.

ARTICLE VII CHANGES TO THE AGREEMENT

Section 1. Changes by the Legislature: The Agreement shall be subject to change or termination by the Kansas Legislature.

Section 2. Partial or Complete Termination: Partial or complete termination of this Agreement will be pursuant to K.S.A. 72-3412.

Section 3. Changes by Mutual Consent: Within limitations provided by law, this Agreement may be changed by written consent of two- thirds of the contracting school districts.

IN WITNESS WHEREOF, the parties hereunto have set their hands.

APPROVED:

Chair of the State Board of Education Date

President of the Emporia Board of Education Date

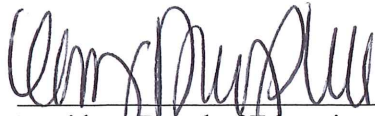
ATTESTED BY:

Clerk of the Flint Hills Special Education Cooperation Date

Matt H 02/14/24

ATTESTED BY:

N. Niesen 02/14/24



President, Board of Education
USD 252 Southern Lyon County

2-15-24

Date

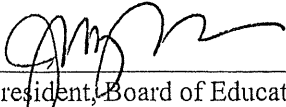
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Clerk, USD 252

2-15-24

Date

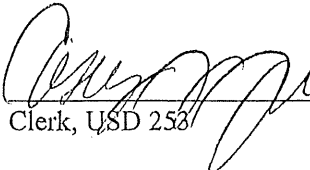


President, Board of Education
USD 253 Emporia

02/07/24

Date


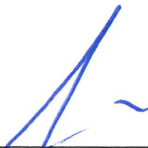
ATTESTED BY:



Clerk, USD 253

2/7/24

Date

  2-21-24

President, Board of Education Date
USD 284 Chase County

ATTESTED BY:

Cindy Kelsheimer 2-21-24

Clerk, USD 284 Date

Dallas Juthi
President, Board of Education
USD 386 Madison-Virgil

2/12/24
Date

ATTESTED BY:

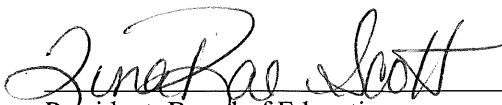
Kristy Goh
Clerk, USD 386

2-12-24
Date

Walter P. Miller 2.14.24
President, Board of Education Date
USD 390 Hamilton

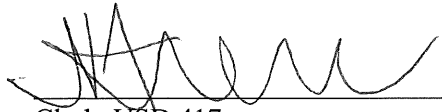
ATTESTED BY:

Claudia Reder 2.14.24
Clerk, USD 390 Date

 2/12/2024

President, Board of Education Date
USD 417 Morris County

ATTESTED BY:

 2/12/24

Clerk, USD 417 Date
Amber Weeks

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 i.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:

4/9/2024

Item Title:

Act on the Restated and Amended DCEC Special Education Cooperative Interlocal 616 Agreement for Special Education Services

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Amended DCEC Special Education Cooperative Agreement.

Explanation of Situation Requiring Action:

Pursuant to K.S.A. 72-8230 and 12-2901, the boards of two or more school districts within or outside the state may make and enter into agreements providing for cooperative operation and administration in providing special education and related services for exceptional children on a shared-cost basis subject to approval by the Kansas State Board of Education. The school boards of USD 111, USD 114, and USD 429 wish to continue the DCEC Cooperative #616. The attached agreement has been reviewed by KSDE's General Counsel. The agreement complies with all statutory and regulatory requirements for the continuation of said cooperative.

Restated and Amended
DCEC SPECIAL EDUCATION COOPERATIVE INTERLOCAL NO. 616
AGREEMENT FOR SPECIAL EDUCATION SERVICES
as provided by K.S.A 72-8230 and K.S.A. 12-2901 et seq.

WHEREAS, on April 11, 1984 the hereinafter named school districts entered into an Interlocal Cooperation Agreement for certain educational services, and said Agreement was approved by the Kansas State Board of Education (KSBE) on July 11, 1984. The hereinafter named school districts desire to restate and amend said Interlocal Cooperation Agreement as hereinafter set forth in this document.

NOW THEREFORE, this amended Interlocal Cooperation Agreement for Special Education Services, is interred into effective this 15th day of November 2023, and is made pursuant to the provisions of K.S.A 72-8230 and K.S.A. 12-2901 et seq. With the sincere desire of all cooperating districts to work together for the mutual benefit of the children we serve, and we, the undersigned, hereby formally join together in an atmosphere of trust and confidence to continue a separate legal entity known as "DCEC Special Education Cooperative Interlocal No. 616" (hereinafter referred to as "DCEC") having as its current address P.O. Box 399 - 135 S. Main, Troy, Kansas 66087. This Agreement amends and supersedes, the existing Interlocal Cooperation Agreement between the hereinafter named Member Districts and shall be effective upon its approval by the KSBE.

I. AGREEMENT

- 1.1 The following school districts, by and through their respective Boards of Education, have each adopted a resolution authorizing the school district to enter into this amended Agreement:

Unified School District No. 111
Highland, Kansas

Unified School District No. 114
Elwood, Kansas

Unified School District No. 429
Troy, Kansas

(each hereinafter referred to as a "Member District" or collectively as the "Member Districts").

- 1.2 This Agreement shall be perpetual unless the agreement is partially or completely terminated in accordance K.S.A. 72-8230.
- 1.3 This Agreement is subject to change or termination by the Kansas Legislature.

II. PURPOSE

- 2.1 The purpose of DCEC shall be to provide education and related services as required by State and Federal Law for exceptional children attending school in the Member Districts.
- 2.2 Each unified school district signatory hereto further agrees that it will allow any student required by law to receive any special education service to receive said service as provided by the interlocal.

III. MEMBERSHIP

- 3.1 If a non-member school district seeks to become a party to this Agreement, such application will be considered as provided by Kansas law, rules and regulations of the KSBE, and policies and procedure established by the DCEC Board of Directors. Consideration for membership will be on a case-by-case basis with conditions of approval determined by the DCEC Board of Directors, and acceptance of a new member school district shall require the approval of not less than $\frac{3}{4}$ of Member Districts' Boards of Education.
- 3.2 Any decision to discontinue membership in DCEC or to add a member district to DCEC will be subject to review and approval of the KSBE.

IV. PROGRAM

- 4.1 DCEC will provide a full continuum of special education and related services for students attending school at the Member Districts. Special education and related services shall meet the standards and criteria of the State and Federal Special Education law and the DCEC Documentation of District Practices as annually approved by the DCEC Board of Directors, and these standards and criteria shall become part of this Agreement and are binding on the Member Districts in all areas not specifically covered by this Agreement.

V. BOARD OF DIRECTORS AND OFFICERS

- 5.1 DCEC shall be governed by a Board of Directors consisting of two members from the Board of Education of each Member District. Each Member District shall annually designate its DCEC Board members and an alternate to attend DCEC Board meetings in the absence of the regular member. Alternate Board members have the same authority as regularly appointed Board members. The terms of office of members of the DCEC Board of Directors shall expire concurrently with their terms as Board of Education members. Vacancies in DCEC Board membership shall be filled in the same manner as originally filled within thirty (30) days from the date of the vacancy.
- 5.2 The DCEC Board of Directors shall meet at such times and places as determined by said Board.

