

Consent Agenda Items for Action



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

Item Title: Receive monthly personnel report.

From: Marisa Seele, Wendy Fritz

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

Total employees 268 as of pay period ending 06/10/2023. 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).



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Item Title: Report of personnel filling unclassified positions.

From: Marisa Seele, Wendy Fritz

The following personnel appointments are presented this month:

Kathy Camarena to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective June 22, 2023, at an annual salary of \$61,8170.64. This position is funded by the Federal Perkins Grant and the State General Fund.

Kevin Bronson to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective June 26, 2023, at an annual salary of \$61,8170.64. This position is funded by the Federal Perkins Grant and the State General Fund.

Jennifer Hamlet to the position of Program Consultant on the Career, Standards and Assessment Services team, effective June 27, 2023, at an annual salary of \$77,175.02. This position is funded by the Federal Assessment Grant and the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 7/11/2023

Sherry Root

Randy Watson

Item Title:

Act to approve Safe and Secure Schools grants and applications for school year 2023-2024.

Recommended Motion:

It is moved that the Kansas State Board of Education approve Safe and Secure Schools grants and applications for school year 2023-2024.

Explanation of Situation Requiring Action:

Governor Kelly signed House Sub for Senate Bill 113, which provides \$5 million to school districts through grants for school safety. Grant funds can only be used to meet the following Kansas Safe and Secure School standards: infrastructure, technology, communication, new school resource officer positions and Narcan kits. These grant funds have a \$1 for \$1 local match. Requests were submitted by 188 districts for more than \$14 million. As a result, the grant awards were prorated. Attached is a spreadsheet showing a list of districts that applied for the grant and the amount of the State Grant Award. Each award is determined by multiplying the audited FTE in 2022-2023 by the per pupil amount of \$15.0996370.

2023-2024 Safe & Secure Schools Grant Recommendations (June 19, 2023)			\$5,000,000.00	Per Pupil Amount \$15.0996370	Total Budget Request			
USD #	USD Name	County Name	Total Audited FTE of District 2022-2023	State Grant Award	Total Local Match	Total State Aid Request	Total Budget Request	
999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
101	Erie-Galesburg	Neosho	400.5	6,047	60,000	60,000	120,000	
102	Cimarron-Ensign	Gray	594.6	7,000	7,000	7,000	14,000	
103	Cheylin	Cheyenne	147.0	2,220	7,202	7,202	14,404	
106	Western Plains	Ness	110.5	1,669	20,000	20,000	40,000	
111	Doniphan West Schools	Doniphan	356.7	5,386	114,400	114,400	228,800	
112	Central Plains	Ellsworth	487.5	7,361	19,505	19,505	39,010	
113	Prairie Hills	Nemaha	1,044.6	9,893	9,893	9,893	19,785	
114	Riverside	Doniphan	602.7	5,900	5,900	5,900	11,800	
115	Nemaha Central	Nemaha	711.5	10,743	25,000	25,000	50,000	
202	Turner-Kansas City	Wyandotte	3,711.6	56,044	125,000	125,000	250,000	
203	Piper-Kansas City	Wyandotte	2,644.5	39,500	39,500	39,500	79,000	
204	Bonner Springs	Wyandotte	2,364.0	35,696	50,500	50,500	101,000	
205	Bluestem	Butler	508.6	7,680	24,669	24,669	49,338	
206	Remington-Whitewater	Butler	460.0	6,946	24,000	24,000	48,000	
207	Fort Leavenworth	Leavenworth	1,575.6	23,791	88,700	88,700	177,400	
215	Lakin	Kearny	630.4	9,519	74,750	74,750	149,500	
218	Elkhart	Morton	387.8	5,856	9,750	9,750	19,500	
220	Ashland	Clark	186.5	2,816	65,000	65,000	130,000	
223	Barnes	Washington	374.0	5,647	127,458	127,458	254,915	
225	Fowler	Meade	67.5	1,019	35,008	35,008	70,016	
229	Blue Valley	Johnson	21,810.2	329,326	500,000	500,000	1,000,000	
230	Spring Hill	Johnson	3,668.0	55,385	177,888	177,888	355,775	
231	Gardner Edgerton	Johnson	5,771.7	69,105	69,105	69,105	138,210	
232	De Soto	Johnson	7,286.1	110,017	390,525	390,525	781,050	
233	Olathe	Johnson	28,185.3	425,588	492,000	492,000	984,000	
234	Fort Scott	Bourbon	1,756.8	26,527	36,640	36,640	73,280	
235	Uniontown	Bourbon	456.0	6,885	49,864	49,864	99,727	
239	North Ottawa County	Ottawa	620.4	9,368	15,000	15,000	30,000	
240	Twin Valley	Ottawa	580.5	8,765	94,080	94,080	188,160	
241	Wallace County Schools	Wallace	183.0	2,763	20,000	20,000	40,000	

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999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
245	LeRoy-Gridley	Coffey	156.5	2,363	25,000	25,000	50,000	
246	Northeast	Crawford	454.4	6,861	37,500	37,500	75,000	
247	Cherokee	Crawford	443.5	6,697	182,364	182,364	364,728	
248	Girard	Crawford	992.0	10,000	10,000	10,000	20,000	
249	Frontenac Public Schools	Crawford	893.0	13,484	42,750	42,750	85,500	
251	North Lyon County	Lyon	330.5	4,990	8,274	8,274	16,548	
252	Southern Lyon County	Lyon	505.8	7,637	17,939	17,939	35,878	
254	Barber County North	Barber	456.6	6,894	16,500	16,500	33,000	
255	South Barber	Barber	202.0	3,050	30,500	30,500	61,000	
256	Marmaton Valley	Allen	260.5	3,933	30,771	30,771	61,542	
258	Humboldt	Allen	626.5	9,460	28,958	28,958	57,917	
259	Wichita	Sedgwick	44,306.0	669,005	1,500,000	1,500,000	3,000,000	
260	Derby	Sedgwick	6,870.5	103,742	237,500	237,500	475,000	
266	Maize	Sedgwick	7,341.1	110,848	207,834	207,834	415,668	
267	Renwick	Sedgwick	1,862.5	25,000	25,000	25,000	50,000	
269	Palco	Rooks	89.0	1,344	14,450	14,450	28,900	
270	Plainville	Rooks	384.5	5,806	27,955	27,955	55,910	
271	Stockton	Rooks	259.9	3,924	37,639	37,639	75,277	
272	Waconda	Mitchell	308.2	4,654	114,500	114,500	229,000	
274	Oakley	Logan	425.9	6,431	25,227	25,227	50,454	
283	Elk Valley	Elk	100.5	1,518	40,000	40,000	80,000	
284	Chase County	Chase	365.0	3,400	3,400	3,400	6,800	
285	Cedar Vale	Chautauqua	135.5	2,046	10,100	10,100	20,200	
286	Chautauqua Co Community	Chautauqua	367.6	5,551	12,500	12,500	25,000	
287	West Franklin	Franklin	593.0	8,954	37,500	37,500	75,000	
288	Central Heights	Franklin	518.3	6,000	6,000	6,000	12,000	
289	Wellsville	Franklin	787.0	11,883	28,250	28,250	56,500	
290	Ottawa	Franklin	2,242.4	10,001	10,001	10,001	20,001	
291	Grinnell Public Schools	Gove	60.5	914	5,708	5,708	11,415	
292	Wheatland	Gove	109.5	1,653	42,517	42,517	85,035	

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				\$15.0996370				
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999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
293	Quinter Public Schools	Gove	307.7	4,646	12,232	12,232	24,463	
298	Lincoln	Lincoln	316.0	4,771	10,000	10,000	20,000	
303	Ness City	Ness	270.6	4,086	55,605	55,605	111,210	
305	Salina	Saline	6,596.4	22,936	22,936	22,936	45,872	
306	Southeast Of Saline	Saline	678.5	2,320	2,320	2,320	4,639	
307	Ell-Saline	Saline	413.5	6,244	47,650	47,650	95,300	
308	Hutchinson Public Schools	Reno	3,917.4	59,151	80,000	80,000	160,000	
309	Nickerson	Reno	930.0	10,000	10,000	10,000	20,000	
310	Fairfield	Reno	268.5	4,054	4,250	4,250	8,500	
311	Pretty Prairie	Reno	293.4	4,430	105,000	105,000	210,000	
312	Haven Public Schools	Reno	734.7	7,000	7,000	7,000	14,000	
313	Buhler	Reno	2,247.0	33,929	62,500	62,500	125,000	
315	Colby Public Schools	Thomas	940.5	14,201	20,000	20,000	40,000	
320	Wamego	Pottawatomie	1,582.0	23,888	153,366	153,366	306,731	
321	Kaw Valley	Pottawatomie	1,030.0	15,553	23,027	23,027	46,053	
322	Onaga-Havensville-Wheaton	Pottawatomie	309.8	4,678	65,000	65,000	130,000	
327	Ellsworth	Ellsworth	643.1	9,711	35,132	35,132	70,264	
329	Wabaunsee	Wabaunsee	387.5	5,851	7,500	7,500	15,000	
330	Mission Valley	Wabaunsee	445.8	6,731	158,750	158,750	317,500	
331	Kingman - Norwich	Kingman	860.1	12,987	66,400	66,400	132,800	
332	Cunningham	Kingman	204.0	3,080	10,453	10,453	20,905	
333	Concordia	Cloud	1,087.6	16,422	25,000	25,000	50,000	
335	North Jackson	Jackson	373.9	5,646	85,667	85,667	171,333	
336	Holton	Jackson	1,022.6	15,441	35,000	35,000	70,000	
337	Royal Valley	Jackson	831.0	8,075	8,075	8,075	16,150	
338	Valley Falls	Jefferson	377.0	5,693	11,470	11,470	22,940	
339	Jefferson County North	Jefferson	424.0	6,402	15,500	15,500	31,000	
340	Jefferson West	Jefferson	817.5	12,344	90,750	90,750	181,500	
341	Oskaloosa Public Schools	Jefferson	537.4	8,115	41,000	41,000	82,000	
342	McLouth	Jefferson	432.5	6,531	20,000	20,000	40,000	

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999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
343	Perry Public Schools	Jefferson	734.3	11,088	45,357	45,357	90,714	
345	Seaman	Shawnee	3,724.8	13,850	13,850	13,850	27,700	
346	Jayhawk	Linn	549.8	8,302	10,758	10,758	21,516	
347	Kinsley-Offerle	Edwards	275.5	4,160	13,760	13,760	27,520	
348	Baldwin City	Douglas	1,286.2	19,421	40,000	40,000	80,000	
349	Stafford	Stafford	253.3	3,825	11,550	11,550	23,100	
352	Goodland	Sherman	892.0	13,469	62,500	62,500	125,000	
353	Wellington	Sumner	1,462.5	22,083	33,316	33,316	66,632	
355	Ellinwood Public Schools	Barton	428.1	6,464	16,699	16,699	33,399	
358	Oxford	Sumner	386.7	5,839	34,000	34,000	68,000	
361	Chaparral Schools	Harper	782.6	11,817	41,000	41,000	82,000	
364	Marysville	Marshall	757.5	1,500	1,500	1,500	3,000	
365	Garnett	Anderson	923.0	13,937	21,265	21,265	42,530	
366	Woodson	Woodson	384.0	5,798	12,200	12,200	24,400	
368	Paola	Miami	1,773.0	10,260	10,260	10,260	20,520	
369	Burrton	Harvey	156.5	2,363	65,000	65,000	130,000	
372	Silver Lake	Shawnee	659.0	2,300	2,300	2,300	4,600	
373	Newton	Harvey	3,010.4	39,987	39,987	39,987	79,973	
374	Sublette	Haskell	377.9	5,706	9,608	9,608	19,215	
375	Circle	Butler	2,007.6	30,314	31,877	31,877	63,754	
376	Sterling	Rice	460.0	6,946	30,000	30,000	60,000	
377	Atchison Co Comm Schools	Atchison	491.5	7,421	27,500	27,500	55,000	
379	Clay County	Clay	1,295.0	19,554	80,876	80,876	161,751	
380	Vermillion	Marshall	605.4	3,000	3,000	3,000	6,000	
381	Spearville	Ford	320.0	4,832	12,000	12,000	24,000	
382	Pratt	Pratt	1,087.1	16,415	25,000	25,000	50,000	
383	Manhattan-Ogden	Riley	6,639.2	91,500	91,500	91,500	183,000	
385	Andover	Butler	5,596.6	64,365	64,365	64,365	128,730	
387	Altoona-Midway	Wilson	139.5	2,106	46,703	46,703	93,406	
389	Eureka	Greenwood	531.5	8,025	29,500	29,500	59,000	

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				\$15.0996370				
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999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
393	Solomon	Dickinson	361.5	5,459	14,500	14,500	29,000	
394	Rose Hill Public Schools	Butler	1,591.3	24,028	39,500	39,500	79,000	
396	Douglass Public Schools	Butler	623.3	7,095	7,095	7,095	14,189	
397	Centre	Marion	177.5	2,680	12,500	12,500	25,000	
398	Peabody-Burns	Marion	198.5	2,997	25,000	25,000	50,000	
402	Augusta	Butler	1,970.1	13,150	13,150	13,150	26,300	
403	Otis-Bison	Rush	206.1	3,112	25,059	25,059	50,117	
404	Riverton	Cherokee	679.0	10,253	21,000	21,000	42,000	
407	Russell County	Russell	757.3	11,435	30,869	30,869	61,737	
409	Atchison Public Schools	Atchison	1,461.5	22,068	64,973	64,973	129,945	
413	Chanute Public Schools	Neosho	1,732.5	26,160	150,000	150,000	300,000	
415	Hiawatha	Brown	865.5	13,069	22,750	22,750	45,500	
416	Louisburg	Miami	1,696.6	25,618	57,500	57,500	115,000	
418	McPherson	McPherson	2,235.7	33,758	225,000	225,000	450,000	
420	Osage City	Osage	677.5	10,230	38,464	38,464	76,927	
421	Lyndon	Osage	400.0	6,040	150,050	150,050	300,100	
426	Pike Valley	Republic	209.7	3,166	20,000	20,000	40,000	
428	Great Bend	Barton	2,817.7	42,546	337,500	337,500	675,000	
429	Troy Public Schools	Doniphan	306.1	4,622	11,308	11,308	22,616	
432	Victoria	Ellis	270.0	2,500	2,500	2,500	5,000	
434	Santa Fe Trail	Osage	1,018.0	15,371	40,500	40,500	81,000	
436	Caney Valley	Montgomery	753.6	11,379	100,000	100,000	200,000	
437	Auburn Washburn	Shawnee	5,943.2	89,740	169,000	169,000	338,000	
438	Skyline Schools	Pratt	360.5	5,443	19,000	19,000	38,000	
439	Sedgwick Public Schools	Harvey	495.5	7,482	12,471	12,471	24,942	
444	Little River	Rice	276.0	4,167	9,750	9,750	19,500	
445	Coffeyville	Montgomery	1,631.3	24,632	24,778	24,778	49,556	
446	Independence	Montgomery	1,854.9	28,008	79,000	79,000	158,000	
447	Cherryvale	Montgomery	676.0	10,207	37,250	37,250	74,500	
449	Easton	Leavenworth	623.3	9,412	9,500	9,500	19,000	

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999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
450	Shawnee Heights	Shawnee	3,622.7	54,701	85,500	85,500	171,000	
453	Leavenworth	Leavenworth	3,483.8	52,604	157,560	157,560	315,120	
454	Burlingame Public School	Osage	285.3	4,308	16,000	16,000	32,000	
456	Marais Des Cygnes Valley	Osage	193.0	2,914	50,000	50,000	100,000	
457	Garden City	Finney	6,788.6	102,505	300,000	300,000	600,000	
458	Basehor-Linwood	Leavenworth	2,782.4	42,013	95,000	95,000	190,000	
459	Bucklin	Ford	213.4	3,222	27,173	27,173	54,345	
460	Hesston	Harvey	864.5	13,054	45,585	45,585	91,170	
461	Neodesha	Wilson	728.0	10,993	26,640	26,640	53,280	
464	Tonganoxie	Leavenworth	1,902.8	28,732	54,280	54,280	108,560	
466	Scott County	Scott	925.3	13,972	15,380	15,380	30,759	
468	Healy Public Schools	Lane	37.5	566	2,500	2,500	5,000	
469	Lansing	Leavenworth	2,582.8	38,999	82,000	82,000	164,000	
470	Arkansas City	Cowley	2,706.0	40,860	65,000	65,000	130,000	
475	Geary County Schools	Geary	7,330.7	110,691	211,000	211,000	422,000	
477	Ingalls	Gray	230.0	3,473	5,000	5,000	10,000	
479	Crest	Anderson	238.9	3,607	25,000	25,000	50,000	
481	Rural Vista	Dickinson	256.0	3,866	67,805	67,805	135,610	
483	Kismet-Plains	Seward	568.5	8,584	19,500	19,500	39,000	
484	Fredonia	Wilson	637.0	9,618	24,042	24,042	48,084	
487	Herington	Dickinson	415.5	6,274	70,000	70,000	140,000	
489	Hays	Ellis	3,144.9	47,487	47,611	47,611	95,222	
490	El Dorado	Butler	1,770.0	26,726	35,000	35,000	70,000	
491	Eudora	Douglas	1,630.3	24,617	105,000	105,000	210,000	
492	Flinthills	Butler	271.5	4,100	292,500	292,500	585,000	
493	Columbus	Cherokee	904.0	13,650	26,956	26,956	53,912	
495	Ft Larned	Pawnee	817.8	12,348	50,656	50,656	101,311	
496	Pawnee Heights	Pawnee	129.5	1,955	4,000	4,000	8,000	
497	Lawrence	Douglas	9,980.5	150,702	299,000	299,000	598,000	
498	Valley Heights	Marshall	394.0	5,949	105,000	105,000	210,000	

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			\$5,000,000.00	\$15.0996370				
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499	Galena	Cherokee	739.6	11,168	18,000	18,000	36,000	
500	Kansas City	Wyandotte	20,215.9	305,253	305,900	305,900	611,800	
501	Topeka Public Schools	Shawnee	12,072.6	182,292	1,935,211	1,935,211	3,870,421	
504	Oswego	Labette	485.5	7,331	25,000	25,000	50,000	
507	Satanta	Haskell	226.5	3,420	41,199	41,199	82,398	
508	Baxter Springs	Cherokee	795.5	12,012	22,500	22,500	45,000	
509	South Haven	Sumner	199.2	3,008	13,750	13,750	27,500	
511	Attica	Harper	167.6	2,531	21,256	21,256	42,512	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 d.

Staff Initiating:
Sherry Root

Director:

Commissioner:
Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve the Mental Health Intervention Team Program grants and applications for school year 2023-2024.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendations for the Mental Health Intervention Team Program grants and applications for school year 2023-2024.