- 5.3 The Board shall elect from its members a President and Vice-President, who shall serve in the absence or incapacity of the President.
- 5.4 The Board shall appoint three individuals: one to act as director, one as clerk, and one as treasurer of DCEC, and these individuals will conduct the business of the Board by performing such duties as prescribed by the Board.
- 5.5 The Member Districts' superintendents, or their designees, shall serve the DCEC Board of Directors in an advisory capacity.
- 5.6 The DCEC Board of Directors shall adopt policies, rules and best practices to implement this Agreement and for the operation of DCEC including, but not limited to, procedures for financing DCEC operations, acquisition and sale of property, employment of personnel, personnel policies and procedures, student policies and procedures, due process hearings, budget preparation and administration, establishment of curriculum, transportation reimbursement, disposition of DCEC property upon dissolution or merger with another district, and such other policies, rules and regulations normally adopted by a Board of Education of a school district within the limitations imposed by Kansas laws and regulations.
- 5.7 Each unified school district board of education shall retain the authority to designate at any time a board member to the Cooperative Board of Directors. Any replacements so designated will have the power or authority to act on behalf of the appointing board at such time as the Cooperative is provided with a copy of the minutes wherein said change was made, so attested to by the clerk of the unified school district.

VI. METHODS OF FINANCING

- 6.1 Member Districts shall pay DCEC a yearly sum to be determined as follows: a budget, reflecting the total cost of all DCEC programs and services, shall be prepared by the director and presented to the DCEC Board of Directors by June of each calendar year for Board approval. The amount to be paid by the Member Districts shall be prorated among the Member Districts according to the most recent audited enrollment figures reported by KSBE. The enrollment figures shall be the full time equivalency (FTE) of each Member District. Each Member District shall pay its prorated assessment based upon its percentage of the total FTE enrollment of all the Member Districts.
- 6.2 A Member District that houses a county-wide program which includes students placed from another Member District through an Individual Education Plan (IEP) shall receive compensation from DCEC as credit towards such Member District's share of costs, at a rate of \$15,000 and may be revisited at the discretion of the Board. County-wide programs include but are not limited to Riverside Alternative Classroom and DCEC Self-Contained classrooms. DCEC Board of Directors has the authority to add or remove county-wide programs. Administration will take a census on April 1 to establish the

number of such programs, and compensation/credit shall be made during the next school year. The term "houses" shall mean providing classrooms, furniture, administrative support and access to mainstream rooms for integration according to an individual education program (IEP).

- 6.3 The Member Districts shall make ten (10) payments to DCEC each year in the months September through June.
- 6.4 The Board of Directors of DCEC and the Boards of Education of the Member Districts may in the future adjust or amend the methods of financing DCEC operation, provided, however, that any such adjustments or amendments shall be uniformly applicable to all Member Districts.

VII. OTHER SERVICES

- 7.1 Each Member District shall furnish classroom space, general classroom furniture, equipment, technology, and supplies normally provided for the use of regular classroom teachers in the district and transportation of students being educated by DCEC to and from the attendance facility where assigned. Member districts are responsible for transporting students.
- 7.2 DCEC shall furnish and provide adaptive types of furniture, equipment, special educational materials and supplies that are needed by DCEC personnel in providing special education to students as identified in each student's IEP.

VIII. ACQUISITION AND DISPOSAL OF PROPERTY

- 8.1 All property, both real and personal, purchased or otherwise acquired, shall be the property of DCEC and controlled by the DCEC Board of Directors. If any such property is sold while this Agreement is in effect, the proceeds of such sale shall be paid into the treasury of DCEC and may be expended in any lawful manner as authorized by the DCEC Board of Directors.
- 8.2 In the event of the complete termination of DCEC, all DCEC property shall be disposed of by the DCEC Board of Directors by any means provided for by law. Funds accumulated by the disposal of such property shall be distributed to all Member Districts on the same prorated basis as currently utilized for funding (most current audited FTE enrollment.)
- 8.3 In the event of a partial termination of DCEC, the withdrawing Member District or Districts shall be entitled to none of the property belonging to DCEC, including real property, personal property, or cash.

IX. INDEMNIFICATION

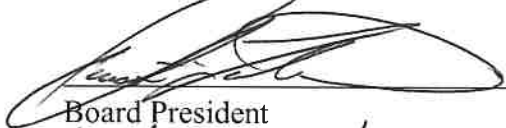

- 9.1 Each member school district shall be solely responsible for its actions or failure to act and shall not indemnify or hold harmless against damages, injury, or death resulting from the actions or failure to act on the part of any other school district that is a party to this contract.

X. MANDATORY PROVISIONS

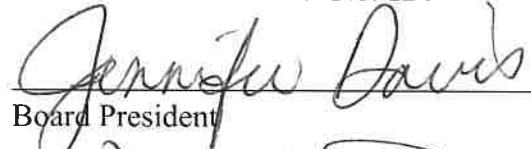

- 10.1 In accordance with K.S.A 72-8201c and amendments thereto, the mandatory contract provisions prescribed by the Kansas Department of Administration in form DA-146a, as amended are hereby incorporated by reference.

IN WITNESS WHEREOF, the Board of Education of each Member District has caused this Agreement to be executed by the President of the Board of Education.

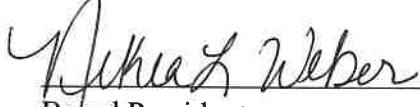

Unified School District No. 111


Board President

Attested by Clerk

Unified School District No. 114


Board President

Attested by Clerk

Unified School District No. 429


Board President

Attested by Clerk

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 j.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:

4/9/2024

Item Title:

Act on updated interlocal agreement for the continuation of the ESSDACK cooperative.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Educational Services and Staff Development Association of Central Kansas (ESSDACK) agreement.

Explanation of Situation Requiring Action:

Pursuant to K.S.A. 72-8230 and 12-2901, the boards of two or more school districts within or outside the state may make and enter into agreements providing for cooperative operation and administration in providing mutual benefits to the children served by the districts on a shared-cost basis subject to approval by the Kansas State Board of Education. The boards of several school districts and interlocals wish to continue ESSDACK. The attached agreement has been reviewed by KSDE's General Counsel. The agreement complies with all statutory and regulatory requirements for the continuation of said cooperative.

**Educational Services and Staff Development
Association of Central Kansas**

INTERLOCAL AGREEMENT

This Agreement is made pursuant to the provisions of K.S.A. 12-2901 et seq., and K.S.A. 72-13,100 . It is made with the sincere desire of all cooperating unified school districts, special education interlocals/cooperatives, and educational associations to work together for the mutual benefit of the children we serve and we, the undersigned, hereby and herein formally join together in an atmosphere of trust and confidence to organize a separate legal entity known as Educational Services and Staff Development Association of Central Kansas (hereinafter referred to as “ESSDACK”).

The following unified school districts, special education interlocals/cooperatives, and educational associations, by and through our respective boards of education and/or governing bodies, have each adopted a resolution authorizing the following unified school districts, special education interlocals/cooperatives, and educational associations, to enter into this Agreement:

Unified School District No. 106, Ness County, Kansas • Bazine, Kansas
Unified School District No. 112, Ellsworth County, Kansas • Lorraine, Kansas
Unified School District No. 205, Butler County, Kansas • Leon, Kansas
Unified School District No. 206, Sedgwick County, Kansas • Whitewater, Kansas
Unified School District No. 218, Morton County, Kansas • Elkhart, Kansas
Unified School District No. 245, Coffey County, Kansas • LeRoy, Kansas
Unified School District No. 254, Barber County, Kansas • Medicine Lodge, Kansas
Unified School District No. 255, Barber County, Kansas • Kiowa, Kansas
Unified School District No. 268, Sedgwick County, Kansas • Cheney, Kansas
Unified School District No. 303, Ness County, Kansas • Ness City, Kansas
Unified School District No. 308, Reno County, Kansas • Hutchinson, Kansas
Unified School District No. 309, Reno County, Kansas • Hutchinson, Kansas
Unified School District No. 310, Reno County, Kansas • Langdon, Kansas
Unified School District No. 311, Reno County, Kansas • Pretty Prairie, Kansas
Unified School District No. 312, Reno County, Kansas • Haven, Kansas
Unified School District No. 313, Reno County, Kansas • Buhler, Kansas
Unified School District No. 331, Kingman County, Kansas • Kingman, Kansas
Unified School District No. 332, Kingman County, Kansas • Cunningham, Kansas
Unified School District No. 347, Edwards County, Kansas • Kinsley, Kansas
Unified School District No. 349, Stafford County, Kansas • Stafford, Kansas
Unified School District No. 350, Stafford County, Kansas • St. John, Kansas