Explanation of Situation Requiring Action:

Governor Kelly signed 2023 Senate Bill 25 which provides \$13.5 million to school districts for the Mental Health Intervention Team (MHIT) Program. This grant allows districts to hire Liaisons to work with the school district, parents, and mental health providers to bring mental health services inside of the school. The grant pays 75% of the Liaison's salary and fringe benefits as well as providing flow through money for the mental health providers (MHP). An additional \$3 million funding will allow us to increase the number of participating districts from 66 to 90. The attached spreadsheet lists recommendations for 90 MHIT grant awards in 2023-2024.

2023-2024 Mental Health Intervention Team Grant Award Recommendations

State Grant Amount for MHP's is calculated by taking $\frac{1}{3}$ of the State Grant Amount for School Liaisons. 2018-19 pilot USDs receive the CMHC Grant amount from 2019-20 if it is higher than $\frac{1}{3}$ of their current years State Grant Amount for School Liaisons.

USD # (Tan = new applicants)	USD Name	County Name	Districts Served	Coop Members	School Liaisons		MHP	Total State Grant Amount Recommended	Total State Aid Budget Request (includes Local Match)
					Total FTE	State Grant Amount Recommended	State Grant Amount Recommended (Green = Pilot District)		
999	State	Totals	90	12	181.6	\$9,553,328	\$3,631,301	\$13,184,627	\$16,369,058
113	Prairie Hills	Nemaha	1	-	0.5	\$24,473	\$8,158	\$32,631	\$40,789
204	Bonner Springs	Wyandotte	1	-	3.0	\$158,945	\$52,982	\$211,927	\$264,909
231	Gardner Edgerton	Johnson	1	-	1.0	\$55,517	\$18,506	\$74,023	\$92,528
233	Olathe	Johnson	1	-	6.0	\$353,643	\$117,881	\$471,524	\$589,405
234	Fort Scott	Bourbon	1	-	1.0	\$49,112	\$16,371	\$65,483	\$81,853
239	North Ottawa County	Ottawa	1	-	1.5	\$69,938	\$23,313	\$93,251	\$116,563
240	Twin Valley	Ottawa	1	-	1.7	\$63,206	\$21,069	\$84,275	\$105,343
244	Burlington	Coffey	1	-	1.0	\$42,962	\$14,321	\$57,283	\$71,603
246	Northeast	Crawford	1	-	1.0	\$40,163	\$13,388	\$53,550	\$66,938
255	South Barber	Barber	1	-	2.0	\$92,400	\$30,800	\$123,200	\$154,000
258	Humboldt	Allen	1	-	1.0	\$58,204	\$19,401	\$77,605	\$97,006
259	Wichita	Sedgwick	1	-	31.0	\$1,782,959	\$865,605	\$2,648,564	\$3,242,884
260	Derby	Sedgwick	1	-	1.0	\$55,163	\$18,388	\$73,551	\$91,938
261	Haysville	Sedgwick	1	-	3.0	\$155,250	\$51,750	\$207,000	\$258,750
262	Valley Center Pub Sch	Sedgwick	1	-	4.0	\$208,034	\$69,345	\$277,379	\$346,723
263	Mulvane	Sedgwick	1	-	1.0	\$52,313	\$17,438	\$69,750	\$87,188
266	Maize	Sedgwick	1	-	7.0	\$370,326	\$123,442	\$493,768	\$617,210
270	Plainville	Rooks	1	-	1.0	\$43,150	\$14,383	\$57,533	\$71,916
271	Stockton	Rooks	1	-	1.0	\$54,327	\$18,109	\$72,436	\$90,545
272	Waconda	Mitchell	1	-	1.4	\$56,962	\$18,987	\$75,949	\$94,936
282	West Elk	Elk	1	-	1.0	\$66,139	\$22,046	\$88,185	\$110,232
283	Elk Valley	Elk	1	-	1.0	\$69,023	\$23,008	\$92,031	\$115,038
286	Chautauqua Co Community	Chautauqua	1	-	1.0	\$44,255	\$14,752	\$59,007	\$73,759

2023-2024 Mental Health Intervention Team Grant Award Recommendations

State Grant Amount for MHP's is calculated by taking $\frac{1}{3}$ of the State Grant Amount for School Liaisons. 2018-19 pilot USDs receive the CMHC Grant amount from 2019-20 if it is higher than $\frac{1}{3}$ of their current years State Grant Amount for School Liaisons.

USD # (Tan = new applicants)	USD Name	County Name	Districts Served	Coop Members	School Liaisons		MHP	Total State Grant Amount Recommended	Total State Aid Budget Request (includes Local Match)
					Total FTE	State Grant Amount Recommended	State Grant Amount Recommended (Green = Pilot District)		
999	State	Totals	90	12	181.6	\$9,553,328	\$3,631,301	\$13,184,627	\$16,369,058
293	Quinter Public Schools	Gove	6	293 Quinter, 274 Oakley, 275 Triplains, 291 Grinnell, 292 Wheatland, 468 Healy	1.5	\$69,173	\$23,058	\$92,231	\$115,289
298	Lincoln	Lincoln	1	-	1.0	\$41,151	\$13,717	\$54,868	\$68,585
303	Ness City	Ness	1	-	1.0	\$42,143	\$14,048	\$56,191	\$70,238
305	Salina	Saline	1	-	6.0	\$308,333	\$102,778	\$411,111	\$513,888
306	Southeast Of Saline	Saline	1	-	1.0	\$54,587	\$18,196	\$72,783	\$90,979
307	Ell-Saline	Saline	1	-	1.0	\$50,775	\$16,925	\$67,700	\$84,625
309	Nickerson	Reno	1	-	1.0	\$49,233	\$16,411	\$65,644	\$82,055
310	Fairfield	Reno	1	-	1.0	\$42,441	\$14,147	\$56,588	\$70,735
311	Pretty Prairie	Reno	2	311 Pretty Prairie 312 Haven	1.0	\$46,823	\$15,608	\$62,431	\$78,039
313	Buhler	Reno	1	-	0.4	\$20,250	\$6,750	\$27,000	\$33,750
316	Golden Plains	Thomas	1	-	0.5	\$16,384	\$5,461	\$21,845	\$27,307
320	Wamego	Pottawatomie	1	-	2.0	\$90,533	\$30,178	\$120,711	\$150,888
322	Onaga-Havensville-Wheaton	Pottawatomie	1	-	1.0	\$52,506	\$17,502	\$70,008	\$87,510
323	Rock Creek	Pottawatomie	1	-	1.0	\$51,267	\$17,089	\$68,356	\$85,445
329	Mill Creek Valley	Wabaunsee	1	-	1.0	\$46,873	\$15,624	\$62,497	\$78,121
331	Kingman - Norwich	Kingman	1	-	1.0	\$59,829	\$19,943	\$79,772	\$99,715
332	Cunningham	Kingman	1	-	1.0	\$52,337	\$17,446	\$69,783	\$87,228
337	Royal Valley	Jackson	1	-	0.5	\$25,508	\$8,503	\$34,011	\$42,514
343	Perry Public Schools	Jefferson	1	-	1.0	\$53,933	\$17,978	\$71,911	\$89,888
349	Stafford	Stafford	1	-	1.0	\$47,027	\$15,676	\$62,703	\$78,379

2023-2024 Mental Health Intervention Team Grant Award Recommendations

State Grant Amount for MHP's is calculated by taking $\frac{1}{3}$ of the State Grant Amount for School Liaisons. 2018-19 pilot USDs receive the CMHC Grant amount from 2019-20 if it is higher than $\frac{1}{3}$ of their current years State Grant Amount for School Liaisons.

USD # (Tan = new applicants)	USD Name	County Name	Districts Served	Coop Members	School Liaisons		MHP	Total State Grant Amount Recommended	Total State Aid Budget Request (includes Local Match)
					Total FTE	State Grant Amount Recommended	State Grant Amount Recommended (Green = Pilot District)		
999	State	Totals	90	12	181.6	\$9,553,328	\$3,631,301	\$13,184,627	\$16,369,058
373	Newton	Harvey	1	-	1.0	\$45,150	\$15,050	\$60,200	\$75,250
376	Sterling	Rice	1	-	1.0	\$42,813	\$14,271	\$57,084	\$71,355
382	Pratt	Pratt	1	-	1.0	\$61,527	\$20,509	\$82,036	\$102,544
383	Manhattan-Ogden	Riley	1	-	2.0	\$130,020	\$43,340	\$173,360	\$216,700
394	Rose Hill Public Schools	Butler	1	-	1.0	\$51,893	\$17,298	\$69,191	\$86,489
400	Smoky Valley	McPherson	1	-	0.5	\$25,313	\$8,438	\$33,751	\$42,188
402	Augusta	Butler	1	-	1.5	\$70,538	\$23,513	\$94,051	\$117,563
403	Otis-Bison	Rush	1	-	1.0	\$37,500	\$12,500	\$50,000	\$62,500
409	Atchison Public Schools	Atchison	1	-	1.0	\$45,806	\$15,269	\$61,075	\$76,344
412	Hoxie Community Schools	Sheridan	1	-	1.5	\$75,000	\$25,000	\$100,000	\$125,000
413	Chanute Public Schools	Neosho	1	-	1.0	\$51,773	\$17,258	\$69,031	\$86,289
417	Morris County	Morris	1	-	1.0	\$46,763	\$15,588	\$62,351	\$77,938
419	Canton-Galva	McPherson	1	-	0.4	\$61,125	\$20,375	\$81,500	\$101,875
422	Kiowa County	Kiowa	1	-	0.4	\$22,725	\$7,575	\$30,300	\$37,875
429	Troy Public Schools	Doniphan	1	-	2.0	\$88,877	\$29,626	\$118,503	\$148,129
435	Abilene	Dickinson	4	435 Abilene, 393 Solomon, 473 Chapman, 487 Herington	2.0	\$86,151	\$122,572	\$208,723	\$237,440
438	Skyline Schools	Pratt	1	-	1.0	\$58,392	\$19,464	\$77,856	\$97,320
443	Dodge City	Ford	1	-	6.0	\$282,559	\$94,186	\$376,745	\$470,931
444	Little River	Rice	1	-	1.3	\$73,092	\$24,364	\$97,456	\$121,820
445	Coffeyville	Montgomery	1	-	2.0	\$88,877	\$29,626	\$118,503	\$148,128
446	Independence	Montgomery	1	-	2.0	\$91,778	\$30,593	\$122,371	\$152,963

2023-2024 Mental Health Intervention Team Grant Award Recommendations

State Grant Amount for MHP's is calculated by taking $\frac{1}{3}$ of the State Grant Amount for School Liaisons. 2018-19 pilot USDs receive the CMHC Grant amount from 2019-20 if it is higher than $\frac{1}{3}$ of their current years State Grant Amount for School Liaisons.

USD # (Tan = new applicants)	USD Name	County Name	Districts Served	Coop Members	School Liaisons		MHP	Total State Grant Amount Recommended	Total State Aid Budget Request (includes Local Match)
					Total FTE	State Grant Amount Recommended	State Grant Amount Recommended (Green = Pilot District)		
999	State	Totals	90	12	181.6	\$9,553,328	\$3,631,301	\$13,184,627	\$16,369,058
447	Cherryvale	Montgomery	1	-	1.0	\$45,743	\$15,248	\$60,991	\$76,238
450	Shawnee Heights	Shawnee	1	-	1.0	\$46,484	\$15,495	\$61,979	\$77,473
453	Leavenworth	Leavenworth	1	-	1.0	\$61,118	\$20,373	\$81,491	\$101,864
457	Garden City	Finney	1	-	1.0	\$58,287	\$53,198	\$111,485	\$130,914
461	Neodesha	Wilson	1	-	1.0	\$51,974	\$17,325	\$69,299	\$86,623
462	Central	Cowley	1	-	1.0	\$45,366	\$15,122	\$60,488	\$75,609
463	Udall	Cowley	1	-	1.0	\$49,849	\$16,616	\$66,465	\$83,082
475	Geary County Schools	Geary	1	-	1.0	\$51,278	\$17,093	\$68,371	\$85,463
481	Rural Vista	Dickinson	1	-	0.3	\$25,904	\$8,635	\$34,539	\$43,173
484	Fredonia	Wilson	1	-	2.0	\$84,195	\$28,065	\$112,260	\$140,325
489	Hays	Ellis	1	-	2.0	\$115,507	\$38,502	\$154,009	\$192,512
490	El Dorado	Butler	1	-	1.0	\$47,263	\$15,754	\$63,017	\$78,771
493	Columbus	Cherokee	1	-	0.5	\$25,937	\$8,646	\$34,583	\$43,229
500	Kansas City	Wyandotte	1	-	27.0	\$1,444,901	\$481,634	\$1,926,535	\$2,408,168
501	Topeka Public Schools	Shawnee	1	-	9.0	\$480,618	\$208,000	\$688,618	\$848,824
503	Parsons	Labette	1	-	2.0	\$143,564	\$48,000	\$191,564	\$239,419
506	Labette County	Labette	1	-	1.2	\$50,098	\$16,699	\$66,797	\$83,496

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 e.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 205 Bluestem, Butler County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 205 Bluestem, Butler 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 205 Bluestem, Butler 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 205 plans to use the bond proceeds (not to exceed **\$13,515,000**) to construct, equip and furnish additions to the High School to create a wing for new classroom and support spaces for Agricultural, Industrial Arts and Science education and a multipurpose wing for weight training, fitness, wrestling and storm shelter; (b) make renovations and upgrades to the Art Room, Band Room, and Woodshop, and security upgrades in the High School; (c) construct, equip and furnish additions to Bluestem Elementary to create new classroom additions to include storm shelter space to serve the Elementary School; (d) remodel and improve entrance to Elementary to create a secured vestibule for enhanced building safety and security; (e) improvements to District buildings, including other security upgrades, and improvements to the exterior of buildings; (f) retire the existing capital leases for HVAC and Roof improvements financed in 2021 to make funds available for other District purposes.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-0.
2. The district is experiencing a slight 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 application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 205 Bluestem	County: Butler
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1. Current equalized assessed tangible valuation *	\$53,987,405	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$7,558,237	
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	\$0	0.0%
6. Amount of bond indebtedness requested	\$13,515,000	25.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$13,515,000	25.0%
8. Estimated amount of bond indebtedness authorized without approval	\$7,558,237	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$5,956,763	11.0%

Forms Requested	
(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

June 19, 2023	Dale Brungardt
Date	Director, School Finance
June 19, 2023	Craig Neuenswander
Date	Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 205 Bluestem**

Yes 6-0 1. The vote to submit the bond application by the local board of education was unanimous - one person missing

Yes 2. The district is experiencing growth in enrollment. (slightly)

Yes 3. The community was involved in the process of the building proposal.

pending 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 f.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 205 Bluestem, Butler 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 205 Bluestem, Butler 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 205 Bluestem, Butler 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 June 28, 2023.

USD 205 plans to use the bond proceeds (not to exceed **\$13,515,000**) to construct, equip and furnish additions to the High School to create a wing for new classroom and support spaces for Agricultural, Industrial Arts and Science education and a multipurpose wing for weight training, fitness, wrestling and storm shelter; (b) make renovations and upgrades to the Art Room, Band Room, and Woodshop, and security upgrades in the High School; (c) construct, equip and furnish additions to Bluestem Elementary to create new classroom additions to include storm shelter space to serve the Elementary School; (d) remodel and improve entrance to Elementary to create a secured vestibule for enhanced building safety and security; (e) improvements to District buildings, including other security upgrades, and improvements to the exterior of buildings; (f) retire the existing capital leases for HVAC and Roof improvements financed in 2021 to make funds available for other District purposes.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-0.
2. The district is experiencing a slight 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 application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 205 Bluestem

County: Butler

1. Current equalized assessed tangible valuation *	<u>\$53,987,405</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$7,558,237</u>	
4. State Aid Percentage	<u>0%</u>	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	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$13,515,000</u>	<u>25.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$13,515,000</u>	<u>25.0%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$7,558,237</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$5,956,763</u>	<u>11.0%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

June 6, 2023
Date

June 6, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to receive state aid for USD 205 Bluestem**

Yes 6-0 1. The vote to submit the bond application by the local board of education was unanimous - one person missing

Yes 2. The district is experiencing growth in enrollment. (slightly)

Yes 3. The community was involved in the process of the building proposal.

pending 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 g.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 210 Hugoton, Stevens County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 210 Hugoton, Stevens 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 210 Hugoton, Stevens 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 210 plans to use the bond proceeds (not to exceed **\$35,615,000**) to (a) construct, furnish, and equip renovations and improvements to Hugoton High School, including to the existing High School and shop facilities, a new gymnasium, related connections, and a new transportation facility; (b) construct, furnish, and equip renovations and improvements to Hugoton Elementary School, including to the classrooms, entryway, kitchen and cafeteria areas, courtyard, playground, and play areas, and storm shelter improvements; (c) construct, furnish, and equip renovations and improvements to other 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 unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to
Allow Local Vote on Exceeding Debt Limit

Unified School District 210 Hugoton County: Stevens

1. Current equalized assessed tangible valuation *	<u>\$104,529,318</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$14,634,105</u>	
4. State Aid Percentage	<u>8%</u>	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	<u>\$2,365,000</u>	<u>2.3%</u>
6. Amount of bond indebtedness requested	<u>\$35,615,000</u>	<u>34.1%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$37,980,000</u>	<u>36.3%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$14,634,105</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$23,345,895</u>	<u>22.3%</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

June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 210 Hugoton**

Yes 1. The vote to submit the bond application by the local board of education was unanimous. 2 absent

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 h.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 210 Hugoton, Stevens 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 210 Hugoton, Stevens 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 210 Hugoton, Stevens 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 June 28, 2023.