Unified School District No. 351, Stafford County, Kansas • Macksville, Kansas
Unified School District No. 355, Barton County, Kansas • Ellinwood, Kansas
Unified School District No. 361, Harper County, Kansas • Anthony, Kansas
Unified School District No. 369, Harvey County, Kansas • Burrton, Kansas
Unified School District No. 373, Harvey County, Kansas • Newton, Kansas
Unified School District No. 376, Rice County, Kansas • Sterling, Kansas
Unified School District No. 382, Pratt County, Kansas • Pratt, Kansas
Unified School District No. 397, Marion County, Kansas • Lost Springs, Kansas
Unified School District No. 398, Marion County, Kansas • Peabody, Kansas
Unified School District No. 400, McPherson County, Kansas • Lindsborg, Kansas
Unified School District No. 401, Rice County, Kansas • Chase, Kansas
Unified School District No. 402, Butler County, Kansas • Augusta, Kansas
Unified School District No. 403, Rush County, Kansas • Otis, Kansas
Unified School District No. 405, Rice County, Kansas • Lyons, Kansas
Unified School District No. 407, Russell County, Kansas • Russell, Kansas
Unified School District No. 408, Marion County, Kansas • Marion, Kansas
Unified School District No. 410, Marion County, Kansas • Hillsboro, Kansas
Unified School District No. 411, Marion County, Kansas • Goessel, Kansas
Unified School District No. 418, McPherson County, Kansas • McPherson, Kansas
Unified School District No. 419, McPherson County, Kansas • Canton, Kansas
Unified School District No. 423, McPherson County, Kansas • Moundridge, Kansas
Unified School District No. 428, Barton County, Kansas • Great Bend, Kansas
Unified School District No. 431, Barton County, Kansas • Hoisington, Kansas
Unified School District No. 439, Harvey County, Kansas • Sedgwick, Kansas
Unified School District No. 440, Harvey County, Kansas • Halstead, Kansas
Unified School District No. 444, Rice County, Kansas • Little River, Kansas
Unified School District No. 448, McPherson County, Kansas • Inman, Kansas
Unified School District No. 460, Harvey County, Kansas • Hesston, Kansas
Unified School District No. 466, Scott County, Kansas • Scott City, Kansas
Unified School District No. 474, Kiowa County, Kansas • HaviLand, Kansas
Unified School District No. 483, Seward County, Kansas • Plains, Kansas
Unified School District No. 487, Dickinson County, Kansas • Herington, KS
Unified School District No. 495, Pawnee County, Kansas • Larned, KS
Unified School District No. 511, Harper County, Kansas • Attica, Kansas
Interlocal No. 605, Pratt County, Kansas • Pratt, Kansas
Interlocal No. 610, Reno County, Kansas • Hutchinson, Kansas
Interlocal No. 617 Marion County, Kansas • Marion, Kansas

PURPOSE

The purpose of this Interlocal Agreement is to cooperatively provide services, functions, and activities, which are desired by the member districts, special education interlocals/cooperatives, and educational associations authorized by law, and approved by the Board of Directors. However, no direct special education services to children shall be provided under this agreement.

GOVERNANCE

The Board of Directors shall consist of a seven-member board. The Board of Directors of the Educational Services and Staff Development Association of Central Kansas will consist of one-member from each of the seven (7) Clusters. Clusters shall consist of member districts, special education interlocals/cooperatives, and educational associations grouped together by size and geographic location. The Council of Superintendents shall approve cluster arrangements. From each cluster, the Superintendents of that Cluster shall select one member of a local board of education to serve on the Board of Directors. Each member of the Board of Directors shall then be appointed by his or her District Board of Education. The member district, from which the Board of Directors' representative is selected, shall hold a term of office for four (4) years. If the Cluster cannot provide a member to serve on the Board of Directors, an at-large representative shall be selected from one of the other six Clusters using the aforementioned process.

There shall be an ESSDACK Council of Superintendents that shall be comprised of the superintendents and/or directors of participating member districts, special education interlocals/cooperatives, and educational associations. The Council of Superintendents shall make recommendations to the Board of Directors and the Executive Director in matters of policy, administration, program, services and budget.

The Board of Directors and the Council of Superintendents shall meet at such times and places as may be decided by their membership.

OPERATIONS

The Board of Directors shall designate three individuals, one to act as Director, one as Clerk, and one as Treasurer. The Director, Clerk and the Treasurer shall receive compensation and shall perform such duties as prescribed by the Board of Directors.

The Board of Directors shall adopt policies, rules and regulations to implement this Agreement including procedures for financing operations, acquisition of property, employment of personnel, policies and procedures, budget preparation and administration, disposition of property upon complete termination of this Agreement, and such other policies, rules and regulations as

normally adopted by a board of education of an unified school district within the limitations imposed by K.S.A. 72-13,100 .

The budget of ESSDACK shall be established by the Board of Directors. The funds required to operate ESSDACK shall be derived from fees charged by ESSDACK for contracted services, assessed membership fees, grant revenues, and such other monies as are lawfully available to ESSDACK.

ESSDACK shall have the right to acquire, hold and dispose of any and all property used or necessary for the purposes specified herein. If any such property is sold while this

Agreement is in effect, the proceeds of such sale shall be paid into the treasury of ESSDACK and may be expended in any lawful manner as directed by the Board. At least 12 months prior to the expiration date of this Agreement, each Board of Education shall give written notice to the Board of Directors of the Interlocal of whether the school district desires to renegotiate an agreement to continue the Interlocal. If five or more of the Boards of Education express the desire to renegotiate an agreement to continue the Interlocal, the Interlocal shall not be disorganized, but shall be continued under a renegotiated agreement as prescribed in subsection (d) of K.S.A. 72-13,100. In such event, all of the real and tangible personal property of the Interlocal shall be transferred to and become the sole property of the Interlocal as continued under the terms of the renegotiated agreement. Any withdrawing school district shall not be entitled to any of the Interlocal assets or unencumbered cash on hand in the treasury of the Interlocal.

If less than five of the Boards of Education express the desire to renegotiate an agreement to continue the Interlocal, the Interlocal shall be disorganized as of the expiration date of this Agreement, and the property of the Interlocal shall be disposed of in the manner prescribed in the following paragraph.

If the Interlocal is disorganized upon termination of this Agreement, the Board of Directors of the Interlocal shall have the authority to distribute the property of the Interlocal to any participating member school district or districts, or to sell the property and distribute the cash proceeds as herein provided. If a distribution of the property of the Interlocal cannot be agreed upon by at least a majority of the members of the Board of Directors, the Board of Directors shall sell the property of the Interlocal and deposit the proceeds thereof in the treasury of the Interlocal.

All monies in the treasury of the Interlocal at the time of the disorganization of the Interlocal shall be distributed to each remaining school district in the Interlocal. The monies will be divided equally on a per student FTE as of the September 20th count date of the previous school term among those remaining school districts at the time of disorganization of the Interlocal.