USD 210 plans to use the bond proceeds (not to exceed **\$35,615,000**) to (a) construct, furnish, and equip renovations and improvements to Hugoton High School, including to the existing High School and shop facilities, a new gymnasium, related connections, and a new transportation facility; (b) construct, furnish, and equip renovations and improvements to Hugoton Elementary School, including to the classrooms, entryway, kitchen and cafeteria areas, courtyard, playground, and play areas, and storm shelter improvements; (c) construct, furnish, and equip renovations and improvements to other 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 unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 210 Hugoton	County: Stevens
--	------------------------

1. Current equalized assessed tangible valuation *	\$104,529,318	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$14,634,105	
4. State Aid Percentage	8%	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	\$2,365,000	2.3%
6. Amount of bond indebtedness requested	\$35,615,000	34.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$37,980,000	36.3%
8. Estimated amount of bond indebtedness authorized without approval	\$14,634,105	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$23,345,895	22.3%

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
--	--

June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to receive state aid for USD 210 Hugoton**

Yes 1. The vote to submit the bond application by the local board of education was unanimous. 2 absent

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 i.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 214 Ulysses, Grant County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 214 Ulysses, Grant 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 214 Ulysses, Grant 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 214 plans to use the bond proceeds (not to exceed **\$44,750,000**) to (a) construct, furnish and equip improvements and renovations to Hickok Elementary School, including kitchen and cafeteria remodel; interior and exterior building improvements; site work; classroom improvements; window, lighting, HVAC, electrical, and fire alarm system improvements; and asbestos abatement; (b) construct, furnish and equip improvements and renovations to Sullivan Elementary School, including kitchen and cafeteria remodel; interior and exterior building improvements; classroom improvements; lighting, HVAC, electrical, and fire alarm system improvements; and asbestos abatement; (c) construct, furnish and equip improvements and renovations to Kepley Middle School, including auditorium, District office space and restroom improvements; (d) construct, furnish and equip improvements, additions and renovations to Ulysses High School, including new additions for a middle school wing and a high school wing; a new weight room facility; kitchen and cafeteria remodel; interior and exterior building improvements; site work; classroom, culinary arts, shop areas, music wing, and wrestling room remodel and improvements; and window, lighting, HVAC, electrical, and fire alarm system improvements.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 214 Ulysses	County: Grant
-------------------------------------	---------------

1. Current equalized assessed tangible valuation *	\$165,820,753	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$23,214,905	
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	\$0	0.0%
6. Amount of bond indebtedness requested	\$44,750,000	27.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$44,750,000	27.0%
8. Estimated amount of bond indebtedness authorized without approval	\$23,214,905	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$21,535,095	13.0%

Forms Requested	
(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

<div>June 19, 2023</div> <div>Date</div>	<div>Dale Brungardt</div> <div>Director, School Finance</div>
<div>June 19, 2023</div> <div>Date</div>	<div>Craig Neuenswander</div> <div>Deputy Commissioner</div>

To: **State Board Members**

Re: **Application to hold bond election for USD 214 Ulysses**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 j.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 214 Ulysses, Grant 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 214 Ulysses, Grant 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 214 Ulysses, Grant 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 June 28, 2023.

USD 214 plans to use the bond proceeds (not to exceed **\$44,750,000**) to (a) construct, furnish and equip improvements and renovations to Hickok Elementary School, including kitchen and cafeteria remodel; interior and exterior building improvements; site work; classroom improvements; window, lighting, HVAC, electrical, and fire alarm system improvements; and asbestos abatement; (b) construct, furnish and equip improvements and renovations to Sullivan Elementary School, including kitchen and cafeteria remodel; interior and exterior building improvements; classroom improvements; lighting, HVAC, electrical, and fire alarm system improvements; and asbestos abatement; (c) construct, furnish and equip improvements and renovations to Kepley Middle School, including auditorium, District office space and restroom improvements; (d) construct, furnish and equip improvements, additions and renovations to Ulysses High School, including new additions for a middle school wing and a high school wing; a new weight room facility; kitchen and cafeteria remodel; interior and exterior building improvements; site work; classroom, culinary arts, shop areas, music wing, and wrestling room remodel and improvements; and window, lighting, HVAC, electrical, and fire alarm system improvements.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 214 Ulysses	County: Grant
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1. Current equalized assessed tangible valuation *	<u>\$165,820,753</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$23,214,905</u>	
4. State Aid Percentage	<u>0%</u>	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	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$44,750,000</u>	<u>27.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$44,750,000</u>	<u>27.0%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$23,214,905</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$21,535,095</u>	<u>13.0%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to receive state aid for USD 214 Ulysses**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 k.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 262 Valley Center, Sedgwick County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 262 Valley Center, Sedgwick County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 262 Valley Center, Sedgwick County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 262 plans to use the bond proceeds (not to exceed **\$73,900,000**) to (a) construct, furnish, and equip a new elementary school; (b) construct, furnish, and equip District facilities to provide for a new pre-K facility, a supplemental program center, and new special education support areas; (c) renovations and improvements to the existing Learning Center; (d) construct, furnish, and equip renovations, additions and improvements to Valley Center High School; (e) construct, furnish, and equip renovations and improvements to Valley Center Middle School, Valley Center Intermediate School, Abilene Elementary School, West Elementary School, and Wheatland Elementary School.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-1.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 262 Valley Center	County: Sedgwick
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1. Current equalized assessed tangible valuation *	<u>\$218,326,077</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$30,565,651</u>	
4. State Aid Percentage	<u>21%</u>	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	<u>\$59,995,000</u>	<u>27.5%</u>
6. Amount of bond indebtedness requested	<u>\$73,900,000</u>	<u>33.8%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$133,895,000</u>	<u>61.3%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$30,565,651</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$103,329,349</u>	<u>47.3%</u>

Forms Requested	
(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

<u>June 19, 2023</u> Date	<u>Dale Brungardt</u> Director, School Finance
<u>June 19, 2023</u> Date	<u>Craig Neuenswander</u> Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 262 Valley Center**

- | | |
|-----|--|
| No | 1. The vote to submit the bond application by the local board of education was unanimous. (6-1) |
| Yes | 2. The district is experiencing growth in enrollment. (currently over 1,800 new homes under construction or planned in next 5 years) |
| Yes | 3. The community was involved in the process of the building proposal. |
| Yes | 4. All required forms were properly filed with us, along with an appropriate notice for the election. |
| Yes | 5. The district outlined the needs for the building project by responding to all questions required by the district. |
| Yes | 6. An outside consultant was utilized in determining school district needs. |
| No | 7. The age of the existing building(s) appears to justify a bond election. |
| No | 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs. |
| No | 9. Several buildings are being consolidated under this proposal. |
| n/a | 10. Other: |

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 I.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 262 Valley Center, Sedgwick County, to receive Capital Improvement (Bond and Interest) State Aid.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 262 Valley Center, Sedgwick County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 262 Valley Center, Sedgwick County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held June 28, 2023.

USD 262 plans to use the bond proceeds (not to exceed **\$73,900,000**) to (a) construct, furnish, and equip a new elementary school; (b) construct, furnish, and equip District facilities to provide for a new pre-K facility, a supplemental program center, and new special education support areas; (c) renovations and improvements to the existing Learning Center; (d) construct, furnish, and equip renovations, additions and improvements to Valley Center High School; (e) construct, furnish, and equip renovations and improvements to Valley Center Middle School, Valley Center Intermediate School, Abilene Elementary School, West Elementary School, and Wheatland Elementary School.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-1.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 262 Valley Center	County: Sedgwick
--	-------------------------

1. Current equalized assessed tangible valuation *	<u>\$218,326,077</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$30,565,651</u>	
4. State Aid Percentage	<u>21%</u>	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	<u>\$59,995,000</u>	<u>27.5%</u>
6. Amount of bond indebtedness requested	<u>\$73,900,000</u>	<u>33.8%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$133,895,000</u>	<u>61.3%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$30,565,651</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$103,329,349</u>	<u>47.3%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to receive state aid for USD 262 Valley Center**

- | | |
|-----|--|
| No | 1. The vote to submit the bond application by the local board of education was unanimous. (6-1) |
| Yes | 2. The district is experiencing growth in enrollment. (currently over 1,800 new homes under construction or planned in next 5 years) |
| Yes | 3. The community was involved in the process of the building proposal. |
| Yes | 4. All required forms were properly filed with us, along with an appropriate notice for the election. |
| Yes | 5. The district outlined the needs for the building project by responding to all questions required by the district. |
| Yes | 6. An outside consultant was utilized in determining school district needs. |
| No | 7. The age of the existing building(s) appears to justify a bond election. |
| No | 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs. |
| No | 9. Several buildings are being consolidated under this proposal. |
| n/a | 10. Other: |

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 m.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 294 Oberlin, Decatur County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 294 Oberlin, Decatur 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 294 Oberlin, Decatur 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 294 plans to use the bond proceeds (not to exceed **\$29,150,000**) to (a) construct, furnish and equip improvements, additions and renovations to the existing Decatur Community High School to provide for a Pre-K through 12th Grade facility; (b) demolish, to the extent necessary, the existing elementary school. Upgrades and replacement of mechanical systems (HVAC), infrastructure (ADA accessibility), safety and security.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 294 Oberlin

County: Decatur

1. Current equalized assessed tangible valuation *	\$63,295,659	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$8,861,392	
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	\$0	0.0%
6. Amount of bond indebtedness requested	\$29,150,000	46.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$29,150,000	46.1%
8. Estimated amount of bond indebtedness authorized without approval	\$8,861,392	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$20,288,608	32.1%

Forms Requested	
(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

June 19, 2023

Date

Dale Brungardt

Director, School Finance

June 19, 2023

Date

Craig Neuenswander

Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 294 Oberlin**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 n.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 294 Oberlin, Decatur 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 294 Oberlin, Decatur 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 294 Oberlin, Decatur 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 June 28, 2023.

USD 294 plans to use the bond proceeds (not to exceed **\$29,150,000**) to (a) construct, furnish and equip improvements, additions and renovations to the existing Decatur Community High School to provide for a pre-K through 12th Grade facility; (b) demolish, to the extent necessary, the existing elementary school. Upgrades and replacement of mechanical systems (HVAC), infrastructure (ADA assessability), safety and security.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 294 Oberlin	County: Decatur
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1. Current equalized assessed tangible valuation *	\$63,295,659	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$8,861,392	
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	\$0	0.0%
6. Amount of bond indebtedness requested	\$29,150,000	46.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$29,150,000	46.1%
8. Estimated amount of bond indebtedness authorized without approval	\$8,861,392	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$20,288,608	32.1%

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
--	--

June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to receive state aid for USD 294 Oberlin**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 o.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 343 Perry-Lecompton, Jefferson County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 343 Perry-Lecompton, Jefferson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 343 Perry-Lecompton, Jefferson County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 343 plans to use the bond proceeds (not to exceed **\$17,800,000**) to (a) construct, furnish, and equip renovations and improvements to Lecompton Elementary, Perry Elementary, Middle School, and High School including safe and secure entrances; (b) construct, furnish, and equip additions and renovations to Lecompton Elementary for new classrooms and restrooms, and to Middle School and High School campus for a softball and baseball complex, a new gymnasium, and auditorium improvements; (c) construct, furnish, and equip renovations and improvements to other 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 unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to
Allow Local Vote on Exceeding Debt Limit

Unified School District 343 Perry-Lecompton	County: Jefferson
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1. Current equalized assessed tangible valuation *	<u>\$104,970,552</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$14,695,877</u>	
4. State Aid Percentage	<u>0%</u>	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	<u>\$2,155,000</u>	<u>2.1%</u>
6. Amount of bond indebtedness requested	<u>\$17,800,000</u>	<u>17.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$19,955,000</u>	<u>19.0%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$14,695,877</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$5,259,123</u>	<u>5.0%</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

June 19, 2023
Date

Dale Brungardt
Director, School Finance

June 19, 2023
Date

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 343 Perry-Lecompton**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 p.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 343 Perry-Lecompton, Jefferson County, to receive Capital Improvement (Bond and Interest) State Aid.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 343 Perry-Lecompton, Jefferson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 343 Perry-Lecompton, Jefferson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held June 28, 2023.

USD 343 plans to use the bond proceeds (not to exceed **\$17,800,000**) to (a) construct, furnish, and equip renovations and improvements to Lecompton Elementary, Perry Elementary, Middle School, and High School including safe and secure entrances; (b) construct, furnish, and equip additions and renovations to Lecompton Elementary for new classrooms and restrooms, and to Middle School and High School campus for a softball and baseball complex, a new gymnasium, and auditorium improvements; (c) construct, furnish, and equip renovations and improvements to other 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 unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 343 Perry-Lecompton	County: Jefferson
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1. Current equalized assessed tangible valuation *	\$104,970,552	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$14,695,877	
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	\$2,155,000	2.1%
6. Amount of bond indebtedness requested	\$17,800,000	17.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$19,955,000	19.0%
8. Estimated amount of bond indebtedness authorized without approval	\$14,695,877	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$5,259,123	5.0%

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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June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to receive state aid for USD 343 Perry-Lecompton**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 q.

Staff Initiating:

Catherine Chmidling

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

7/11/2023

Item Title:

Act to approve ERC recommendations for program approval.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee (ERC) for "Program Approval" for Baker University, Fort Hays State University, Friends University, and Wichita State University.

Explanation of Situation Requiring Action:

The educator preparation program review processes are guided by Kansas regulations 91-1-230, 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 2004 and 2007, have been revised and updated regularly as-needed.

The review process relies on peer review by trained education practitioners from P12 and higher education, who review the specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; assessment instruments; collected data, analyses, and interpretations; requirements for admission, retention, and program completion; preparation design including clinical experiences; data-driven changes and their results.

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the educator preparation program 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 education administrators, and forms a second peer review oversight committee, which reviews each license/endorsement preparation program's alignment to the appropriate preparation standards.

The Evaluation Review Committee, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each educator preparation program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC

conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation program. If a request for a hearing was not submitted or the institution accepted, the initial recommendations became the final recommendations. 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 accreditation and program approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.



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

June 15, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Baker University

Introductory Statement:

On May 23, 2023, the Evaluation Review Committee reviewed an application for program approval for Baker 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 Baker University program through June 30, 2029:

Biology, I, 6-12 continuing

Areas for Improvement:

Standards 2-10

None

Standard 1 (Met)

AFI 1.1: Assessment 2 does not align with the standard.

Rationale 1.1: Assessment 2 does not address disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction. The rubric is not science specific. Post-rejoinder3: AFI regarding Assessment 2 has not been addressed, and remains.



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www.ksde.org

June 02, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Fort Hays State University

Introductory Statement:

On May 23, 2023, the Evaluation Review Committee reviewed applications for program approvals for Fort Hays 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 Fort Hays State University programs through December 31, 2029.

Elementary, I, K-6 Post-Bacc/MSE, continuing

Areas for Improvement

Standards 1-7, Sci Reading

None

High Incidence, A, PreK-12, continuing

Areas for Improvement

Standards 1-8, Sci Reading

None

High Incidence, I, PreK-12 LAL, continuing

Areas for Improvement

Standards 1-8, Sci Reading

None

Mathematics, I, 5-8, continuing

Areas for Improvement

Standards 1-7

None

Mathematics, I, 6-12, continuing

Areas for Improvement

Standards 1-7

None

Music, I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Physics, I, 6-12, continuing

Areas for Improvement

Standards 1-10

None



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
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June 02, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Friends University

Introductory Statement:

On May 23, 2023, the Evaluation Review Committee reviewed an application for program approval for Friends University.

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

PROGRAM APPROVAL RECOMMENDATIONS

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

High Incidence, A, PreK-12, continuing
Areas for Improvement
Standards 1-8, Sci Reading



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

June 02, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On May 23, 2023, the Evaluation Review Committee reviewed applications for program approvals for Wichita State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

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

Elementary, I, K-6, continuing

Areas for Improvement

Standards 1-7, Sci Reading

None

High Incidence, A, PreK-12, continuing

Areas for Improvement

Standards 1-8, Sci Reading

None

High Incidence, I, PreK-12 LAL, continuing

Areas for Improvement

Standards 1-8, Sci Reading

None

Music, I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Physical Education, I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Physics, I, 6-12, continuing

Areas for Improvement

Standards 1-10

None

World Languages, I, PreK-12, continuing

Areas for Improvement

Standards 1-8

None

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 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.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 r.

Staff Initiating:

Kerry Haag

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve contract for the continuation of the Kansans Can Competency (KCC) Framework.

Recommended Motion:

It is moved the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with a vendor, selected through Kansas Department of Administration procurement processes, to continue implementation of a statewide system of professional development for the Kansans Can Competency Framework for the period of July 1, 2023 through June 30, 2028 in an amount not to exceed \$1,075,000 to be paid out of the federal Title II Part A funds.

Explanation of Situation Requiring Action:

The vendor will deploy professional development and coaching activities that expand and increase expertise in the breadth and depth of interpersonal, intrapersonal and cognitive competencies. The vendor must complete activities from existing structure and in a manner consistent with existing knowledge base, support educators in developing resilient learners who collaborate to expand skills, express their wants, and needs respectfully, and apply strategies to self-regulate and persevere. This is to be achieved through uniform implementation of five objectives: 1) Integrate Kansans Can Competencies into KSDE priorities and processes; 2) Maintain and expand an existing statewide cadre of qualified Kansans Can Competency state-level trainers; 3) Build educators knowledge and skills to develop resilient learners using enhanced eBooks, facilitated instructional activity studies; and conducting strategy-specific workshops. 4) Facilitate the development of new and existing school and district implementation structures, provide local coach training, and coordinate schoolwide and districtwide training. 5) Promote educator, school-and district-level sustainability through development and use of data tools. 6) Evaluate the impact and quality of project activities through a utilization-focused evaluation plan.

This request produces critical outcomes towards achievement of the KSBE mission by building out one of the four foundational structures: specifically, the Kansans Can Competencies (KCC). The KCC supports educators and families in developing resilient learners who collaborate to expand skills, express their wants, and needs respectfully, and apply strategies to self-regulate and persevere. As a result, the number of Kansas students who are prepared for lifelong success through rigorous, quality academic instruction, career training, and character development according to each student's gifts and talents increases.

Businesses, families, and educators across Kansas agreed that students need intra and interpersonal skills to perform well during and after school. In 2017, a vendor was selected through the competitive bid process to develop evidence-based professional development for Kansas preK-12 educators on inter and intrapersonal competency instruction and provide implementation support resulting in establishment of the Kansans Can Competency (KCC) Framework.

The KCC Framework provides free curriculum to schools to build self-regulation, self-efficacy, assertiveness, and conflict management in students grades K-12. The KCC framework is a promising districtwide strategy for prevention of both suicide and bullying as educators receive training in developing resilient learners who collaborate to expand skills, express their wants, and needs respectfully, and apply strategies to self-regulate and persevere. When schools teach these four competencies, educators see students become better learners in classrooms as measured by 10 observable impacts.

To date, educators, and administrators from 281 Kansas school districts are implementing the curriculum and accessing companion professional development to various degrees. Between 2017 and now, KSDE has gone from having no recognized state trainers to eight (8). The recognized KCC trainers support schools in helping educators' schoolwide incorporate practice of the competencies into classroom assignments and activities. These educators have expanded their instructional expertise, implemented evidence-based social-emotional instruction, and assessed the growth of more than 11,000 Kansas students.

The KCC training curriculum is freely available and fully aligned with KSBE approved Social-Emotional Character Development Standards. New training content and resources are continually developed to respond to needs of Kansas educators and families as they arise. This extensive repository of educator, parent and family resources is maintained at CCCstudent.org.

The work-scope for next five-years requires using the existing structure, established knowledge base and continued involvement of KSDE partners such as Education Service Centers. Yearly the vendor must submit a plan and budget to KSDE that refines and expands a system for ensuring state trainer fidelity of implementation that meets six objectives: 1) Integrates KCC into KSDE priorities and processes; 2) Maintain and expand the existing cadre of qualified KCC state-level trainers; 3) Build educators knowledge and skills using enhanced eBooks, facilitated instructional activity studies; and conducting strategy-specific workshops. 4) Develops new and existing school and district implementation structures, provide local coach training, and coordinate schoolwide and districtwide training. 5) Promote educator, school-and district-level sustainability through development and use of data tools. 6) Evaluate and report on the impact and quality of project activities through a utilization-focused evaluation plan.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 s.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve Visiting Scholar application recommendations.