DURATION

This Agreement shall be for a term of five years commencing July 1, 2024, and shall be effective only upon approval by the State Board of Education. This Agreement shall be subject to change or terminated by the legislature.

INDEMNIFICATION

Each member school district shall be solely responsible for its actions or failure to act and shall not indemnify or hold harmless against damages, injury, or death resulting from the actions or failure to act on the part of any other school district that is a party to this contract.

MANDATORY PROVISIONS

This contract shall be governed and interpreted in accordance with the laws of the state of Kansas as found in K.S.A. 72-1147 and K.S.A. 72-1148 and amendments thereto. Additionally, the mandatory contract provisions prescribed by the Kansas Department of Administration in Form DA-146a, as amended are hereby incorporated by reference.

KS Board of Education Signature

Date

Reno County, Register of Deeds Signature

Date

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the _____ day of _____, 20____.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, *et seq.*) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to

comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

6. **Acceptance of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 408 Marion-Florence
Marion, Kansas

[Signature]
President, Board of Education

Attest:

Kristi Mercer
Clerk of the Board

Notary:
State of Kansas County of Marion

Notary Stamp:

Signed or attested before me on February 12, 2024
(date)

By Kristi Mercer
(Name of Clerk of the Board)



Notary Signature Kristi Mercer

Expiration Date 9-9-26

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 410 Durham-Hillsboro-Lehigh
Hillsboro, Kansas

[Signature]
President, Board of Education

Attest:

[Signature]
Clerk of the Board

Notary:

State of Kansas County of Lehigh

Signed or attested before me on 02-23-23
(date)

By [Signature]
(Name of Clerk of the Board)

Notary Signature [Signature]

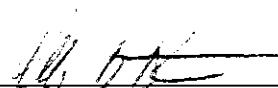
Expiration Date 01-24-24

Notary Stamp:



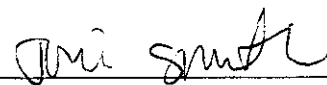
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 411 Goessel
Goessel, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:
State of Kansas County of Marion

Signed or attested before me on Dec 12, 2023
(date)

By Joni Smith
(Name of Clerk of the Board)

Notary Signature Kirby Smith

Expiration Date 11/18/27

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 418 McPherson
McPherson, Kansas

President, Board of Education

Attest:

Clerk of the Board

Notary:

State of Kansas County of McPherson

Signed or attested before me on Dec 11, 2023

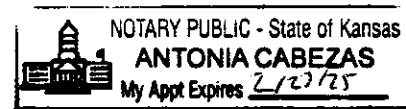
(date)

By Jamie Lewis
(Name of Clerk of the Board)

Notary Signature Antz CC

Expiration Date 2/23/25

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 419 Canton-Galva
Canton, Kansas

Jeff Kuse
President, Board of Education

Attest:

Cheryl Boesker
Clerk of the Board

Notary:
State of Kansas County of McPherson

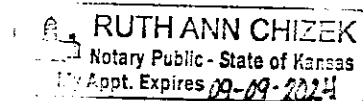
Notary Stamp:

Signed or attested before me on 12-14-2023
(date)

By *Cheryl Boesker*
(Name of Clerk of the Board)

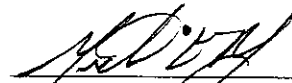
Notary Signature *Ruth Ann Chizek*

Expiration Date 09-09-2024



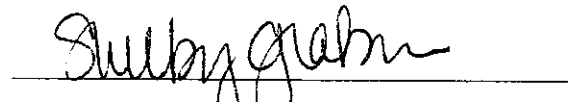
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 423 Moundridge
Moundridge, Kansas



President, Board of Education

Attest:



Clerk of the Board

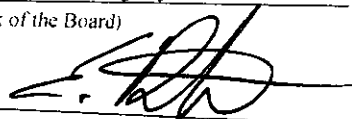
Notary:

State of Kansas County of McPherson

Signed or attested before me on 11-21-23

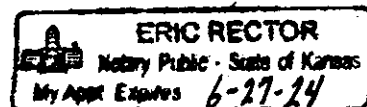
(date)

By Shelby Graber
(Name of Clerk of the Board)

Notary Signature 

Expiration Date 6-27-24

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 428 Great Bend
Great Bend, Kansas

Jacqueline Risque
President, Board of Education

Attest:

Jean Papp
Clerk of the Board

Notary:

State of Kansas County of Barton


Signed or attested before me on 12/10/25
(date)

By Jean Papp
(Name of Clerk of the Board)

Notary Signature *Cathie McManaman*

Expiration Date 11/13/2026

Notary Stamp:

STATE OF KANSAS - NOTARY PUBLIC
 CATHIE MC MANAMAN
MY COMMISSION EXPIRES 11/13/26

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 431 Hoisington
Hoisington, Kansas

Rebecca Mooney
President, Board of Education

Attest:

Trisha Martin
Clerk of the Board

Notary:

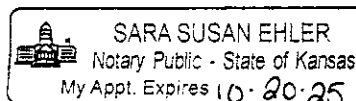
Notary Stamp:

Signed or attested before me on 1-29-24
(date)

By Trisha Martin
(Name of Clerk of the Board)

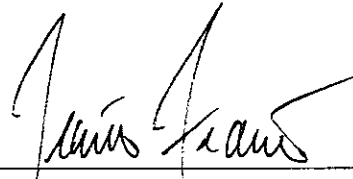
Notary Signature Sara Susan Ehler

Expiration Date 10-20-25



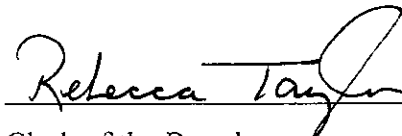
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 439 Sedgwick
Sedgwick, Kansas



President, Board of Education

Attest:



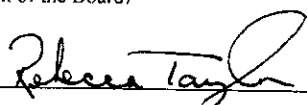
Clerk of the Board

Notary:

State of Kansas County of Harvey

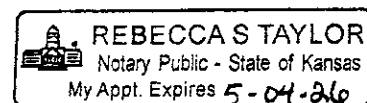
Signed or attested before me on 12/11/2023
(date)

By Rebecca Taylor
(Name of Clerk of the Board)

Notary Signature 

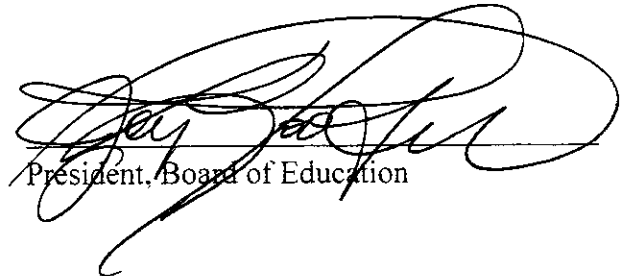
Expiration Date 05-04-2026

Notary Stamp:




EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 440 Halstead
Halstead, Kansas



President, Board of Education

Attest:



Clerk of the Board

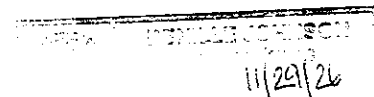
Notary:

State of Kansas County of Harvey

Signed or attested before me on 12/13/2023
(date)

By Susan Adams
(Name of Clerk of the Board)

Notary Stamp:

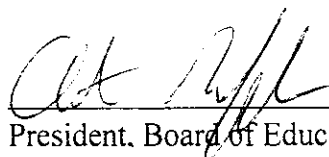


Notary Signature Dennis Johnson

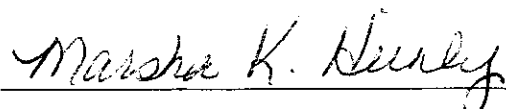
Expiration Date 11/29/26

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 444 Little River
Little River, Kansas


Vice- President, Board of Education

Attest:


Clerk of the Board

Notary:
State of KS County of Rice

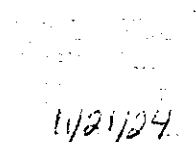
Notary Stamp:

Signed or attested before me on 12-20-23
(date)

By Marsha K. Heintz
(Name of Clerk of the Board)

Notary Signature Barry Ellwood

Expiration Date 11/21/24


11/21/24

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 448 Inman
Inman, Kansas

Loren Schmidt
President, Board of Education

Attest:

Scott Schiner
Clerk of the Board

Notary:

State of KS County of McPherson

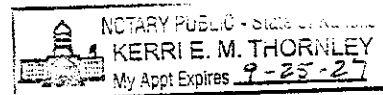
Signed or attested before me on 1/23/2022
(date)

By Scott Schiner
(Name of Clerk of the Board)

Notary Signature Kerri E. M. Thornley

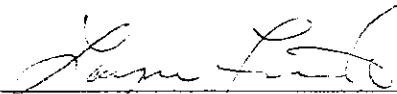
Expiration Date Sept. 25, 2027

Notary Stamp:



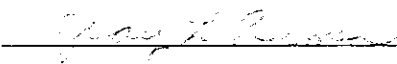
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 460 Hesston
Hesston, Kansas



President, Board of Education

Attest:

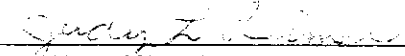


Clerk of the Board

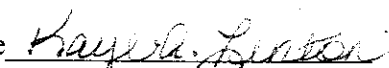
Notary:

State of KS County of Harvey

Signed or attested before me on 12.13.23
(date)

By 

(Name of Clerk of the Board)

Notary Signature 

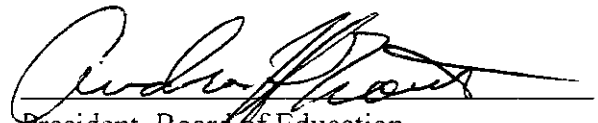
Expiration Date 9.16.2026

Notary Stamp:

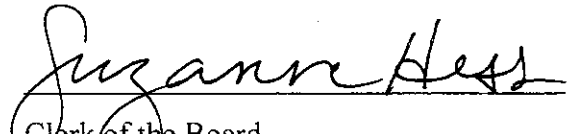


EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 466 Scott County
Scott City, Kansas


President, Board of Education

Attest:


Clerk of the Board

Notary:

State of Kansas County of Scott

Signed or attested before me on 11/3/2024

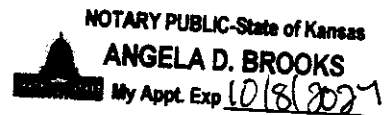
(date)

By Suzanne Hess
(Name of Clerk of the Board)

Notary Signature Angela D. Brooks

Expiration Date 10/18/2027

Notary Stamp:

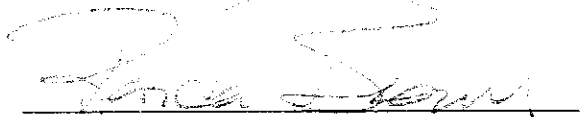


EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 474 Haviland
Haviland, Kansas

President, Board of Education

Attest:



Clerk of the Board

Notary:

State of KS County of Osage

Signed or attested before me on _____
(date)

By [Signature]
(Name of Clerk of the Board)

Notary Signature _____

Expiration Date 12-31-2011

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 483 Kismet-Plains
Plains, Kansas

Stan Reis

President, Board of Education

Attest:

Melinda Justice

Clerk of the Board

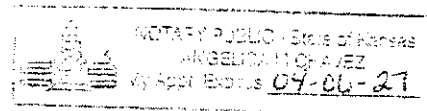
Notary:

State of Kansas County of Leawards

Notary Stamp:

Signed or attested before me on 12/29/23

By Melinda Justice
(Name of Clerk of the Board)

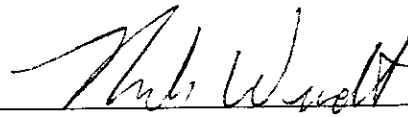


Notary Signature A. E. MILL

Expiration Date 04-06-27

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 487 Herington
Herington, Kansas



President, Board of Education

Attest:

Clerk of the Board

Notary:
State of Kansas County of Dickinson

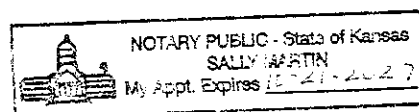
Notary Stamp:

Signed or attested before me on 11-20-2023
(date)

By Rebyn Heitfield
(Name of Clerk of the Board)

Notary Signature Sally Martin

Expiration Date October 21 - 2027



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 495 Ft. Larned
Larned, Kansas

Brent Heath

President. Board of Education

Attest:

T Burris

Clerk of the Board

Notary:

State of Kansas County of Pawnee

Signed or attested before me on 11/21/23
(date)

By Tiffany Burris
(Name of Clerk of the Board)

Notary Signature Tina Welch

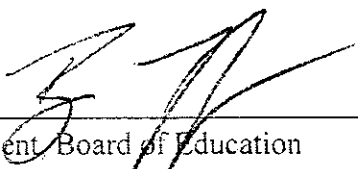
Expiration Date 04/10/2026

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 511 Attica
Attica, Kansas



President Board of Education

Attest:



Clerk of the Board

Notary:


State of Kansas County of Harper

Signed or attested before me on 12-11-2023
(date)

By Mandy Traffas
(Name of Clerk of the Board)

Notary Stamp:

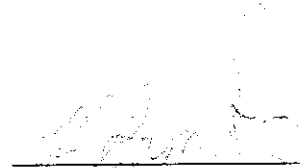


Notary Signature 

Expiration Date 03-09-2025

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 605 SCKSEC
Pratt, Kansas



President, Board of Education

Attest:



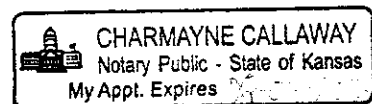
Clerk of the Board

Notary:
State of Kansas County of Pratt

Notary Stamp:

Signed or attested before me on 1/10/21
(date)

By Michelle [unclear]
(Name of Clerk of the Board)




Notary Signature [Signature]

Expiration Date October 2021

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 610 RCEC
Hutchinson, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of Kansas County of Reno

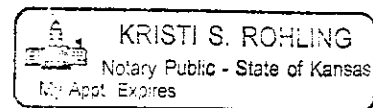
Signed or attested before me on 12-4-23
(date)

By Kristi S. Rohling
(Name of Clerk of the Board)

Notary Signature Kristi S. Rohling

Expiration Date 5-26-2024

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 617 MCSEC
Marion, Kansas

Terry O'Brien

President, Board of Education

Attest:

Christina McFall

Clerk of the Board

Notary:

State of Kansas County of Marion

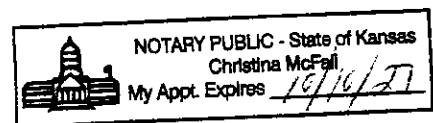
Signed or attested before me on 11/20/23

By Christina McFall (date)
(Name of Clerk of the Board)

Notary Signature Christina McFall

Expiration Date 10/10/27

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 373 Newton
Newton, Kansas

[Signature]
President, Board of Education

Attest:

[Signature]
Clerk of the Board

Notary:

State of Kansas County of Nowell

Signed or attested before me on 12/12/2023
(date)