Recommended Motion:

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

Explanation of Situation Requiring Action:

Criteria for a Visiting Scholar license:

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

Outstanding distinction or exceptional talent in the field.

Significant recent occupational experience which is related to the field.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program Janet Graham

Blue Valley USD 229 requests that Janet Graham be granted a renewal of a Visiting Scholar license valid for the 2023-24 school year. Ms. Graham will continue as a CAPS instructor, responsible for Global Business courses. She will continue to teach Global Marketing and Business Development, Global Economics and Operations Management.

Ms. Graham will be teaching the CAPS full schedule of morning and afternoon schedule. Courses are eligible for college credit. She has participated in appropriate professional learning while employed in this position during the past 10 school years.

Janet Graham continues to provide a unique learning opportunity for students in the CAPS program, meeting the criteria of an advanced course of study in the field and significant occupational experience in the fields of both business and education. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2023-24 school year for Janet Graham be approved, based on continuing to meet two of the three established criteria and completion of appropriate professional learning during experience as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and William Allen Skeens

Blue Valley USD 229 requests that William Allen Skeens be granted a renewal of a Visiting Scholar license valid for the 2023-24 school year. Mr. Skeens continues to be assigned to teach the CAPS Law and Public Safety course.

Mr. Skeens will teach a full schedule. The course receives college credit through Johnson County Community College, College Now Program. He participated in appropriate professional learning in both education and the legal professional while employed in this position during the last ten school years.

William Skeens continues to provide a unique learning opportunity for students in the CAPS program. He meets the criteria of significant related experience in the field of law and an advanced degree in the field, based on his law degree. I recommend that the request for renewal of a Visiting Scholar license valid for the 2023-24 school year for William Skeens be approved, based on continuing to meet two of the three established criteria and appropriate professional learning during his teaching as a Visiting Scholar.

Lawrence, USD 497 and Kelly Welch

The Lawrence school district requests that Kelly Welch be granted renewal of a Visiting Scholar license valid for the 2023-24 school year. Ms. Welch will be assigned as a full-time FACS teacher at Lawrence High School. Kelly was employed under a Visiting Scholar license teaching FACS for the Geary County School district, USD 475, and transferred to USD 497 starting with the 2019-20 school year. She participated in appropriate professional learning while employed in this position during the past five school years.

Kelly Welch's educational background and studies along with her almost two decades of teaching experience in family studies and human ecology at the post-secondary level provide a unique learning experience to the students at Lawrence High School. She meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2023-24 school year for Kelly Welch be approved, based on continuing to meet two of the established criteria, and appropriate professional learning during the last six years of teaching as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and Michael Farmer

The Blue Valley School District – CAPS requests that Michael Farmer be granted renewal of a Visiting Scholar license valid for the 2023-24 school year. Mr. Farmer will be assigned to teach the CAPS Innovate course. The course is developed to meet the needs of students looking to create products and/or businesses, equipping students with the skills of an innovator.

Mr. Farmer will be teaching afternoon sessions of the CAPS schedule, three periods every day. He completed appropriate professional learning while employed in this position during the last six school years.

Michael Farmer's education and experiences continue to provide a unique educational experience to the high school students in the CAPS Innovate course. His educational background along with his expertise and experiences as an entrepreneur and innovator contribute to a strong background relative to his teaching assignment. He meets the criteria of extensive related experience and an

advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2023-24 school year for Michael Farmer be approved, based on continuing to meet two of the established criteria and appropriate professional learning during the last three years of teaching as a Visiting Scholar.

Holton, USD 336 and Crystal Buck

The Holton School district requests that Crystal Buck be granted renewal of a Visiting Scholar license valid for the 2023-24 school year. The district will assign Ms. Buck to a full schedule of teaching Spanish 6-12 and French 6-12. She participated in appropriate professional learning while employed in this position last year.

Crystal Buck earned a bachelor of music degree in 2008 from Santi Mary's College, Indiana. A master of music degree was earned in 2012 from the University of Minnesota. A doctor of musical arts in voice performance was earned in 2018 from the University of Kansas. Continuing graduate dissertation coursework towards a PhD in musicology is in process at KU. She started her professional career as an opera singer, singing opera during her studies both in the US and abroad.

Her professor of musicology/advisor at KU has verified that during her DMA and PhD coursework, Ms. Buck dealt extensively with Spanish, French, German and Italian and that singers in doctoral work routinely sing repertory in all four languages, translate extensively into English, learn the grammar and develop a large vocabulary, and become experts in pronunciation. The graduate coursework also included extensive study of the music and culture of France, Italy, Germany and Spanish-speaking areas. This led to advanced proficiency in Spanish, German, French and Italian. Ms. Buck has also provided a detailed breakdown of all her graduate level courses (including masters) and described the language and the details/skills in the language that were required for each course. Transcripts also reflect specific courses in German language.

Ms. Buck taught for the Barton Community College on the Fort Leavenworth Campus from 2013-14 school year to summer of 2018. Barton CCC verified that classes were six week cycles and Ms. Buck taught German 1-111, ESOL 1-11, English grammar, Spanish 1-11, and French 1 courses during her time at Barton. In 2018, she moved to Bogota, Columbia and taught middle/high school English (language and literature, acquisition, and English IB) at the Victoria School (Oxford IB curriculum). The school include multi-lingual classrooms (French, Spanish, English). She taught through spring of 2021. Ms. Buck indicates she has long-term substitute experience in USD 469 at all grade levels.

Crystal Buck's extensive educational background and experience in music performance requiring proficiency in languages, her experiences teaching multiple languages at the post-secondary level, and experiences teaching English at the middle/high/postsecondary level all contribute to a background relative to a Spanish and French teaching assignment. She meets the criteria of advanced degrees that included relevant studies in languages including Spanish, and related experiences through teaching Spanish, French, and other languages, including English at middle through post-secondary level. I recommend that a Visiting Scholar license valid for the 2023-24 school year for Crystal Buck be approved, based on meeting two of the established criteria for Visiting Scholar.

**Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Janet Graham**

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of France, Italy, Germany and Spanish-speaking areas. This led to advanced proficiency in Spanish, German, French and Italian. Ms. Buck has also provided a detailed breakdown of all her graduate level courses (including masters) and described the language and the details/skills in the language that were required for each course. Transcripts also reflect specific courses in German language.

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Crystal Buck's extensive educational background and experience in music performance requiring proficiency in languages, her experiences teaching multiple languages at the post-secondary level, and experiences teaching English at the middle/high/postsecondary level all contribute to a background relative to a Spanish and French teaching assignment. She meets the criteria of advanced degrees that included relevant studies in languages including Spanish, and related experiences through teaching Spanish, French, and other languages, including English at middle through post-secondary level. I recommend that a Visiting Scholar license valid for the 2023-24 school year for Crystal Buck be approved, based on meeting two of the established criteria for Visiting Scholar.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 t.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve local professional development plans.

Recommended Motion:

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

USD 466 Scott County Schools

USD 480 Liberal

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 the five-year professional development plans of the above districts/systems using the standards and criteria determined by the State Board of Education and recommend it be approved.

Professional Development Plan

USD 466 – Scott County Schools



5-year Professional Development Plan Approval

The USD 466 Professional Development Council approved the following plan, at its meeting held on May 18, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Cheryl Luchan 5/18/2023
Signature Date

The USD 466 Board of Education approved the following plan, at its meeting held on 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: Scott Roll
Signature

6/12/23
Date

Plan Updates

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

Add pages as needed

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Section One:

Professional Development Council (PDC)

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.

USD 466 DISTRICT MISSION STATEMENT

Intentionally Educating Today, Succeeding Tomorrow. We Are SC!

USD 466 PHILOSOPHY STATEMENT

The philosophy of Unified School District 466 is to continue the academic improvement of students through quality professional performance by district staff with a results based professional development program supported by administrators, educators, Board of Education, and the district leadership team.

USD 466 DISTRICT PROFESSIONAL DEVELOPMENT PURPOSE

USD 466 will provide professional development opportunities for all certified personnel to maintain and develop professional skills and knowledge in order to meet the objectives of the district by increasing knowledge and strength skills in:

1. Areas directly and indirectly related to content areas
2. Specialized content areas
3. Non-academic professional knowledge and skills required for effective instruction

PROFESSIONAL DEVELOPMENT COUNCIL (PDC)

The Professional Development Council includes two members from Scott City Elementary School, four members from Scott City Middle School (two from grades 3 – 5 and two members from grades 6 – 8), and two members from Scott Community High School, and five members representing the administrative team. The PDC will meet quarterly from August through May with special meetings called after notice has been given.

The Professional Development Council will:

1. Design, coordinate, recommend, approve and evaluate professional development activities for professional development credit.
2. Establish and evaluate policies, procedures, and criteria for professional development plans at the district, building and individual levels.

3. Communicate procedures and serve as a resource for questions or concerns related to professional development.
4. Makes recommendations about professional development for the district.

PROFESSIONAL DEVELOPMENT COUNCIL:

Method of Selection

The teachers from each attendance center will select their own representatives to the PDC from the teachers within that attendance center. Teachers may volunteer to serve on the PDC or nominations will be taken. Once teachers have volunteered or nominations have been received, teachers at each attendance will vote via paper ballot or Google Forms. The first year, spring 2023, the district curriculum director will collect the ballots and share results to each building. Succeeding years, the PDC Chair will prepare ballots and tabulate results. Members from the administrative team will be selected in the same manner. Selection of members must be made by the end of the school year in May.

Membership

The members are elected by their representative groups and serve a two-year term. A term begins with an annual training date. A system of overlapping terms will ensure that there will always be experienced members on the council. The first year of the PDC membership, the overlapping terms shall be decided by the youngest member from each group serving the 1-year term.

Teacher representatives on the Professional Development Council must have at three years of teaching experience with at least one-year teaching within USD 466.

Members may resign at any time. Resignations must be in writing and submitted to the chair at least one regular meeting prior to the effective date of the resignation. Any council member will automatically be asked to resign who misses three unexcused meetings during a school year or who fails to carry out responsibilities and duties. Should there be extenuating circumstances an appeal can be made to the PDC with the person making the appeal abstaining from the vote.

All elections should occur before the end of the school year, except in the case of a resignation, which shall be completed within one month of the accepted resignation.

Council Membership:

SCES – 2 teachers from grades Pre-school – 2

SCMS – 2 teachers from grades 3 – 5

SCMS – 2 teachers from grades 6 – 8

SCHS – 2 teachers from grades 9 – 12

Admin Team Membership:

Five members selected from the admin team

Function of the Professional Development Council:

- Provide input towards district to identify the in-service education needs of USD 466.
- Approve and award USD 466 certified staff professional development requests and points/credits.
- Elect a Chairperson, Vice chairperson, and a secretary/recorder.

Responsibilities

Chairperson:

- Calls and conducts all meetings
- Calls and conducts special meetings as needed
- Prepares an agenda for all meetings
- Provides notification of meetings
- Receives all resignations for PDC members
- Provides training to those members that are not able to attend the annual training through SWPRSC
- Carries out other duties as determined by the PDC
- Works in collaboration with district level school improvement and professional development personnel

Vice Chairperson:

- Acts in the absence of the chairperson
- Carries out other duties as determined by the PDC

Secretary/Recorder:

- Acts in the absences of the chairperson, vice chairperson
- Keeps records and minutes of meetings
- Maintains a file of all minutes in the district office
- Carries out other duties as determined by the PDC

Terms of Office:

All officers shall hold office for one year. In order to maintain consistency in handling the district in-service needs, officers may be re-elected.

Any officer may resign from office at any time, provided a letter of resignation is submitted to the PDC. Vacancies in officers' positions will be filled by a majority vote of those members of the PDC present at the meeting at which any resignation is effective, provided a quorum is present.

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

Members of the Professional Development Council shall participate in the annual training provided by Southwest Regional Service Center in August. If any member is unable to attend the training given by SWPRSC in August, the chair of the PDC will provide the annual training.

SWRSC will provide a certificate of completion to each member that attended the training. Members will give a copy of the certificate to the chair of the PDC to place in their file. If members aren't able to attend the training at SWRSC and the chair of the PDC provides the training, he/she will provide a district certificate of completion. PDC members will also record their training in My Learning Plan if they are wanting to receive professional development points for salary movement or recertification.

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.

Operational Procedures

Meetings:

- The Professional Development Council shall meet quarterly from August through May with special meetings
 - called after notice given. (Scheduled meeting months: September, November, February, and May)
- Meetings will be held in the board of education room
- Meeting date will be the 2nd Wednesday of the month beginning at 2:00 p.m.
- All meetings of the PDC will be open to all certified staff.
- The meeting agendas and minutes will be sent to all members electronically.
- All decisions by vote shall be made with a simple majority by a quorum of at least 50% of the current voting membership. If a tie occurs, the Chairman will break the tie.

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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.



District Professional Development Plan

Purpose

The Professional Development Council will develop a district plan that will incorporate staff professional development, and provide activities that focus on areas that have been identified as a concern in the needs assessment and align with the Kansas education Systems Accreditation (KESA) goals.

USD 466 District Professional Development Plan is designed to provide quality staff development through the following:

- Provide Staff Development that will:
 - Improve the Quality of Instruction
 - Improve Methods of Delivery of Information
 - Improve the Quality of Student Learning
 - Improve Chances of Student Success

District Professional Development Goals

District staff will improve the quality of teaching through gaining knowledge and skills related to:

- State and District Curriculum Standards
- Using Researched-based Strategies
- Job-embedded Professional Development and Classroom Action Research
- Provide Opportunities to Strengthen and Develop Teaching Skills

Assessment of Professional Development/In-Service Needs

The District will assess the needs of professional development in the following ways:

- Surveys will be provided to staff to collect feedback on needs. Surveys will also be given after professional development is provided to assess effectiveness. Each survey may ask:
 - Was the content of the professional development provided relevant to your role?
 - Will the information provided positively affect your daily role?
 - Does instruction align with state and district curriculum content and standards?
 - Did this in-service help us meet curriculum standards?
 - What topics should be considered for future in-service
 - Are all student needs being met with professional development?
- PLC conversations will be conducted between teachers and administrators to collect feedback and input regarding what school improvement area the district needs wants to improve during this plan cycle.
 - Decisions will be made by looking at all forms of assessments given to students.
 - Discuss how the district curriculum is meeting students' needs and what is being done to fulfill those needs.
 - Discuss how the district curriculum is meeting the state content and standards at each grade level.
 - Discuss changes need to be made to help student who are not meeting curriculum standards.
 - Identify which student or student groups need additional instruction in the district

curriculum areas.

- KSDE Needs Assessment will encompass the ideas from staff and the Professional Development Committee.
- District Strategic Planning will use the information collected to develop visions moving forward.

During quarterly meetings, the PDC will evaluate feedback and discuss future professional development needs.

Identification of Goals and Objectives to Achieve the In-Service Needs

Goal #1: USD 466 will continue to maintain academic excellence by continuing to focus on teaching and learning in order to ensure that instruction is aligned with the Kansas State Standards, so that all students in grades K – 12 will possess and be able to demonstrate the knowledge, skills and understanding required for career and college readiness.

Goal #2: USD 466 will continue to develop, implement, and support student opportunities to be career and college ready.

Goal #3: USD 466 will uphold a safe environment and culture district wide for all students and staff.

Identification of Activities and Actions to Achieve the Goals and Objectives

Goal #1: USD 466 will continue to maintain academic excellence by continuing to focus on teaching and learning in order to ensure that instruction is aligned with the Kansas State Standards, so that all students in grades K – 12 will possess and be able to demonstrate the knowledge, skills and understanding required for career and college readiness.		
STRATEGY	ACTIVITY	PERFORMANCE MEASURE/DATA SOURCE
District teachers will continue curriculum mapping all classes/courses	Each year revision and updates will need to be made to the district curriculum maps due to new state standards, new district textbook adoptions, etc.	<ul style="list-style-type: none">• State Standards• Discussions on assessments

District teachers will continue using MTSS in each of the buildings providing Tiered instruction to all students.	Daily instruction is delivered at students' tiered level in Math and Reading at all grade levels.	<ul style="list-style-type: none"> FastBridge Assessment Progress Monitoring

Goal #2: USD 466 will continue to develop, implement, and support student opportunities to be career and college ready.		
STRATEGY	ACTIVITY	PERFORMANCE MEASURE/DATA SOURCE
USD 466 will continue to provide opportunities for students to learn and visit colleges and vocational schools	6 th graders visit _____ 7 th graders visit _____ 8 th graders visit _____ High school visits _____ College and Career Night held during the fall for students and parents	<ul style="list-style-type: none"> Xello Circle Time Entrepreneurship Class at SCHS
USD 466 will continue to provide work study opportunities for students	Work shadow opportunities for all Juniors Work Study opportunities	
USD 466 will continue to support Career and Technical Education (CTE)	Continue looking at our CTE course offerings	<ul style="list-style-type: none"> Completers of the CTE Pathway
AP Classes and College Credit	Opportunities through GCCC AP Classes offered to students at SCHS	<ul style="list-style-type: none"> Dual Credit AP credit given after exam taken

Goal #3: USD 466 will uphold a safe environment and culture district wide for all students and staff.		
STRATEGY	ACTIVITY	PERFORMANCE MEASURE/DATA SOURCE
USD 466 will continue to increase staff's awareness and preparedness in working with and best supporting the diverse student population we serve.	Resilience Training 7-Mindsets Circles	<ul style="list-style-type: none"> SAEBRS Circle Groups with staff and students

Evaluative Criteria to Determine Levels of Success in Meeting the In-Service Needs

Goals have been aligned with the district's strategic goals. The district will review the data and information collected from the staff at Scott City Elementary School, Scott City Middle School, and Scott Community High School through surveys after each district in-service.

Reporting Results of Evaluation of In-Service Needs

Results from professional development feedback will be shared with the teaching staff by the PDC. Justification of future professional development will be indicated after sharing the feedback.

- Results of the professional development surveys will be shared with staff through email and minutes of the PDC meetings.
- The chairman of the PDC committee will keep records of the surveys and the minutes from each PDC meeting.
- Surveys will be given through Google Docs created by the PDC chair.

Amending the Professional Development Plan

The District Professional Development Plan may be amended at any time. The Professional Development Council will approve the amendment using the voting process detailed in the Operational Standards section. Once the amendment has been approved, it will be submitted to the USD 466 Board of Education for approval. Last, the amendment will be recorded on the plan update page.

- Survey teachers to see what if any changes should be made to the PDC plan.
- PDC Committee will discuss recommendations from the teachers concerning changes.
- PDC plan will be reviewed annually by the PDC committee to see if those changes or any additional changes need to be made.
- PDC Chair will note changes on page 2 of the Professional Development Plan under Plan Updates.

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.

Individual Professional Development Plan Development: (IPDP)

The Individual Professional Development Plan is a plan describing the professional development of goals and activities to be completed by an individual during a specified period of time. The purposes of the IPDP are to establish continuity and specificity in the job-related training of an individual:

- To enrich individual knowledge, skill, and attitudes
- To provide growth in the professional educator's grade/discipline through content standards that relate to the subject area taught, professional education standards related to all content areas that may not be related specifically to the subject area taught, and service to the profession related to meetings and committees only.
- To assess individual needs
- To determine individual professional development goals
- To expand the options for renewal of licensure; to improve job performance

All certified staff members must have an IPDP plan on Frontline Education/My Learning Plan. The plan can be amended at any time during the school year. The IPDP plan must be updated every five years or when your current teaching license has expired. These plans should be developed in collaboration with the immediate supervisor or the Director of Curriculum and Instruction. Certified substitutes on the USD 466 substitute list may also file an IPDP plan. All IPDP plans are written on-line and submitted for approval first by the immediate supervisor, followed by the USD 466 superintendent, and last by the PDC committee. When teachers are writing their IPDP goals, they will work with their immediate supervisor to include an individual, building and district goal. Once written, the goals will be approved by the teacher's immediate supervisor and superintendent before being submitted for final approval by the PDC committee.

Any person who resides in the school district will be eligible to file a professional development plan with USD 466 Professional Development Council. Certified substitutes on the USD 466 substitute list may file an IPDP plan.

Information Needed to Complete Your Individual Professional Development Plan:

- Date Hired
- Effective date of license
- Expiration date of license
- Three personal goals
 - Goals should focus on increasing knowledge, skills, and implementation related to improvement/support of student learning.

Suggestions for Developing Professional Development Goals:

Individual professional development goals should be tailored to meet personal professional development needs. This includes acquiring professional development points for license renewal. The plan can be developed with a focus on individual, building, and district level goals.

- **Individual:** Focus based on individual needs identified through an analysis of skills related to student learning needs and licensure renewal requirements that include professional teaching standards. Goals may also include progress toward a license not previously held. Goals address three levels: knowledge, application, and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.
- **Building:** Focus based upon identified student achievement gaps that are determined through the analysis of students' assessment data that includes the achievement of particular student groups. Following this, each building's professional learning needs are identified by determining the knowledge and skill needed to implement researched-based strategies designed to close identified student learning gaps. Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Results are measured according to three levels: knowledge, application, and impact.
- **District:** Focus district priorities flow directly from the mission and academic goals approved by the Board of Education. These include graduation requirements and exit outcomes. District goals are based upon identified standards of performance for students at each academic level.



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:

1. Developed in collaboration with a designated supervisor.
2. Signed by the individual and her or his supervisor.

2. Assess your individual needs

Identify personal professional development needs - including acquiring points for licensure renewal.

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 question-answer relationship (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.

Approval of the Individual Professional Development Plan

- Building Principal
 - Provides initial approval for IPDP for staff in their building once goals have been written
 - If an IPDP is not approved, the building principal will meet with the individual to

address and correct concerns in the IPDP

- Superintendent
 - Provides initial approval for IPDP for staff in their building once goals have been written and approved by the immediate supervisor
 - If an IPDP is not approved at this level the superintendent will meet with the building principal and individual to address and correct concerns in the IPDP
- Professional Development Council
 - IPDP goes to the PDC committee once approved by the immediate supervisor and superintendent by way of My Learning Plan
 - Provides final approval of all IPDPs considering the building principal and superintendent recommendations.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

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

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

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

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 three 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 Professional Development Committee.
3. After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval. The PDC committee will meet to review the IPDP plan submitted by the licensed professional for approval. If disapproved, the PDC chair will contact the individual to set up a meeting to address the concerns

Appealing the Non-Approval of an IPDP by the PDC

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

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Appeal Process:

The Individual Professional Development Plan is directly tied to the renewal of a teacher's license, it is important that everyone feel that there is a fair and accurate process for the approval of plans and awarding of points.

In the event that the PDC committee disapproves the Individual Professional Development Plan, in-service request, or college credit(s), the administrator or teacher may:

1. Submit an appeal in writing to the PDC Chairperson within thirty days of notification of denial, listing specific reasons why he/she feels the decision was incorrect.
2. At a scheduled review session, the appeal will be made in person to the PDC.
3. Following the final PDC action on an appeal, the PDC chairperson will inform the participant of their decision.
4. After all local PDC appeals of a non-approval for an individual development plan are exhausted; 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 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.



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)

Professional Development Activities

Definition/Purpose

Professional Development Activities are the processes and experiences designed to accomplish the objectives of the district and individual professional development plan. These activities will align with individual, building, and district goals.

Submitting Professional Development Requests

Professional development requests will pertain to content, professional education and/or service to the profession standards. Requests must be entered into My Learning Plan prior to the activity, in-service, workshop, and/or class. See Appendix A for a sample copy of the form to complete.

Approving Professional Development Requests

The Professional Development Council will approve professional development request that are consistent with the goals and objectives of the individual, building, and/or district professional development plans.

Requests Approval Process

When a teacher applies for a professional development request, the request will first go to the immediate supervisor and the superintendent for prior approval and the PDC committee last for professional development points or college credit. Some activities may be initially denied by the immediate supervisor or superintendent due to budget constraints and/or goals written on the teacher's IPDP are not aligned with their request.

Evaluating Professional Development Activities

After participating in the activity, in-service, workshop or class, participants will evaluate the activity

within 30 days of the completion date. Evaluation comments will be made when completing the knowledge validation section in My Learning Plan. See Appendix B for a sample copy to complete. Once the knowledge validation has been completed, the participant must mark the activity complete.

Licensure

License Requirements	
Application for Renewal	
Bachelor's Degree	Advanced Degree
160 Points Earned under an approved IDPD Plan 80 of the 160 points must be a college or university credit 1 college semester credit/hour = 20 points	120 Points Earned under an approved IDPD Plan An educator can renew on points only or a combination college/university credits and points
If the educator is retired and participating in an educational retirement system the point requirement is half the required points for the Bachelor and Advanced Degree Level.	

Licensure is the responsibility of the employee. It is also the employee's responsibility to secure transcripts for college/university credit and professional development points.

The Renewal Process:

Educators will need to look at their current license to see the renewal requirements for their license. The renewal information is found on the front of your current license.

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

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.
- Signature on sign-in sheet for a district in-service

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

Evidence such as:

- Logs/journals
- Pre and post samples of students' work
- Presentation at conference(s) – must submit a copy of the program
- Written paper
- Other preapproved activities

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, she/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, she/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

Certified/Licensed Staff			
Highest Degree Earned	Total Professional Development Points	Locally-awarded Professional Development Points	College Credit
Bachelors	160 Points	80 Points Maximum	80 Points minimum, (1 college semester credit hour = 20 points) OR 8 credit hours in an approved program
Masters	120 Points	120 Points Or	1 college semester credit = 20 points

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.

Awarding Professional Development Points for Purposes Related to Employment or Other Local Matters

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

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Movement on the Salary Scale

- You must have 20 PD points to equal ONE college credit. These college credits do not count for re-licensure as college credits.
- Professional Development points must be related to your teaching assignment and goals.
- Professional Development points must follow KSDE's requirements
- Coaching clinics or courses are appropriate only for teachers teaching physical education

Movement Across the Salary Scale

MOVEMENT ON THE SALARY SCHEDULE - ACROSS

Bachelor's Column

- **Across**
 - **Must Equal 10 College Hours**
 - Combination of college hours and points
 - It takes 20 Professional Development points to equal ONE college credit
 - **Remember, to move across the salary scale:**
 - All college hours
 - All Professional Development points OR
 - A combination of college hours and PD points

Master's Column

- **Across**
 - **Must Equal 10 College Hours**
 - Combination of college hours and points
 - It takes 20 Professional Development points to equal ONE college credit
 - **Remember, to move across the salary scale:**
 - All college hours
 - All Professional Development points OR
 - A combination of college hours and PD points

Appendix A

IDPD Form

Long Range Individual Professional Development Plan	
Use this form to submit your individual professional development plan.	
Personal/IPDP Information	
Name	<input type="text"/>
Teaching Assignment	<input type="text"/>
Degree Information	<input type="text"/>
Dates for which the IPDP applies	
Effective Date	<input type="text"/>
Expiration Date	<input type="text"/>
Select the School District	
District	<input type="text" value="--- Click To Select ---"/>
If not on list, enter here	<input type="text"/>
Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.	
Personal Goal #1	<input type="text"/>
	<input type="button" value="Checkmark"/> Characters left 2048
Personal Goal #2	<input type="text"/>
	<input type="button" value="Checkmark"/> Characters left 2048
Personal Goal #3	<input type="text"/>
	<input type="button" value="Checkmark"/> Characters left 2048
What District Goal(s) and Objective(s) will you meet?	
Select At Least One District Objective	Goal : District Professional Development Goals <input type="checkbox"/> Administration <input type="checkbox"/> Assessment Strategies and Evaluation <input type="checkbox"/> Classroom Management <input type="checkbox"/> Current Trends and Issues <input type="checkbox"/> Curriculum Development <input type="checkbox"/> ESL <input type="checkbox"/> Kansas College and Career Ready Standards <input type="checkbox"/> Media Specialist <input type="checkbox"/> Motivational Strategies for Student Achievement <input type="checkbox"/> Technology

Appendix B

Frontline Education/My Learning Plan

Getting Started with Frontline Education/My Learning Plan

Step-By-Step Guide

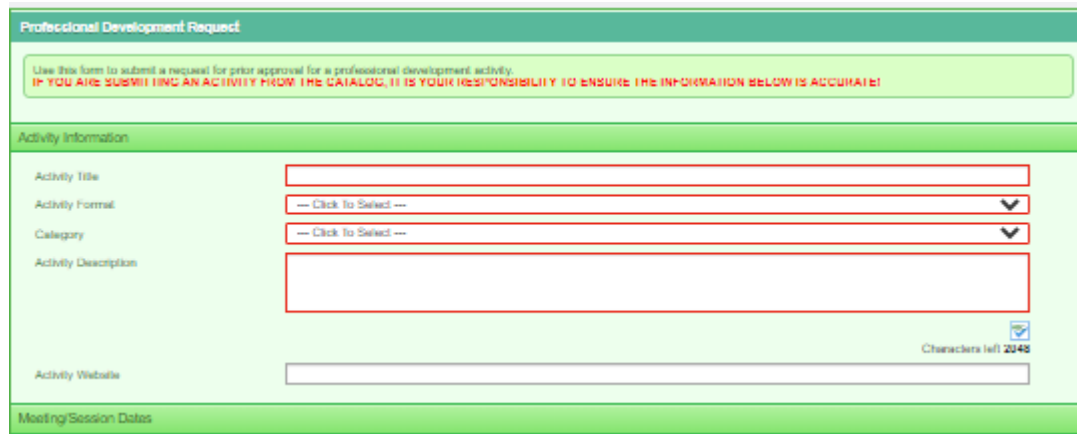
1. Open the internet and go to <https://www.frontlineeducation.com> and choose Professional Growth



2. Complete the Log In information on the main screen and click the “LogIn” button to enter site. (Username = school email, Password = changeme)
3. You will be prompted to complete your “user Profile” to verify your account information and preferences are accurate. Make any changes and submit the form. You will receive a “Form Saved” message confirming success. You must then fill out an IPDP form, which is listed on the left side of the screen under “Forms” then submit it.
4. From the main “Welcome to your new dashboard” screen, you can also:
 - a. Submit a Form
 - i. Click the appropriate form on the left side
 - ii. Complete the form. Submit the form
 - b. View your Requests
 - i. Click the Learning Plan tab to view all of your requests submitted, what is pending, approved and in progress, and what might need to be evaluated and marked complete.
 - c. Complete the Evaluation
 - i. Click on the title of the activity after you have attended it.
 - ii. Click the evaluation and then **mark it Complete** (the evaluation needs to be completed within 30 days of attending the in-service/workshop)
5. For further details on using this and other functions of Frontline Education, you can access tutorials, how-tos and other resources in the Help Section. The Help Section is a circled ? located at the top right beside your name. Click on it and it will show Frontline Support which has a place to ask questions, view webinars, etc.

Frontline Education/My Learning Plan Reminders

1. Whenever you are going to attend an in-service/workshop, remember that you need to fill out the request for it on the Frontline Education app **BEFORE** you attend. This is the same for college hours. All college hours **MUST** be approved prior to taking them.



The screenshot shows a web form titled "Professional Development Request". At the top, a green banner contains the text: "Use this form to submit a request for prior approval for a professional development activity. IF YOU ARE SUBMITTING AN ACTIVITY FROM THE CATALOG, IT IS YOUR RESPONSIBILITY TO ENSURE THE INFORMATION BELOW IS ACCURATE!". Below this is a section titled "Activity Information" with a light green background. It contains several input fields: "Activity Title" (a text box), "Activity Format" (a dropdown menu with "-- Click To Select --"), "Category" (a dropdown menu with "-- Click To Select --"), "Activity Description" (a large text area), and "Activity Website" (a text box). To the right of the "Activity Description" field, there is a character count: "Characters left 2048". At the bottom of the form, there is a section titled "Meeting/Session Dates" with a light green background.

2. After attending your professional development or taking your college hour(s), you must **evaluate it by completing the Knowledge Validation**. The Knowledge Validation needs to be completed within **30 days** of the professional development or college class. Once you have completed the Knowledge Validation, **mark complete**. If it is not marked complete, it will never come to the PDC Committee for final approval.
3. It is recommended that you review your IPDP plan every year and check to see if you need to update your personal goals. Your goals should be specific, measurable, attainable, results-oriented, and time-bound. Example: instead of saying “to communicate better with parents”, say “I will produce a weekly letter that includes current topics of study and ideas for improving parent communications.”
4. Any teacher that has applied for a new license needs to write a new Individual Professional Development Plan (IPDP) or your plan will not be current. You will find the IPDP form under the “FORMS” tab. If your job assignment has changed, you will need to update and change your current plan.



The screenshot shows a vertical menu titled "FILL-IN FORMS". It lists four options: "Prof. Dev. Request", "College Cr Approval", "IPDP Form", and "Mentor Log". The "IPDP Form" option is highlighted with a light blue background.

5. When attending an all-district in-service, the Director of Curriculum and Instruction will enroll everyone for the in-service. He/She will provide a sign-in sheet for you to sign to show how you attended the in-service. You will need to complete the Knowledge Validation for the in-service. The Director of Curriculum and Instruction will confirm the attendance for everyone from the attendance roster and mark the activity complete. If the in-service happens to offer college credit, you will need to let me know, so he/she doesn't enter you for points. **YOU** will need to complete the College Credit form to receive college credit.
6. When you choose the Purpose for which you are attending an activity, you need to make sure you mark all three boxes: Relicensure, Salary Points, and Professional Growth.

The image shows a screenshot of a web form. At the top is a green header bar with the text 'Purpose(s)'. Below this is a light green box containing the text 'Select a Purpose(s)' on the left and three checkboxes on the right. The checkboxes are labeled 'Relicensure', 'Salary Points', and 'Professional Growth'. All three checkboxes are currently unchecked. Below the light green box is another green header bar with the text 'Comments'.

7. Usually when you attend an in-service, it is for Content Standards or Professional Standards. Remember, these are the only two that can be taken to the next level. Service to the Profession is only worth points.
 - a. **Content Standards:** Training related to the subject you teach
 - b. **Professional Standards:** Training that cuts across all content areas
 - c. **Service to the Profession:** Meetings, committees (ex. SIT meetings, KESA meetings, Staff meetings, etc.) These points can never be taken to the application or Impact levels. You only receive one point per hour of attendance. (5 hours = 5 points)
8. Any teacher who chooses to take an in-service or workshop to the next level may choose the Application Level to double the points awarded from the original in-service. You have one year from the date you attended the in-service to complete the goals and outcomes you list on the Application form. You will be required to turn in your documentation to the PDC committee at the end of that year and it will be reviewed before you are awarded those points. See page 26 for detailed information.
9. Any teacher who chooses to take an in-service or workshop to the Impact Level may choose to triple the points awarded from the original in-service. You have one year from the date you attended the in-service to complete documentation that shows student learning, behavior, change, or impact. This can be done through assessments, formal and informal data collection, or portfolios. You will be required to turn in your documentation to the PDC committee at the end of that year and it will be reviewed before you are awarded those points. See page 27 for detailed information.

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

10. When you take an in-service or workshop for College Credit, there is a section that says “Provider”. The provider is **NOT** USD 466 or Southwest Plains Regional Service Center. The provider is the college or university from which you are earning the credit.

11. When you are ready to renew your license, you will need to have college transcripts sent to the Board Clerk at the Board of Education office electronically or have an official transcript sent to you. If you have the official transcript sent to you, you will need to bring it into the board office and give to the Board Clerk where it will be copied for your file and then scanned and uploaded to the state department.
12. Your IPDP plan is good for five years or until your license has to be renewed. Once you have renewed your license, you will need to complete a new IPDP form. (see #4 😊)

Appendix C

Fill-In Forms

Professional Development Request Form:

[illegible]

College Credit Approval Form:

College Credit Approval

Use this form to submit a request for prior approval for any college course.

Course Information

Course Title

Course Description

In the space below, pick the appropriate licensure category:

1. Content Training related to the subject areas you teach.

2. Service to the Profession: Meetings, committees (i.e. S/T, PDC, D/T, etc)

3. Professional Education: Training that cuts across all content areas (i.e. Cooperative Learning, Brain Research, etc)

Licensure Category

Course Website

Dates

Start Date (mm/dd/yyyy)

End Date (mm/dd/yyyy)

Provider

Provider

If not on list, enter here

Sub Information

Sub Required

College Credits Requested

Enter the number of CREDITS you are seeking for this activity (1 College Credit = 20 Points)

Credits

Goal(s) and Objective(s)

Select At Least One District Objective

Goal - District Professional Development Goals

Administration

Assessment Strategies and Evaluation

Classroom Management

Current Trends and Issues

Curriculum Development

ESL

Kansas College and Career Ready Standards

Media Specialist

Motivational Strategies for Student Achievement

Technology

Goal - Personal

Assessment

Classroom Management

Knowledge/Current Trends

Technology

Select a Purpose

Purpose(s)

Beliefs/Values

Salary Points

Professional Growth

Comments

Comments

Finish

Submit

Save as Draft

IPDP Form:

Long Range Individual Professional Development Plan

Use this form to submit your individual professional development plan.

Personal/IDP Information

Name
Teaching Assignment
Degree Information

Dates for which the IDP applies

Effective Date
Expiration Date

Select the School District

District
If not on list, enter here

Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.

Personal Goal #1

Personal Goal #2

Personal Goal #3

What District Goal(s) and Objective(s) will you meet?

Select At Least One District Objective

Goal : District Professional Development Goals
Administration
Assessment Strategies and Evaluation
Classroom Management
Current Trends and Issues
Curriculum Development
CSL
Kinetic College and Career Ready Standards
Media Specialist
Motivational Strategies for Student Achievement
Technology

Goal : Personal
Assessment
Classroom Management
Knowledge/Current Trends
Technology

Comments

Comments

Finish

Submit Save as Draft

Mentor Log:

Appendix D

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.)