By Seni Santz
(Name of Clerk of the Board)

Notary Signature [Signature]

Expiration Date 1/25/2027

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 376 Sterling
Sterling, Kansas

Melissa Cenarol
President Board of Education

Attest:

Laurie Evans
Clerk of the Board

Notary:

State of Kansas County of Price

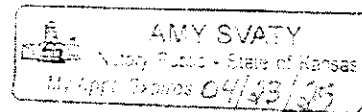
Signed or attested before me on 04/23/25

By Laurie Evans
(Name of Clerk of the Board)

Notary Signature [Signature]

Expiration Date 04/23/2025

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 382 Pratt
Pratt, Kansas

Bruce Barger
President, Board of Education

Attest:

Donna J. Walker
Clerk of the Board

Notary:

State of Kansas County of Pratt

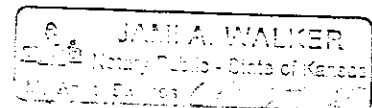
Signed or attested before me on 10-2-10
(date)

By Beth A. Smith
(Name of Clerk of the Board)

Notary Signature Janna A. Walker

Expiration Date 07-27-12

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 397 Centre
Lost Springs, Kansas

Terry Deane

President, Board of Education

Attest:

Marianne Kohm

Clerk of the Board

Notary:

State of Kansas County of Marion

Notary Stamp:

Signed or attested before me on 12th - Dec - 2023

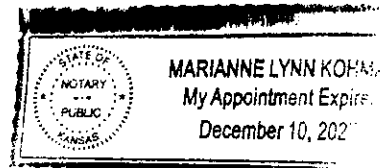
(date)

By Marianne Kohm

(Name of Clerk of the Board)

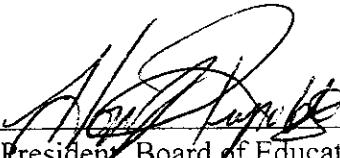
Notary Signature Marianne Kohm

Expiration Date 12-10-2027



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 398 Peabody-Burns
Peabody, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of Kansas County of Marion

Signed or attested before me on 12/13/23
(date)

By Lisa Hodges
(Name of Clerk of the Board)

Notary Signature 


Expiration Date 11-26-24

Notary Stamp:



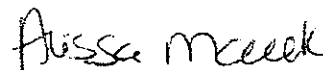
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 400 Smoky Valley
Lindsborg, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of Kansas County of McPherson

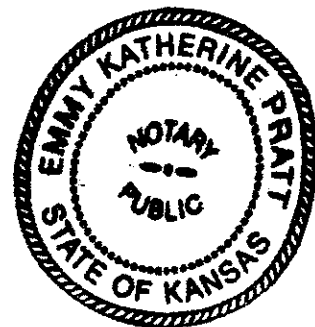
Notary Stamp:

Signed or attested before me on 4 December 2023

By Emmy Katherine Pratt ^(date)
(Name of Clerk of the Board)

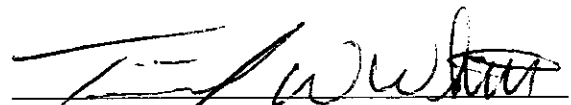
Notary Signature Emmy Katherine Pratt

Expiration Date March 11, 2026



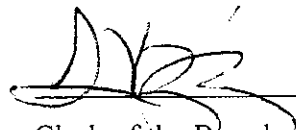
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 401 Chase-Raymond
Chase, KS.



President, Board of Education

Attest:



Clerk of the Board

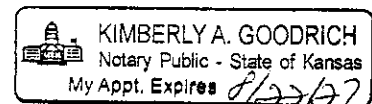
Notary:

State of Kansas County of Rice

Notary Stamp:

Signed or attested before me on 12/19/23
(date)

By TAMMY KIZZAR
(Name of Clerk of the Board)

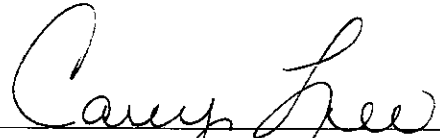


Notary Signature Kimberly A. Goodrich

Expiration Date 8/22/27

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 402 Augusta
Augusta, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of Kansas County of Butler

Signed or attested before me on 12/11/2023

(date)

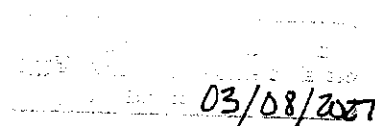
By Melanie L. Budda
(Name of Clerk of the Board)

Notary Signature 

Expiration Date 03/08/2027

Notary Stamp:




03/08/2027

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 403 Otis-Bison
Otis, Kansas

Bernard Junt
President, Board of Education

Attest:

Bonnie S. Smith
Clerk of the Board

Notary:
State of Kansas County of Rush

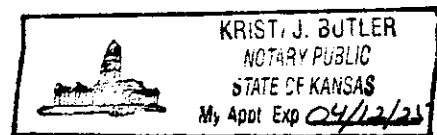
Notary Stamp:

Signed or attested before me on 12/4/2023
(date)

By Bonnie S. Smith
(Name of Clerk of the Board)

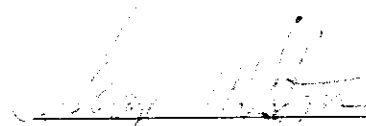
Notary Signature Krist J. Butler

Expiration Date 04/12/2025




EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 405 Lyons
Lyons, Kansas



President, Board of Education

Attest:



Clerk of the Board

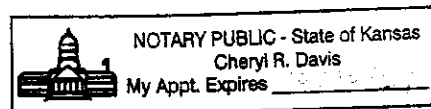
Notary:

State of KS County of RC

Notary Stamp:

Signed or attested before me on 2013-12-12
(date)

By Jessica Gorton
(Name of Clerk of the Board)

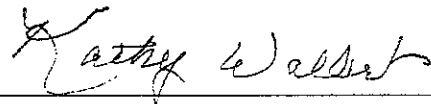


Notary Signature Cheryl R. Davis

Expiration Date 12/12/15

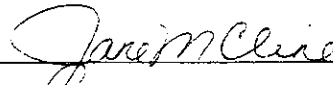
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 407 Russell
Russell, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of Kansas County of Russell

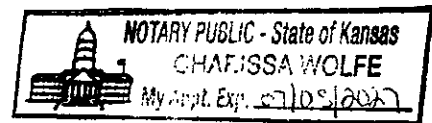
Signed or attested before me on 12/1/2023
(date)

By Jane Cline
(Name of Clerk of the Board)

Notary Signature 

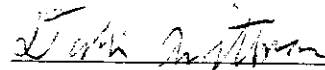
Expiration Date 07/05/2027

Notary Stamp:



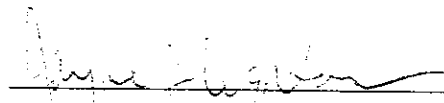
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 106 Western Plains
Bazine, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

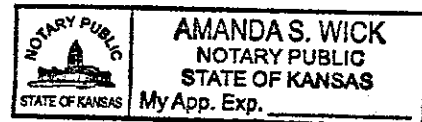
State of KS County of NeSS

Notary Stamp:

Signed or attested before me on 1-19-24

(date)

By Jayne Lightner
(Name of Clerk of the Board)

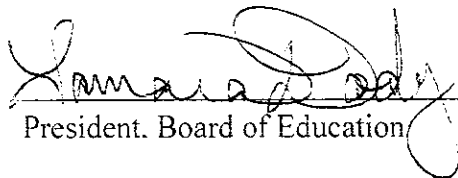


Notary Signature _____

Expiration Date _____

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 112 Central Plains
Holyrood, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:
State of KS County of Barton