Professional Development Plan

Liberal, USD 480


2022-2027



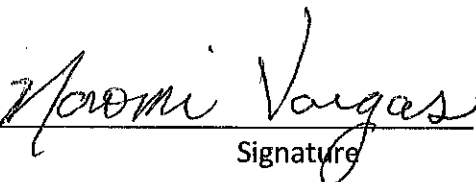
State Board of Education Approval: TBD
Expiration Date: 7/31/2027

5-year Professional Development Plan Approval

The USD 480 Professional Development Council approved the following plan, at its meeting held on May 30, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair:  5/31/2023
Signature Date

The USD 480 Board of Education approved the following plan, at its meeting held on June 5, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President:  6-5-23
Signature Date

Plan Updates

[illegible]

Add pages as needed

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Professional Development Council Officers 2022-2023

PDC Chairperson

Lana Evans

Vice-Chairperson

Nancy Lowden

Secretary

Fernanda Peterson



Professional Development Council Membership

2022-2023

91-1-217 (a) (1) (2)

PDC Chairperson Lana Evans	Administrator	Assistant Superintendent of Elementary Education
PDC Vice Chairperson Nancy Lowden	Certified Personnel	Cottonwood Elementary
PDC Secretary Fernanda Peterson	Certified Personnel	Liberal High School
Jamie Downs	Administrator/Pre-K	Bright Start Early Learning Center
Randi Jones	Administrator/Secondary	Eisenhower Middle School
Teresa Childress	Administrator/Elementary School	Sunflower Elementary
Joanna Ruback	Certified Personnel	Bright Start Early Learning Center
Alison Moeller	Certified Personnel	MacArthur Elementary
Rebekah Strand	Certified Personnel	Meadowlark Elementary
Rosa Arellano	Certified Personnel	Prairie View Elementary
Kandice Lee	Certified Personnel	Sunflower Elementary
Irene Kentner	Certified Personnel	Eisenhower Middle School
Taryn Lobmeyer	Certified Personnel	Seymour Rogers Middle School
Ashley Prosser	Certified Personnel	Liberal High School



Professional Development Council Membership Rotation 2022-2023

91-1-217 (a) (1) (2)

ADMINISTRATION

Three Year Term
Teresa Childress

Two Year Term
Jamie Downs

One Year Term
Randi Jones

PDC Chair
Lana Evans

[USD 480 PDC Membership Rotation.xlsx](#)

CERTIFIED PERSONNEL

Three Year Term
Rosa Arellano
Fernanda Peterson
Kandice Lee

Two Year Term
Alison Moeller
Irene Kentner
Joanna Ruback
Rebekah Strand

One Year Term
Taryn Lobmeyer
Nancy Lowden
Ashley Prosser



Building Leadership Teams 2022-2023

BSEL

Tori Garrison
Jodie King
Joanna Ruback
Jamie Downs
Kathe Goodwin

PreK
PreK
PreK/PDC
Principal/PDC
Instruct. Coach

Cottonwood

Nicole Foster
Indira Arredondo
Kaitlyn Ralston
Danielle Brooks
Nancy Lowden
Lindsay Osborn
Shelly Rios
Traci Mettlen

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade/PDC
5th Grade
Elective
Principal

MacArthur

Amy Butler
Sarah Palmer
Michelle Martin
Gina Hill
Jade Gilmore
Allison Moller
Jennifer Workman

Kindergarten
1st Grade
2nd/3rd Grad
4th Grade
5th Grade
Elective/PDC
Principal

Meadowlark

Melissa Miller
Kristina Brady
Jeannett Valdovinos
Morgan Potts
Larrissa Hermreck
Jessica Graham
Rebekah Strand
Shawna Evans

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
Elective/PDC
Principal

Prairie View

Jennifer Hanson
Danica Miles
Kari Sutton
Elizabeth Hoffman
Vera VanPool
Rosa Arellano
Glenda Friesen
Kendra Haskell

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade/PDC
Elective
Principal

Sunflower

Ashley Kiley
Anita Gleason
Daena Rios
Nicole Hougard
Sasha Arganbright
Ruth Caley
Kandice Lee
Jon Schneider

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
Elective/PDC
Principal

EMS

Irene Kentner
Nick Zimmerman
Nancy Hines
Shelby Bennett
Daniel Minde
Tori Dumler
Barb Brond
Chelle Tedrow
Shadra Thomas
Randi Jones

Language Arts/PDC
Math
Science
Social Studies
Elective
Elective
IC
Counselor
Assistant Principal
Principal/PDC

SRMS

Jordan Beeson
Taryn Lobmeyer
Barbara Ferraioli
Leah Tatro
Amy Smith
Merle Chesbro
AJ Clay
Jason Diesker

Language Arts
Math/PDC
Science
Social Studies
Elective
Elective
Counselor
Principal

LHS

Caitlin Morgan
Michelle Bremenkamp
Heather Watt
Lisa Owens
Ashley Prosser
Fernanda Peterson
Stacy Scripsick

Language Arts
Math
Science
Social Studies
Library/PDC
Elective/PDC
Counselor

Professional Development Council Executive Meeting Dates 2022-2023

The PDC Chairperson, Vice Chairperson and Secretary will meet once a month prior to PDC meetings.
Meetings will be held in the District Office Conference Room at 4:00 P.M.

August 30, 2022	January 31, 2023
September 27, 2022	February 28, 2023
October 25, 2022	March 28, 2023
November 29, 2022	April 25, 2023

Professional Development Council Meeting Dates 2022-2023

Monthly meetings will be held the first Wednesday of every month beginning at 3:45 P.M.
Meetings will be held via a virtual link.

September 7, 2022	February 8, 2023
October 5, 2022	March 8, 2023
November 2, 2022	April 5, 2023
December 7, 2022	May 3, 2023

There will not be a January 2023 meeting of the Professional Development Council.
* If needed, a June 2023 meeting will be determined at the May meeting.

Section One

Professional Development Council (PDC)

USD 480 – Professional Development Plan

Philosophy and Purpose of the Professional Development Plan

91-1-216 (b) (2) (3)

It is the philosophy of Liberal USD 480 that a combination of quality professional education and personal experience contribute to the professional growth of our staff. The Professional Development Plan shall promote the instructional, personal, and inter-personal growth of all certified and licensed staff through a variety of experiences.

- ✓ 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. 91-1-206 (b)

The purpose of the USD 480 Professional Development Plan is to facilitate the professional learning of certified/licensed staff members so that they possess the knowledge and skills necessary to meet the ever-changing learning needs of our students. To do this we will:

- Involve all staff
- Align professional learning with the district's mission and academic goals established by the USD 480 Board of Education, including graduation requirements and school improvement academic and social emotional targets.
- Identify, organize, and promote professional learning that is founded in what research has established are sound staff development practices including job-embedded staff development and action research.
- Provide support and staff development to school and district administrators related to their leadership role.

Professional Development Goals

91-1-216 (b) (2) (3) (4)

District staff will improve the quality of teaching through gaining knowledge and skills related to:

- District and state curriculum standards.
- Using research-based strategies and developmentally appropriate instruction in reading, mathematics and other core areas.
 - ✓ Aligned with the particular reading, mathematics and other core area goals or targets identified by each school.
- Align the district's mission and academic goals established by the USD 480 Board of Education, including graduation requirements and school improvement academic and social emotional targets.
- Each building has specific school improvement goals identified after a review of student performance. Research-based strategies are selected for building-wide implementations.
- Each building has school improvement strategies determined, implemented and monitored through the accreditation process.
- Job-embedded professional development and classroom action research.
- Professional Learning include components of knowledge, demonstration, practice, feedback (peer coaching), and transfer of new strategies to the classroom.
- Opportunities for growth are offered in a manner that reflects Learning Forward's seven Standards for Professional Learning as adopted by the Kansas State Department of Education. The standards are:
 - ✓ Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.
 - ✓ Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

- ✓ Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
 - ✓ Data: Professional learning that increases educator effectiveness and results for all students using a variety of sources and types of students, educators, and system data to plan, assess, and evaluate professional learning.
 - ✓ Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
 - ✓ Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
 - ✓ Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum needs.
- Understanding assessments as:
 - ✓ Data sources for professional learning and action research.
 - ✓ Diagnostic tools for identifying student learning needs.
 - ✓ Identifiers of curriculum alignment or misalignment.

District staff will understand:

- The requirements for earning professional development points for the purpose of licensure renewal – including those earned through college credits.
- The procedures and appropriate forms for:
 - ✓ Individual professional development plans.
 - ✓ Applying for professional development points.
 - ✓ Individual Professional Development Transcripts

Professional Development Expenditures

91-1-219

District professional development funds may be, but not limited to the following expenditures:

- Consultant fees and honorariums.
- Travel expenses for consultants.
- Cost of materials used in training.
- 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.
- 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.
- 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.
- Salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

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.

USD 480 – Professional Development Council

Professional Development Council Membership Guidelines

The District Professional Development Council comes together regularly to chart district direction and to do the work of the PDC. This body has developed guidelines and procedures for the operation of the professional development system.

The Professional Development Council includes one certified staff member from each PreK/elementary (6), middle school (2), and two from the high school (2). The PDC is comprised of three administrators and ten teachers. Teachers select teachers and administrators select administrators. The PDC chair will notify members of the council and building administrators when there becomes a vacancy on the council from within their building. Professional Development Council representatives for each building are chosen by staff at the building level. Teachers select teachers during faculty meetings in May of each year to fill any vacancies. The building administrators select administrative representation during administrative meetings in May of each year to fill any vacancies. 91-1-217 (a) (1); 91-1-217 (a) (2)

Licensed Teachers

Group Represented	Number
PreK/Elementary	6
Middle School	2
High School	2
Total	10

Teachers select their PDC representatives in May before the next school year. The PDC Chair runs the process and will ask for volunteers at each building level. Once the lists are compiled, even when there is only one volunteer, the PDC Chair facilitates the selection during faculty meetings at the different buildings.

Licensed Leaders

Group Represented	Number
PreK/Elementary	1
Middle School	1
High School	1
Total	3

The PDC Chair will meet with the licensed leaders from each building level in May and those leaders will select their representatives at those meetings.

A term is no less than one year and not more than three years. Members may not serve more than two consecutive terms. Membership is updated each year in the handbook to reflect current membership for that school year. So continuity is maintained, membership is rotational. Membership rotation documentation: [USD 480 PDC Membership Rotation.xlsx](#)

Unless a PDC member, the District Assistant Superintendent supports the work of the PDC providing information and support for the process. The district may assign other support staff for the PDC as needed.

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.

Annual Training

91-1-217 (b)(1)

PDC members will participate annually in KSDE approved training for PDC members. Training will consist of roles and responsibilities of council members, including responsibilities under these regulations, 91-1-215 through 91-1-219. (see appendix B) Training Slide Deck: [PDC Annual Training Video Slide Deck .pdf](#)
Training Video: [PDC Annual Training](#)

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.

Professional Development Council Operational Procedures

91-1-217 (b) (2) and 91-1-216 (a) (1)

Officers

Officers include a Chairperson, a Vice-Chairperson, and a Secretary/Recorder. All officers are elected for a term of one year by consensus of the members and begin their terms August 1st. Duties of the officers include:

Chairperson:	Calls and conducts all meetings. Calls special meetings as needed. Carries out other duties as determined by the PDC.
Vice Chairperson:	Acts in the absence of the Chairperson. Carries out other duties as determined by the PDC.
Secretary/Recorder:	Keeps records and minutes of meetings. Maintains a file of all minutes in the district office. Carries out other duties as determined by the PDC.

- Members may resign from the Council with 2 weeks' notice to PDC Chair.
- Vacancies will be filled using the appropriate process above. The PDC Chair is responsible for ensuring ratio of teacher to leader membership and will act to maintain that ratio.

Procedure for Taking and Maintaining Records of Meetings

91-1-217 (b) (2)

The Professional Development Council shall meet monthly from August through May as needed with a minimum of 4 times each academic year. Monthly meetings will be held the first Wednesday of every month beginning at 3:45 P.M. unless otherwise indicated. Meetings will be held via a virtual link with each member receiving the link and calendar invite to participate in the meeting. PDC meetings dates are indicated on the district calendar to inform all district staff. Special meetings may be called by the chairperson or a majority of the PDC. Meeting dates are updated in the handbook each year.

Professional Development Council makes recommendations for any revisions to the PDC handbook each May. The PDC votes on recommended revisions, these are documented in the PDC minutes each year. 91-1-216 (e)

All decisions shall be made by a simple majority vote. At least 50% of the voting membership must be present. In the case of a tie, the committee will request any additional information that can be provided, if a majority vote cannot be obtained the committee will request the chairman to make a recommendation to determine a final decision.

The secretary of the Professional Development Council shall keep minutes of all meetings. Minutes will be forwarded to the PDC Chair for distribution to authorized personnel. Minutes and other documents are stored in the district *PDC Committee Meetings* shared drive folder. [PDC Committee Meetings](#)

The Individual Professional Development Plans, External requests for points, individual transcripts and all other professional learning documentation for each certified staff member shall be maintained in the Unified Talent Professional Learning Site in PowerSchool. Supervision of the files by the PDC Chair should guarantee confidentiality of information through a system of monitoring those having access to personnel records.

Process for Utilizing Unified Talent Professional Learning (UTPL)

Certified/Licensed staff will utilize the Unified Talent Professional Learning platform in PowerSchool. (UTPL) to submit and maintain the following documents:

- ✓ IPDP, Individual Professional Development Plan
- ✓ External Request for Points
- ✓ Internal Professional Learning Points
- ✓ Educational Transcript
- ✓ Certification and Licensure Information

Certified/Licensed staff are trained on the system at new educator orientation and can utilize the UTPL app on their device. Staff can download the app from the **Apple App Store** or the **Google Play Store**. During the first login, use the code (jefMvK) to login using the same credentials to log into the UTPL site.

Building Leadership Teams

Each building will have a Building Leadership Team (BLT). The PreK/elementary teams are composed of one teacher from each grade level, one total from specialty/elective areas (ESL, Title I, Special Education, PE, Music, Instructional Coach), and the building principal. The middle and high school teams are composed of one teacher from each core department, two from specialty/elective areas (ESL, Title I, Special Education, Instructional Coach, Foreign Language, PE, Art, Music, and Industrial Arts), one counselor, and the building principal. Each Building Leadership Team is chaired by the PDC representative(s) to that building.

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.

Process by Which Professional Development Needs will be Determined

91-1-216 (b) (3)

The process of the building and district to determine professional learning needs will determined by analyzing and monitoring the evidence provided through multiple measures at the individual, building and district levels:

These could include:

- Buildings needs assessment data
- Building walk through data
- Building KansaStar goals
- District and building KESA accreditation growth, perception, summative, quantitative and qualitative data
- District Data Consult meetings
- Professional Learning Comminutes at each building and/or grade level/department.
- Staff surveys designed to find out staff perceptions of the quality of professional development related to each of the plan goals.

Process by Which Professional Development Activities will be Determined

91-1-216 (b) (4)

Professional Development activities may be planned/designed/selected to meet the goals and objectives of individual, building and district needs. [Process for Requesting Professional Learning Opportunities](#) (Appendix C)

Procedures by Which Professional Development will be Evaluated

91-1-216 (b) (2) (3) (5)

Professional Development activities may be evaluated by using the Local Professional Development Evaluation Form or any other form prepared specifically for the activity by the presenter.

Progress of the building and district in meeting each of the goals may be evaluated during each academic year. This will be done by analysis of all the evidence provided through the measures of impact determined for staff development at the individual, school and district levels: 91-1-216 (b) (5)

These could include:

- Building needs assessment data
- Professional Learning Communités at each building and/or grade level/department.
- Staff surveys designed to find out staff perceptions of the quality of professional development related to each of the plan goals.
- State performance data – including both formative and summative assessment data, as well as staff's qualitative analysis of students' progress.
- Evaluations of professional development activities that have been provided.

Amending the Professional Development Plan

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 may amend it. Any amendments may be approved using the voting procedures under the Operational Procedures above. Once an amendment is approved, the Recorder will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it. KSDE. 91-1-216 (e)

Professional Development Plan Approval Process

District Development Plan will be approved every five years by the following governing bodies, based upon criteria established by the state board: 91-1-217 (b) (3)

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. 91-1-216 (c)

- Professional Development Council
- Local Board of Education
- Kansas State Department of Education

PDC chair will present the district professional learning plan and PDC handbook to the PDC and Board of Education each year.

Approval of plan will be documented in PDC and BOE minutes. Approval by KSDE will be documented in the PDC minutes and the KESA OVT report. 91-1-206 (c) (3)

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.

PROCEDURE FOR DEVELOPMENT AND APPROVAL OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

91-1-206 (b)

1. 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 the district's local professional development council for licensure renewal purposes. 91-1-206 (3)(b)
2. The Individual Professional Development Plan (IPDP) is a plan describing the professional goals and the planned staff development activities or professional learning to be completed by the individual who submits the plan to the Professional Development Council. The IPDP should be tailored to meet personal professional development needs. These include acquiring professional development points for licensure renewal.
3. Certified/Licensed staff members are to complete the IPDP form stressing areas of their certification. A summer grace period, lasting through September 1st, shall be observed to allow new teachers and teachers whose plans expired during the summer to file a plan in order to receive points for beginning of the year and summer in-services. The summer grace period will not apply to any IPDP that is submitted over the summer for an expired plan during the previous school term. These plans will be submitted to the council for approval during the September meeting. Points will not be granted for the summer under the expired plan. The participant is responsible for meeting all time lines. Employees joining the staff after August shall be given a one-month grace period from their reporting date to turn in a plan.

4. The individual in cooperation with a designated supervisor (in most cases the building principal) will write an IPDP ensuring the plan meets the following requirements. 91-1-206 (c)(1)
The plan shall:
 - Include activities in one or more of the following area: (91-1-206 (a)(1-3)
 - Content endorsement standards as adopted by the state board
 - Professional education standards as adopted by the state board; or
 - Service to the profession
 - Addresses individual goals that are determined through analysis of skills related to student learning needs and licensure renewal requirements or progress toward a license not previously held.
 - Is written for the term of an individual's license – with the option to revise annually based upon changing needs.
 - May or may not include specific titles of courses, seminars, conferences or workshops.
 - Is written using the official USD 480 Individual Professional Development Plan form within the Unified Talent Professional Learning Site in PowerSchool.
5. The procedure for approval of the IPDP includes:
 - The individual completes, signs (electronically) within the Unified Talent Professional Learning Site in PowerSchool. [IPDP Individual Professional Development Plan, USD 480 How To Instructions](#)
 - The designated supervisor reviews the plan, signs the plan if he/she approves. 91-1-206 (c) (2)
 - The IPDP is submitted to the PDC for approval, disapproval, or modification.
 - The individual receives notification of the decision of the PDC, if the plan is approved, the PDC Chair will sign the plan which is then housed in the individuals Unified Talent Professional Learning account. 91-1-206 (c) (3)
6. If the IPDP is not approved by the PDC:
 - The plan is returned to the individual with recommendations for revision.
 - The individual may appeal in writing or in person to the entire PDC at a designated time during one of the Professional Development Council's regularly scheduled meetings.
 - If the individual is unable to attain approval of an individual development plan through the local Professional Development Council, the individual may appeal to the licensure review committee for a review of the proposed plan. The individual staff member may call KSDE Licensure at 785/296-2288 and ask for the Licensure Review Board Coordinator to begin the process. 91-1-206 (d), 91-1-211
7. Each participant may amend his or her plan during the term of the plan with the approval of the PDC. Participants should amend their plan when changing name, building assignment, or position. The PDC shall be able to make friendly amendments involving dates and certification status for temporary certificates that become permanent during the first year and for certificates/licenses that are renewed each year.

Individual Professional Development Plan

Liberal USD 480

Submit in the Unified Talent Professional Learning Site in PowerSchool

Name: _____

Building: _____

Social Security Number: _____ (last 4 digits)

Highest Degree Attained: _____

Teaching Assignment: _____

Re-certification Date: _____

Service to the Profession Commitments:

- 1.
- 2.
- 3.

School Improvement Plan Goals:

- 1.
- 2.
- 3.

My goals for professional development are listed below. These goals focus on increasing my knowledge/skills and implementation related to improvement of student engagement/learning. Goals can be content and/or professional education.

Content Endorsement Standards: Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsement in a Kansas State Teaching License or Certificate.

Professional Education Standards: Those standards adopted by the Kansas state board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.

Service to the Profession: Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

Personal Professional Development Goals:

- 1.
- 2.
- 3.

Applicant Signature

Date

Supervisor Signature

Date

PDC Chairperson Signature

Date
Approved

Note: License Renewal

*Master's or other advanced degree:
120 in-service points
Baccalaureate degree: 160 points
(at least 80 must be college or
university credit)*

* One (1) college credit is equal to 20 professional development 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.

Process by Which Non District Employees Submit Individual Plans and Requests Points.

91-1-206 (b)

- Any person who works or resides within any Kansas unified school district 480, shall be eligible to file a professional development plan with the district's local professional development council for licensure renewal purposes. 91-1-206 (3)(b).
- USD 480 website provides information pertaining to the Professional Development process as well as access to the PDC Handbook.
- Applicants can submit and IPDP and/or external credit request for points by visiting the Unified Talent Professional Learning platform in PowerSchool. [Unified Talent Professional Learning Platform](#).
- Applicants needing assistance with applying within the UTPL can contact the district professional learning office at 620/604-1026.

How to Earn Professional Development Points –

If You Are Not Currently Employed by a School or District

91-1-206 (b)

Any person who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Relative to awarding professional development points, these individuals should 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 professional learning activities*.

The steps the individual must take to complete the plan are:

Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in at least 2 of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

Determine professional development goals that are based upon identified needs.

USD 480 website provides information pertaining to the Professional Development process as well as access to the PDC Handbook.

Applicants can submit an IPDP and/or external credit request for points by visiting the Unified Talent Professional Learning platform in PowerSchool. [Unified Talent Professional Learning Platform](#).

Applicants needing assistance with applying within the UTPL can contact the district professional learning office at 620/604-1026.

After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See the previous section, *Individual Professional Development Plan*, for a complete description of what should be included in the plan and also how professional development points may be awarded.

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.

Professional Development Plan Approval Process

District Development Plan will be approved every five years by the following governing bodies, based upon criteria established by the state board: 91-1-217 (b) (3)

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. 91-1-216 (c)

- Professional Development Council
- Local Board of Education
- Kansas State Department of Education

PDC chair will present the district professional learning plan and PDC handbook to the PDC and Board of Education each year.

Approval of plan will be documented in PDC and BOE minutes. Approval by KSDE will be documented in the PDC minutes and the KESA OVT report. 91-1-206 (c) (3)

The approved plan may be amended at any time by following procedures specified in regulation. When revisions occur, the PDC will vote and approve any revisions and document in minutes and revised handbook. These revisions will be submitted to KSDE. 91-1-216 (e)

Process for Renewing Teaching License

Staff will submit application with KSDE through the Authenticated Applications for licensure, this process notifies the district of the need for an official transcript to be uploaded for each application. [KSDE Teacher Licensure](#)

Professional Development Points and Semester Credit Hours For Licensure Renewal			
<p>If an individual holds a bachelor's degree, they must submit 160 professional development points earned under an approved individual development plan to renew their professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.</p> <p>If an individual holds an advanced degree, they must submit 120 professional development points earned under an approved individual development plan to renew their 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 for completing semester credit hours. They may submit professional development points earned through any combination of semester credits and other professional development activities.</p> <p>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 two of three areas: 91-1-206 (a) (1-3)</p> <p style="text-align: center;">Content Endorsement Standards; Professional Education Standards; or Service to the Profession.</p>			
91-1-206 "Professional development plans for licensure renewal"	Content	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1pt. = 1 contact hr.	1 pt. = 1 contact hr.	1 pt. = 1 contact hr.
Application What are you doing now that you could/did not do before?	2 X Knowledge Level points	2 X Knowledge Level points	No points awarded at this level.
Impact How has student performance improved? What has changed about the program?	3 X Knowledge Level points	3 X Knowledge Level points	No points awarded at this level.

Professional Development Transcripts

When professional learning activities are completed and validated, the number of professional development points earned will be entered on the participant's professional learning *Educational Transcript*. Transcripts can be viewed at any time using the staff's account within the Unified Talent Professional Learning Site in PowerSchool.

It is the responsibility of the individual participant to submit proper application for license renewal to the Kansas State Department of Education. Staff will submit application with KSDE through the Authenticated Applications for licensure, this process notifies the district of the need for an official transcript to be uploaded for each application. [KSDE Teacher Licensure](#)

USD 480 will award salary scale adjustments to certified/licensed staff for professional development points, earned in accordance with the established steps for salary increased within the district. Points awarded for Level I – Knowledge as established with the District Professional Development Plan will be considered for salary increases. Advancement on the salary schedule through the use of approved points will be at the rate of twenty (20) point's equal's one (1) credit hour. It is the teacher's responsibility to verify that points have been awarded appropriately for salary scale adjustment.

INDIVIDUAL PROFESSIONAL POINTS

Professional development points are awarded according to three levels. For each of the three levels there are no limits on the number of points that may be earned. No limit means that there are no caps in reference to points earned for licensure renewal. The three levels are described below:

PROCEDURE FOR REQUEST AND APPROVAL OF INDIVIDUAL PROFESSIONAL POINTS

Level I - Knowledge

- A. Requests for Professional Development Points: All requests for Professional Development points for Level I – Knowledge, shall be submitted on the appropriate form in the Unified Talent Professional Learning Site in PowerSchool. [External Credit Request How to Instructions](#). Activities not received within the UTPL system **within 10 school days** after the last day of the activity will not be considered for approval. All requests received by the 15th of each month will be on the next PDC agenda for review. The participant is responsible for meeting all timelines. Do not submit before the activity.
- B. All professional learning points must be obtained by July 1st for salary enhancement for the current contract year. Any professional learning points obtained during the summer must be received by September 1st.
- C. College credit can be obtained throughout the summer for salary enhancement for the current contract year. Any college credit obtained during the summer must be received by September 1st. All college credit hours must be submitted with an OFFICIAL transcript to transcripts@usd480.net
- D. Each request for points will be submitted and reviewed by the Professional Development Council. The PDC shall be able to make friendly amendments as needed. The participant shall be notified in writing of reasons for disapproval of his/her plan and given suggested procedures for either revising and resubmitting the plan to the PDC or submitting a legitimate appeal to the PDC. Legitimate appeals must be received within 10 school days of the date of notification of disapproval. The appeal should be sent via email to the director/chair of the PDC committee. 91-1-206 (d), 91-1-211
- E. Points may not be requested by individuals sponsoring student activities.
- F. Staff Development Points may be requested for in-services paid by the district for other outside agencies.
- G. Professional Development Points requested for videos must have proof and be relevant to field and cannot exceed 5 hours per year. Proof must be approved by Professional Development Council.
- H. Professional Development Points will be granted for Webinar sessions organized by district or building administration. Attendance will be documented utilizing the Unified Talent Professional Learning Site in PowerSchool Participants will be notified by administration to attend such webinars based on the topic and relevance to the participant's needs.
- I. Collaboration meetings, Professional Learning Communities, Student Intervention Team meetings, Faculty and Back to School meetings, and other meetings held during contract time will not be awarded Professional Development points.
- J. Book Studies: Book studies at the building level will be permitted if the plan for accountability of points are submitted and approved by the Professional Development Council prior to the building starting the book study. Accountability for book studies will include attendance and participation in group discussion sessions, logs for each participant to document reading time. Book studies may not exceed 20 hours.

Level I – Knowledge

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

Learning and/or Service to the Profession = 1 point per clock hour.

Complete the Level I – Knowledge form. Form must be typed and printed or copied on yellow paper.

Level I – Knowledge Level Points Provide the Baseline

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels.

An individual does not need to earn knowledge level or baseline points during the same licensure period that application or impact level points are earned.

Higher Education: One (1) semester of college/university credit = 20 in-service points.

- Copy of enrollment form, class syllabus or transcript for college/university must be submitted with request for points. (College transcripts will be kept confidential and in the PDC office. Official transcripts will be used only to verify points, these must be submitted to transcripts@usd480.net)

In-service Activities: One (1) point per clock hour. Documentation required (agenda, program or registration with date, times and location)

- Workshops/Seminars/Clinics
- Conventions/Conferences
- Observation of programs related to the educational setting (e.g., visits to other school(s) systems.

District Committees: One (1) point per clock hour for service on approved District Committees.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

PROCEDURE FOR REQUEST AND APPROVAL OF INDIVIDUAL PROFESSIONAL POINTS

Level II – Application

- A. Requests for Professional Development Points: All requests for Professional Development points for Level II – Application, shall be submitted on the appropriate form. Requests shall be submitted to the Building Leadership Chairman.
- B. Each request for points will be submitted and reviewed by the BLT. The BLT shall be able to make friendly amendments as needed. The BLT will review and make recommendations to the District PDC for approval of professional development points.
- C. The participant shall be notified in writing of approval or reasons for disapproval of his/her plan and given suggested procedures for either revising and resubmitting the plan to the PDC or submitting an appeal to the council.

Level II – Application

What am I doing now that is different than what I did before?

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

Complete the Level II – Application form. Form must be typed and printed or copied on green paper.

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.

Verification required may include one of the following:

Independent observation such as:

- Direct observation using trained observers or video/audio tapes made at several intervals throughout at least one semester.
- Structured interviews with feedback from trained mentor or supervisor that takes place throughout at least one semester. (Mentor: certified staff who has completed TESA training)

Documentation:

- Lesson plans from throughout at least one semester.
- Pre and post samples of students' work from throughout at least one semester.

Projects: Approval needed prior to the project completion. Points awarded upon completion of the project.

- Independent study
- Travel related assignment
- Independent project research
- Publication of professional articles in professional journal or other recognized education publication
- Professional presentations

PROCEDURE FOR REQUEST AND APPROVAL OF INDIVIDUAL PROFESSIONAL POINTS

Level III – Impact

- A. Requests for Professional Development Points: All requests for Professional Development points for Level III – Impact, shall be submitted on the appropriate form. Requests shall be submitted to the Building Leadership Chairman.
- B. Each request for points will be submitted and reviewed by the BLT. The BLT shall be able to make friendly amendments as needed. The BLT will review and make recommendations to the District PDC for approval of professional development points.
- C. The participant shall be notified in writing of approval or reasons for disapproval of his or her plan and given suggested procedures for either revising and resubmitting the plan to the PDC or submitting an appeal to the council.

Level III – Impact

What are the results of my professional changes?

Organizational Change = 3 X's Level I points.

Complete the Level III – Impact form. Form must be typed and printed or copied on blue paper.

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.
- Evidence of improved student academic performance over a period of at least two semesters (or 1 academic year).
- Samples of positive changes in students' behaviors over a period of at least 1 academic year, including:
 - ✓ Study habits
 - ✓ Improved school attendance
 - ✓ Improved homework completion rates
 - ✓ Independent observation of positive student classroom behaviors
 - ✓ Increased enrollment in advanced classes
 - ✓ Increased participation in school-related activities
 - ✓ Decreased dropout rate

Measures of the Impact of Staff Development or Professional Learning

Impact is measured at the building and district level through:

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

Impact is measured for individual classroom teacher's level through:

- Assessment of students' academic performance on specific academic targets at regular intervals throughout each school year and also annually.
- Analysis of data measuring related student behaviors throughout each school year and annually.

Impact for individuals who are applying what is learned to a district or school program:

- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.

Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.

Request for Professional Learning Education Points

Liberal USD #480

Submit in the Unified Talent Professional Learning Site in PowerSchool

Submit within 10 School Days from last day of event

Section 1:

Name: _____

Building: _____

Activity Title: _____

Date Submitted: _____

Activity Date: _____

Section 2:

Points Requested:

_____ College Credit (20 points per credit hour)

(Submit to transcripts@usd480.net)

_____ Application (2X points)

_____ Knowledge (1 point per hour)

_____ Impact (3X points)

Indicate (✓) the appropriate area:	
Content Endorsement Standards	
Professional Education Standards	
Service to the Profession	

Content Endorsement Standards: Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsement in a Kansas State Teaching License or Certificate.

Professional Education Standards: Those standards adopted by the Kansas state board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.

Service to the Profession: Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

Section 3:

In the space below, describe the following two items:

- How does this activity meet the goals of your Individual Professional Development Plan?
- How could you implement this in your classroom?

Section 4:

Please attach an agenda from the activity to this form. If there was no agenda, please attach a copy of the registration or certificate.

Applicant Signature _____

Date _____

Supervisor Signature _____

Date _____

Professional Development Council Use Only

Date Approved: _____

Signature of PDC Chairperson: _____

Revised 2022

Professional Learning Activity Evaluation Form

Liberal USD #480

Submit in the Unified Talent Professional Learning Site in PowerSchool

Activity Title	Presenter	Date

Rated Area	Low High				
	1	2	3	4	5
Was the training/presentation informative?					
Were there opportunities for questions and answers?					
Were the materials useful to you?					
Rate the pace of the activity.					
Overall rating of this professional learning.					

How will you use what you have learned to enhance student engagement/learning?	
What would be appropriate for follow-up from this training?	
What content from today's training was most valuable?	
What could the trainer have done differently that would have enhanced your learning?	

Questions & Answers

Provided by the Kansas State Department of Education Licensure and Teacher Education Staff

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.

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.

Glossary

Certification:	The process by which an agency or association grants professional recognition to an individual who has met certain qualifications specified by that agency or association. <i>See also licensure.</i>
Certified:	All employees of a school or district or an authorized educational agency required to be licensed (certified) by the state board of education. <i>See also licensure.</i>
Content endorsement standards:	Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate.
Content standards:	Standards that address equity, quality teaching, and family involvement.
Context standards:	Standards that address learning communities, effective leadership, and effective use of resources.
Criteria:	Objective specifications or requirements that are referenced to make judgments.
Curriculum:	All the courses of study offered by an educational institution; or a particular course of study within a specified subject, content area, or field.
Dropout:	Any student, grades 9-12, who leaves school for any reason, except death, before graduation or completion of a program of studies and who does not transfer to another school.
Dropout rate:	The ratio of the number of dropouts at each grade level in the school calendar year divided by the number of students at that grade level in the Kansas September 20 (FTE or full time equivalency) count. An individual student is counted as a dropout only one time during each academic year.
Education (educational) agency:	A public school district, accredited nonpublic school, area professional development center, or institution of postsecondary education authorized to award academic degrees, the Kansas State Department of Education and any other organization that serves school districts.
Graduation rate:	The proportion of a student group that started in the ninth grade year and completed a prescribed program within the period of time designated for that program.
Individual Professional Development Plan:	A plan describing the professional development activities and studies to be completed during a specified period of time by the individual filing such a plan.
Individual professional development transcript	A record of an individual educator's professional development that is signed by the individual, a designated supervisor, the PDC chairperson, and one other PDC member prior to being submitted to the Kansas State Department of Education for purposes of licensure renewal.
Kansas State Board of Education (KSBE):	An elected ten-member board that has general supervision over the public schools, educational institutions, and all the educational interests of the state, except educational functions delegated by law to the State Board of Regents. The State Board of Education appoints a Commissioner of Education who serves at the pleasure of the Board as its executive officer.
Kansas State Department of Education (KSDE):	The staff that administers education policies set by the State Board of Education and the Kansas Legislature. The Commissioner of Education serves as the executive officer of the department.

Leadership:	Here <i>leadership</i> refers to those who guide continuous instructional improvement.
Levels of implementation:	<p>A three-point rubric used by schools to report progress on staff development goals. These are:</p> <p>Level 1 – Knowledge: Teachers know something that was not known before.</p> <p>Level 2 – Application: Teachers consistently use this knowledge and skill on the job.</p> <p>Level 3 – Impact: Student learning is improved and this is demonstrated by appropriate assessments that are aligned with specific improvement targets.</p>
Licensure:	The official recognition by the Kansas State Board of Education that an individual has met state requirements and is approved to practice as a duly licensed (certified) professional. See also certification.
Local board of education:	The board of education of any unified school district or the governing body of any nonpublic school. Local public schools under the general supervision of the State Board shall be maintained, developed, and operated by locally selected boards.
Local educational agency (LEA):	Any governmental agency authorized or required by state law to provide education to children, including each unified school district, special education cooperative, school district interlocal, state school, and state institution.
Mentoring:	<i>See teacher mentoring.</i>
Pedagogy:	The art, profession, or science of teaching.
Professional development/learning:	Continuous learning that is based on individual needs and meets both of the following criteria: (1) It 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) It positively impacts the individual or the individual's students, school, or school district.
Professional Development Council:	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 professional development plan.
Professional development education:	Professional development and staff development that includes any planned learning opportunities provided to licensed personnel employed by a school or district or other authorized educational agency for purposes of improving the performance of such personnel in already held or assigned positions.
Professional development plan:	A detailed program for provision of a school district's or education agency's staff development. <i>See Individual Professional Development Plan.</i>
Professional development point:	One clock hour of professional development education. One semester hour of college credit counts as 20 professional development points.
Professional education standards:	Those standards adopted by the Kansas state board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.
Service to the profession:	Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
Staff:	Group of employees that includes teachers, administrators, instructional, and non-instructional support personnel who are charged with working together toward the goals of the school and district.

Staff development:	Continuous learning offered to groups of professionals that develops the skills of education professionals to meet common goals, or targets of a school or school district.
Standard:	A clearly defined goal statement specifying the acceptable level of knowledge, skills, and behaviors, the achievement of which moves the individual toward expected outcomes or desired goals.
Student performance:	The demonstration of a student's knowledge, skills, or attitudes as related to a school's desired student outcomes.
Substitute teaching license:	A type of Kansas State Board of Education license issued to an individual that allows access to practice as a substitute. Individuals holding a substitute-teaching license are allowed to teach in a single school district throughout the school year, but are limited to 125 days in a single assignment. A district may request a waiver from the state board to allow teachers to remain in the same assignment in an emergency situation.
Teacher mentoring:	Activities that consist of structured guidance and regular and ongoing support of teachers (especially beginning teachers) that are designed to help the teachers continue to improve practice and develop instructional skills. These activities involve the assistance of an exemplary teacher or other appropriate individual from a school, education agency, or institute of higher learning. Mentoring may include coaching, classroom observation, team teaching, and may include the establishment of a partnership by a local education agency with an institute of higher education, another local education agency, teacher organization, or another organization.
Teaching endorsement:	The official recognition by the Kansas State Board of Education that an individual has met state requirements in an acknowledged specialization.
Transcript:	<i>See individual professional development transcript.</i>
Unified Talent Professional Learning (UTPL):	Platform utilized by USD480 in PowerSchool system that houses all certified/licensed employee's professional development plans, requests for points, certifications, and educational transcripts. All USD 480 professional learning opportunities are created and housed in the UTPL.
Valid credit:	A semester hour credit earned or validated in a college or university on the accredited list of the State Board of Education. Where credit is required in licensure regulations, it shall be interpreted to mean valid credit.

Glossary of Acronyms

AAC:	Augmentative/Alternative Communication
ASHA:	American Speech-Language Hearing Association
AVID:	Advancement via Individual Determination
AWS:	Athletic Web Service
BLT:	Building Leadership Team
CBM:	Curriculum Based Measurement
CEC:	Council for Exceptional Children
CPS:	Classroom Performance Systems
ESL:	English as a Second Language
ESOL:	English, Second and Other Languages
FACES:	Foundation for Advanced Character Enrichment in Students
FBA:	Functional Behavioral Assessment
IDEA:	Individuals with Disabilities Education Act
IPDP:	Individual Professional Development Plan
KAAC:	Kansas Assessment Advisory Council
KACTE:	Kansas Association of Career and Technical Educators
KAHPERD:	Kansas Association of Health, Physical Education, Recreation, & Dance
KAL-Tech:	Kansas Academy for Leadership in Technology
KASB:	Kansas Association of School Boards
KASEA:	Kansas Association of Special Education Administration
KASFAA:	Kansas Association of School Financial Aid Administrators
KASSP:	Kansas Association of Secondary School Principals
KATESOL:	Kansas Association of Teachers of English to Speakers of Other Languages
KATM:	Kansas Association of Teachers of Mathematics
KBEA:	Kansas Business Education Association
KBOR:	Kansas Board of Regions
KDEC:	Kansas Division of Early Childhood

KDHE:	Kansas Department of Health and Environment
KELPA:	Kansas English Language Proficiency Assessment
KESA:	Kansas Education Systems Accreditation
KIDS:	Kansas Individual Data on Students
KISN:	Kansas Instructional Support Network
KMEA:	Kansas Music Educators Association
KNCA:	Kansas North Central Association
KPA:	Kansas Performance Assessment
KRA:	Kansas Reading Academy
KSDE:	Kansas State Department of Education
KSHA:	Kansas Speech and Hearing Association
KSIA:	Kansas Student Information Association
KSLHA:	Kansas Speech-Language Hearing Association
KSN:	Kansas School Nurses
KSTARS:	Kansas Statewide Technical Assistive Resource System
LEAMIS:	Local Education Agency Management Information Systems
MACE:	Mid-America Association for Computers in Education
MAP:	Measures of Academic Progress
MIS:	Management Information Systems
NABE:	National Association Bilingual Education
NASP:	National Association of School Psychologists
NCA:	North Central Association
NCLB:	No Child Left Behind
NEA:	National Education Association
NSBA:	National School Board Association
PDC:	Professional Development Council
QPA:	Quality Performance Accreditation
RED:	Renaissance Education Division
RISK:	Response to Intervention Solutions for Kids
SAP:	Student Achievement Plan

SENSE: Schools Excelling through National Skill Standards Education

SFA: Success For All

SIOP: Sheltered Instruction Observation Protocol

SWPRSC: Southwest Plains Regional Service Center

TIME: Technology in Math Education

UTPL: Unified Talent Professional Learning (PowerSchool)

WIDS: Worldwide Instructional Design System

Appendix A

KANSAS LICENSURE RENEWAL REGULATIONS

91-1-205. Licensure Renewal Requirements.

- (b) Professional and substitute 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; or
 - (D) Has completed a minimum of eight credit hours in an approved program or completed an approved program.

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. 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.)

Appendix B

KANSAS PROFESSIONAL DEVELOPMENT PROGRAM REGULATIONS

91-1-215. Professional Development Definitions.

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

91-1-217. Professional development council.

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

91-1-219. Expenditures for professional development program.

91-1-215. Professional development 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. 91-1-202.

(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.

(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.

(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.

(h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.

(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.

(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

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

91-1-216. Procedures for promulgation of professional development plans; approval by state board; area professional development centers' professional development 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.)

91-1-217. 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. 91-1-215 through K.A.R. 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.)

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.)

91-1-219. Expenditures for a professional development 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 C

Process for Requesting Professional Learning Opportunities

Professional Learning Opportunity must meeting one of the following to be considered:

- District and state curriculum standards.
- Using research-based strategies and developmentally appropriate instruction in reading, mathematics and other core areas.
- Aligned with the particular reading, mathematics and other core area goals or targets identified by each school.
- Align the district's mission and academic goals established by the USD 480 Board of Education, including graduation requirements and school improvement academic and social emotional targets.
- Each building has specific school improvement goals identified after a review of student performance. Research-based strategies are selected for building-wide implementations.
- Each building has school improvement strategies determined, implemented and monitored through the accreditation process.
- Job-embedded professional development and classroom action research.

Internal Professional Learning:

- Distinct administrator, building administrator, or instructional coach will submit requests for professional learning within the Unified Talent Professional Learning (UTPL) site within PowerSchool.
- District administration will review the request for professional learning and approve, revise or deny the request.
- Attendance rosters will be documented within the course document within UTPL.
- Approved courses will be reviewed by the PDC council for approval, once approval has been granted, rosters will be converted to each staff member's personal educational transcript.

External Professional Learning:

- Requests for professional learning must align with the USD 480 Professional Development Goals.
- Upon approval from supervisor, certified staff will submit the district leave request Form [USD 480 Leave Request Form](#)
- All requests for External Professional Development points shall be submitted on the appropriate form in the Unified Talent Professional Learning Site in PowerSchool. [External Credit Request, How to Instructions](#). Activities not received within the UTPL system within 10 school days after the last day of the activity will not be considered for approval. All requests received by the 15th of each month will be on the next PDC agenda for review. The participant is responsible for meeting all timelines. Do not submit before the activity.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 u.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve recommendations of the Licensure Review Committee.

Recommended Motion:

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

Explanation of Situation Requiring Action:

Explanation of Situation Requiring Action: Recommendations of the Licensure Review Committee need approval of the State Board of Education. Certificates/Licenses will be issued to those applicants whose appeals are granted. Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose appeals are granted. Requests and the LRC's recommendations for this month are attached.

Case # 3499

Applicant requests initial Kansas Licensure for Physical Education PRK-12. Review for the license is required due to completion of an alternative teacher preparation program through iTeach Texas in Texas. The applicant met with the Licensure Review Committee to discuss details of the program and experience. The Licensure Review Committee recommends denial of the request based on lack of knowledge and evidence to meet all physical education content and professional education standards. The applicant will be invited to make a personal appearance and provide more information at the committee's next meeting. Moved by Dan, seconded by Tricia and approved unanimously.

Case # 3500

Applicant requests initial license for School Psychologist PRK-12. Review for the license is required due to completion of an out of state preparation program for School Psychologist that is organized differently than Kansas programs. The Licensure Review Committee recommends approval of an initial school specialist license for School Psychologist PRK-12. Moved by Tricia, seconded by Jessica and approved unanimously.

Case # 3488

Applicant requests initial Kansas licensure for Early Childhood Education PRK-3. Review for the license is required due to completion of an alternative teacher preparation program for teaching through ACE Professional Development Certification Program in Florida. Applicant made a personal appearance to the committee after an initial denial and provided more information, documentation, and evidence they have met both the content and professional education standards. The Licensure Review Committee recommends approval. Moved by Allen, seconded by Anita and approved unanimously.

Case # 3501

Applicant requests initial Kansas Licensure for Elementary Education. Review for the license is required due to completion of alternative certification program out of state and ineligibility for a standard out of state teaching license based on residence. The Licensure Review Committee recommends approval based on the applicant's documented coursework, out of state licensing exams, and out of state teaching experience. Moved by Dan, seconded by Anita and approved unanimously.

Case # 3502

Applicant requests initial Kansas licensure for High-Incidence Special Education (K-6, 6-12). Review for the license is required due to ineligibility for a standard out of state teaching license based on residence. The Licensure Review Committee recommends approval based on the applicant's documented coursework, out of state licensing exams, and out of state teaching experience. Moved by Jessica, seconded by Dan and approved unanimously.

Case # 3503

Applicant requests initial license for School Psychologist PRK-12. Review for the license is required due to completion of an out of state preparation program for School Psychologist that is organized differently than Kansas programs. The Licensure Review Committee recommends approval of an initial school specialist license for School Psychologist PRK-12. Moved by Dan, seconded by Allen and approved unanimously.

Case # 3504

Applicant requests an additional temporary non-renewable Kansas teaching license based on documentation of extreme extenuating circumstances that prevented them from completing the Kansas required licensing examinations required for a standard initial teaching license. The committee recommends approval. Moved by Dan, seconded by Tricia and approved unanimously.

Case # 3505

Applicant requests a professional Kansas license for School Psychologist (PRK-12). Review for the license is required due to having never held an initial school specialist license despite completing an approved Kansas program, including the post-program supervised internship. The Licensure Review Committee recommends approval. Moved by Jessica, seconded by Allen and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 v.

Staff Initiating:

Pat Bone

Director:

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve contract with the Hyatt for 2024 Annual Conference venue.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate a contract for the 2024 KSDE Great Ideas in Education Conference in an amount not to exceed \$149,000 for the period September 1, 2023 - October 25, 2024 with the Hyatt in Wichita. The conference is to be held October 22-25, 2024.

Explanation of Situation Requiring Action:

The Great Ideas in Education Conference is an annual event for educators hosted by the KSDE for the purposes of professional development and networking. The Kansas State Department of Education has sponsored an Annual Conference since 1990. It will be held October 22-25, 2024 in Wichita.

This contract will meet all the needs for meeting space, AV equipment, hotel rooms, and food and beverages for the conference with an expected attendance of 600. Here is a breakdown of costs:

Breakout room rental fee: \$8,000

Food and Beverages: \$90,000 (this includes breakfast, lunch, beverages, and snacks for 2 1/2 days)

Audio Visual equipment rental and AV support \$45,000

Hotel sleeping rooms for keynotes and Art Contest winners, and direct bill of conference staff
\$2,000

This conference is known across Kansas as the conference to attend to learn the latest information on initiatives and to provide opportunities to network with individuals who have similar responsibilities. It is attended by administrators, principals, curriculum directors, counselors, teachers and others in our Kansas schools.

Fees collected will cover the costs of this contract.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 w.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve amendment to the West Central Kansas Education Cooperative Agreement.

Recommended Motion:

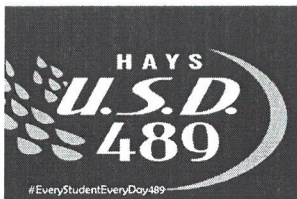
It is moved that the Kansas State Board of Education approve the West Central Kansas Education Cooperative #708.

Explanation of Situation Requiring Action:

State law authorizes school districts to enter into agreements providing for cooperative operation and administration in providing special education and related services for exceptional children. K.S.A. 72-968. These agreements are subject to approval by the Kansas State Board of Education and may be modified from time to time as the members of the cooperative see fit. The standard practice for the review and approval of such agreements is for KSDE's Office of General Counsel to review proposed agreements to ensure they comply with the various state statutes that apply to interlocal and cooperative agreements.

Since at least 1986 USDs 489, 388, 395, and 432 have been members of the Hays West Central Kansas Special Education Cooperative. USD 489 acts as the Sponsoring District to which the other districts pay annual fees for the provision of special education and related services to their students. The Cooperative is seeking modification of its underlying agreement so that Russell USD 07 may become a member. That is the only substantive change to the agreement. Other changes were removal of [the equivalent of] Cooperative bylaws from the underlying written agreement.

Attached is the revised cooperative agreement and signatures of board clerks of each member district attesting to the resolution adopted by each school board during regulation school board meetings.

**Agenda Item Details**

Meeting	Mar 27, 2023 - Regular Meeting
Category	5. Action/Discussion Items
Subject	5.1 Special Education Cooperative Agreement Resolution
Access	Public
Type	Action

Public Content

BOE will consider approval of the following resolution to enter a cooperative agreement

- **Resolution of the governing body of Unified School District No. 489, Ellis County, Kansas (Hays), to enter into a special education cooperative agreement with the Unified School District No. 388, Ellis County (Ellis), the Unified School District No. 432, Ellis County (Victoria), the Unified School District No. 395, Rush County (LaCrosse), and the Unified School District No. 407, Russell County (Russell) effective July 1, 2024.**

WCKSEC Cooperative Agreement Word Doc Russell Draft March 2023.pdf (124 KB)

Administrative Content**Executive Content****Motion & Voting**

Motion to approve the resolution as presented.

Motion by Allen Park, second by Craig Pallister.

Final Resolution: Motion Carried

Yes : Allen Park, Craig Pallister, Lori Hertel, Curt Vajnar, Ken Brooks

See Kelum. Board Clerk

Resolution of the governing body of Unified School District No. 432, Ellis County (Victoria), to enter into a special education cooperative agreement with the Unified School District No. 388, Ellis County (Ellis), the Unified School District No. 489, Ellis County, Kansas (Hays), the Unified School District No. 395, Rush County (La Crosse), and the Unified School District No, 407, Russell County (Russell) effective July 1, 2024.

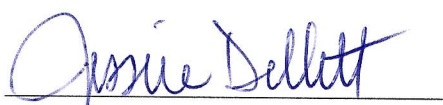
Adopted this 10th day of April, 2023, by the USD 432 Board of Education.

Melissa Schmidt

Clerk of the Board Signature

Resolution of the governing body of Unified School District #395 La Crosse, Rush County, Kansas , to enter into a special education cooperative agreement with the Unified School District #388 Ellis, Kansas, the Unified School District #489 Hays, Kansas, the Unified School District #432 Victoria, Kansas, the Unified School District #407 Russell, Kansas, effective July 1, 2024.

Adopted this 12th day of April, 2023, by the USD 395 Board of Education

A handwritten signature in blue ink, reading "Oprie Dellett", written over a horizontal line.

Clerk of the Board Signature

Motion by Latisha Haag, seconded by Dean Gottschalk to approve the USD 489 Education Cooperative Agreement. Motion passed unanimously. (7-0) (Excerpt of the April 12, 2023 USD 388 Board Minutes.)

The agreement states:

This agreement is made and entered into by and between the following Unified School Districts with an effective date of July 1, 2024:

USD 489 – Hays, KS

USD 388 – Ellis, KS

USD 395 – Lacrosse, KS

USD 432 – Victoria, KS

USD 407 – Russell, KS



Connie Waldschmidt, Clerk of the Board

Resolution Text

Resolution of the governing body of Unified School District No. 388, Ellis County (Ellis), to enter into a special education cooperative agreement with the Unified School District No. 489, Ellis County, Kansas (Hays), the Unified School District No. 432, Ellis County (Victoria), the Unified School District No. 395, Rush County (LaCrosse), and the Unified School District No. 407, Russell County (Russell) effective July 1, 2024.



RUSSELL COUNTY USD 407

802 North Main Street, Russell, Kansas 67665 · P: (785) 483-2173 · F: (785) 483-2175 · www.usd407.org

May 5, 2023

Kansas State Department of Education,

The following excerpt was recorded in the official minutes from the Board of Education meeting held on April 10, 2023. Please note, one board member was not in attendance at this meeting.

ITEM 55-178:

WEST CENTRAL KANSAS SPECIAL EDUCATION COOP AGREEMENT

Mr. Kyle Carlin, WCKSEC Director, outlined the process moving forward to formally join WCKSEC. Mr. Wedel made a motion to enter into the Cooperative Agreement between USD 407 and WCKSEC as presented in the agreement. Mrs. Reinhardt seconded the motion. Motion carried 6 – 0.

Jane M. Cline
Board Clerk

Resolution Text

Resolution of the governing body of Unified School District No. 407, Russell County (Russell), to enter into a special education cooperative agreement with the Unified School District No. 388, Ellis County (Ellis), the Unified School District No. 432, Ellis County (Victoria), the Unified School District No. 395, Rush County (LaCrosse), and the Unified School District No. 489, Ellis County, Kansas (Hays) effective July 1, 2024.

Simpson Elementary School
(Grades PreK - 1)
1323 N. Main
Russell, KS 67665
P: (785) 483-6180
F: (785) 483-5459

Bickerdyke Elementary School
(Grades 2 – 5)
348 N. Maple
Russell, KS 67665
P: (785) 483-6066
F: (785) 483-5982

Ruppenthal Middle School
(Grades 6 – 8)
400 N. Elm
Russell, KS 67665
P: (785) 483-3174
F: (785) 483-5386

Russell High School
(Grades 9 – 12)
565 State Street
Russell, KS 67665
P: (785) 483-5631
F: (785) 483-5636

AGREEMENT

HAYS WEST CENTRAL KANSAS SPECIAL EDUCATION COOPERATIVE

This agreement is made and entered into by and between the following Unified School Districts with an effective date of July 1, 2024:

Unified School District No. 489
Hays, Kansas

Unified School District No. 388
Ellis, Kansas

Unified School District No. 395
Lacrosse, Kansas

Unified School District No. 432
Victoria, Kansas

Unified School District No. 407
Russell, Kansas

This agreement is made for the purposes of establishing and maintaining a cooperative program to make special education services available to the students of the contracting districts in accordance with K.S.A 72-3412.

In consideration of the mutual covenants and promises set forth herein, the Unified School Districts hereby agree as follows:

1. Unified School District No. 489, Hays, Kansas is designated as the Sponsoring District. The Cooperative established through this agreement shall have the responsibility to provide those special education services specified in the individualized education program (IEP) of any exceptional child attending school in any district that is a member of the cooperative.

Specifically, the sponsoring district shall have the following responsibility:

- USD 489 Hays will establish and maintain a distinct and separate fund for the deposit of all monies coming to the District under the provisions of this agreement. This fund shall be named the Coop Special Education Fund and be administered in the same manner as all other funds of the Sponsoring District.
- To