Notary Stamp:

Signed or attested before me on 9/15/12

(date)

By Doreen Key

(Name of Clerk of the Board)

Notary Signature Janae DeWay

Expiration Date 2/23/2015

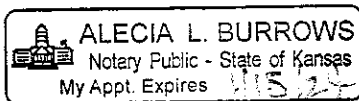
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 205 Bluestem
Leon, Kansas

Becky L. White
President, Board of Education

Attest:

Heather
Clerk of the Board



Notary:

State of Kansas County of Butler

Notary Stamp:

Signed or attested before me on 12/18/23
(date)

By _____
(Name of Clerk of the Board)

Notary Signature *Alecia L. Burrows*

Expiration Date 11/15/24

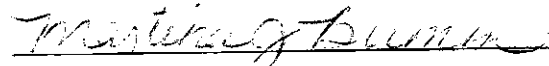
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 206 Remington-Whitewater
Whitewater, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of Kansas County of Barber

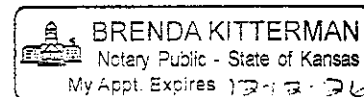
Notary Stamp:

Signed or attested before me on 12-15-23

Martina Roman (date)

By Brenda Kitterman BK

(Name of Clerk of the Board)



Notary Signature Brenda Kitterman

Expiration Date 12-13-26

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 218 Elkhart
Elkhart, Kansas

R.L. Anderson

President, Board of Education

Attest:

[Signature]

Clerk of the Board

Notary:

State of Kansas County of Morton

Signed or attested before me on 12-21-2023

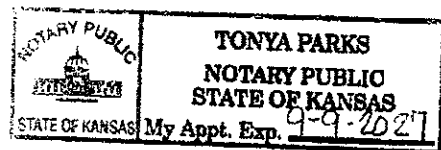
(date)

By Sandra L. Higgins
(Name of Clerk of the Board)

Notary Signature Tonya Parks

Expiration Date 9-9-2027

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 245 LeRoy-Gridley
LeRoy, Kansas

Craig Allen Nickel
President, Board of Education

Attest:

Nikole Houston
Clerk of the Board

Notary:
State of KS County of Coffey

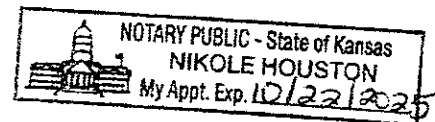
Signed or attested before me on 12-15-23
(date)

By Nikole Houston
(Name of Clerk of the Board)

Notary Signature Nikole Houston

Expiration Date 10/22/2025

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 254 Barber Cty. No.
Medicine Lodge, Kansas

[Signature]
President. Board of Education

Attest:

[Signature]
Clerk of the Board

Notary:

State of Kansas County of Barber

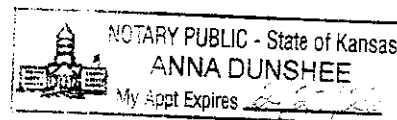
Signed or attested before me on 10/15/23
(date)

By Loi Birey
(Name of Clerk of the Board)

Notary Signature [Signature]

Expiration Date 12/27/26

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 255 South Barber
Kiowa, Kansas

M. J. Pelt
President, Board of Education

Attest:

Alyssa Gonzales
Clerk of the Board

Notary:
State of KANSAS County of BARBER

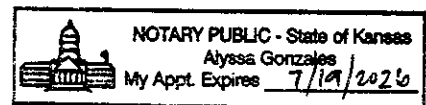
Signed or attested before me on 12/11/2023
(date)

By ALYSSA GONZALES
(Name of Clerk of the Board)

Notary Signature *Alyssa Gonzales*

Expiration Date 7/19/2026

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 268 Cheney
Cheney, Kansas

Martia Langling
President, Board of Education

Attest:

Makenzi Logsdon
Clerk of the Board

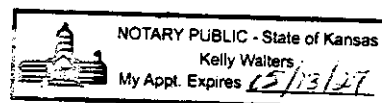
Notary:

State of Kansas County of Sedgewick

Notary Stamp:

Signed or attested before me on 12/12/23
(date)

By Makenzi Logsdon
(Name of Clerk of the Board)

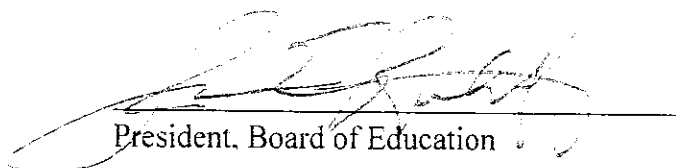


Notary Signature Kelly Walters

Expiration Date 12/13/2027

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 303 Ness City
Ness City, Kansas



President, Board of Education

Attest:

Clerk of the Board

Notary: _____
State of Ks County of DeS

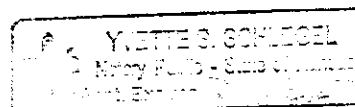
Notary Stamp:

Signed or attested before me on 12/16/13
(date)

By Susie Schlegel
(Name of Clerk of the Board)


Notary Signature 

Expiration Date 12/16/14



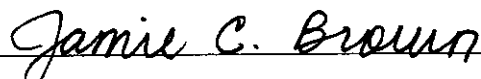
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 308 Hutchinson
Hutchinson, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of Kansas County of Reno

Signed or attested before me on 12/11/2023

(date)

By Jamie C. Brown
(Name of Clerk of the Board)

Notary Signature Cindy Meier

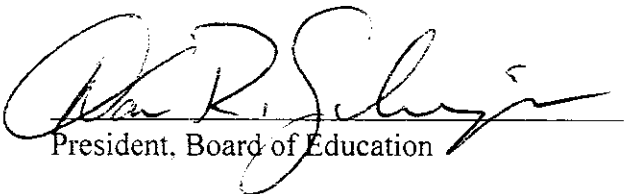
Expiration Date 8/3/2025

Notary Stamp:




EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 309 Nickerson
Nickerson, Kansas


President, Board of Education

Attest:


Clerk of the Board

Notary:
State of Kansas County of Reno

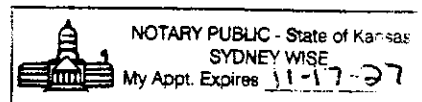
Signed or attested before me on 12-12-23

By Sammy Welch (date)
(Name of Clerk of the Board)

Notary Signature Sydney Wise

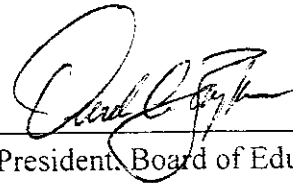
Expiration Date 11-17-27

Notary Stamp:



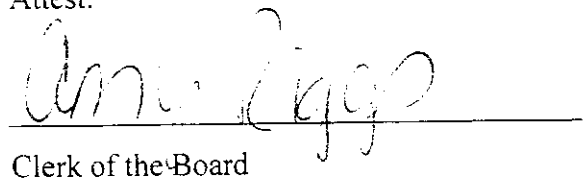
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 310 Fairfield
Langdon, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of Kansas County of Barber

Signed or attested before me on 21.2.2024
(date)

By Amy Klags
(Name of Clerk of the Board)

Notary Signature Amanda D. Katz

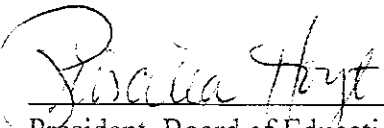
Expiration Date 9-11-2026

Notary Stamp:



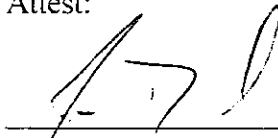
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 311 Pretty Prairie
Pretty Prairie, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:
State of Kansas County of Barber

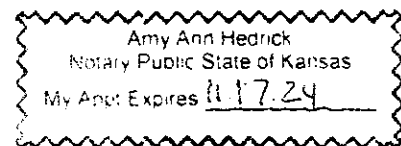
Notary Stamp:

Signed or attested before me on 2.12.24
(date)

By Jason Deel
(Name of Clerk of the Board)

Notary Signature Amy A Hedrick

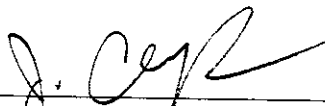
Expiration Date 11.17.24



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

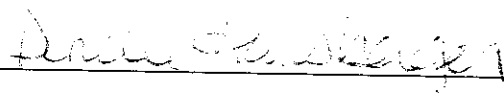
Unified School District No. 312 Haven

Haven, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:
State of Kansas County of Ren

Notary Stamp:

Signed or attested before me on 12/11/2023

By Dinelle Hunsberger (date)
(Name of Clerk of the Board)

Notary Signature Dinelle Hunsberger

Expiration Date 12/8/2025



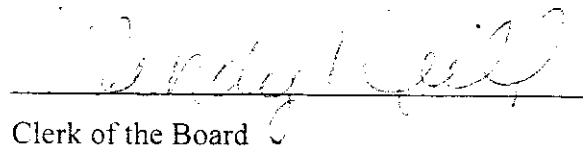
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 313 Buhler
Buhler, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of Kansas County of Reno

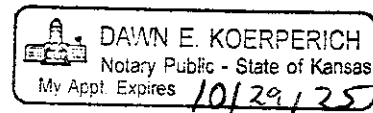
Signed or attested before me on 12-13-23
(date)

By Wendy Neill
(Name of Clerk of the Board)

Notary Signature Dawn Koerperich

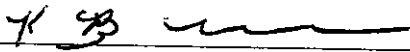
Expiration Date 10/29/25

Notary Stamp:




EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 331 Kingman
Kingman, Kansas


President, Board of Education

Attest:


Clerk of the Board

Notary:

State of Kansas County of Kingman

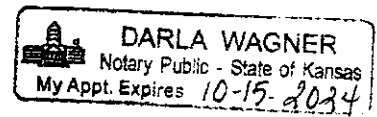
Signed or attested before me on 12/11/2023
(date)

By 
(Name of Clerk of the Board)

Notary Signature 

Expiration Date 10-15-2024

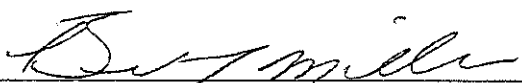
Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

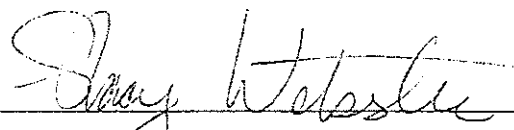
Unified School District No. 332 Cunningham

Cunningham, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of KS County of Kingman

Signed or attested before me on 12-4-23

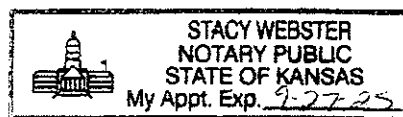
By 

(Name of Clerk of the Board)

Notary Signature 

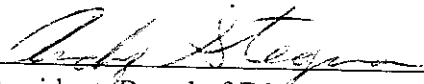
Expiration Date 9-27-25

Notary Stamp:



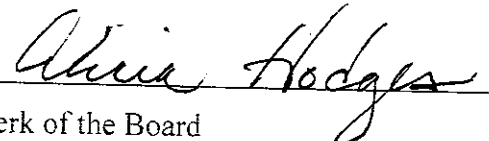
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 347 Kinsley
Kinsley, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of KS County of Edwards

Signed or attested before me on Dec 11, 2023
(date)

By Alicia Hodges
(Name of Clerk of the Board)

Notary Signature 

Expiration Date 1-4-2025

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 349 Stafford
Stafford, Kansas

[Signature]
President, Board of Education

Attest:

[Signature]
Clerk of the Board

Notary:

State of Kansas County of Stafford

Signed or attested before me on 12/12/2023
(date)

By Jamie Kreutzer
(Name of Clerk of the Board)

Notary Signature [Signature]

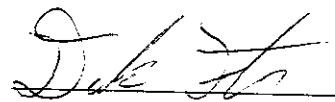
Expiration Date 1-24-2025

Notary Stamp:



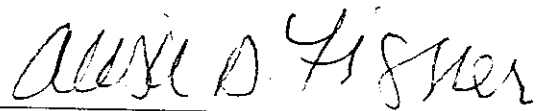
EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING ENTITY:

Unified School District No. 350 St. John-Hudson
St. John, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of Kansas County of Stafford

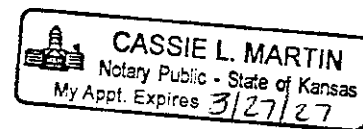
Signed or attested before me on 11/23/23
(date)

By Alisa Fisher
(Name of Clerk of the Board)

Notary Signature 

Expiration Date 3/27/27

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 351 Macksville
Macksville, Kansas

Dorrie Dutton
President, Board of Education

Attest:

Mary C. Higgins
Clerk of the Board

Notary:

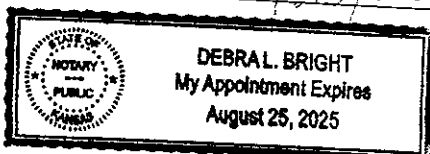
Notary Stamp:

Signed or attested before me on 1-8-24
(date)

By *Mary C. Higgins*
(Name of Clerk of the Board)

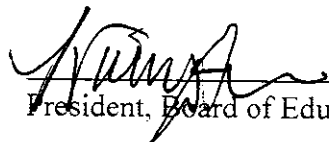
Notary Signature *Debra L. Bright*

Expiration Date 8/25/2025




EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 355 Ellinwood
Ellinwood, Kansas



President, Board of Education

Attest:



Clerk of the Board

Notary:

State of Kansas County of Barton

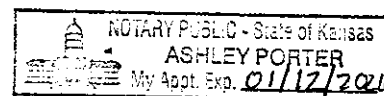
Signed or attested before me on 12/12/2023
(date)

By Brian Elliott
(Name of Clerk of the Board)

Notary Signature Ashley Porter

Expiration Date 01/12/2024

Notary Stamp:



EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 361 Chaparral
Anthony, Kansas

Dusty E. Almy
President, Board of Education

Attest:

Barbara Muse
Clerk of the Board

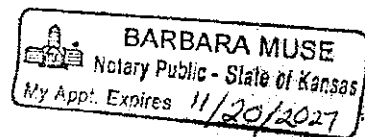
Notary:

State of Kansas County of Harper

Signed or attested before me on 12/11/2023
(date)

By Barbara Muse
(Name of Clerk of the Board)

Notary Stamp:

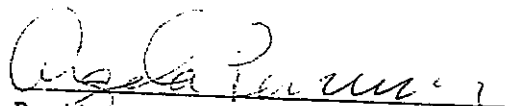


Notary Signature Barbara Muse

Expiration Date 11/20/2027

EXECUTED BY PRESIDENT AND CLERK RESPECTIVELY OF THE FOLLOWING
ENTITY:

Unified School District No. 369 Burrton
Burrton, Kansas


President, Board of Education

Attest:


Clerk of the Board

Notary:
State of Kansas County of Harvey

Signed or attested before me on 2-27-24

By Sara R. Durner (date)
(Name of Clerk of the Board)

Notary Signature Peggy M. Tate

Expiration Date 10-27-25

Notary Stamp:

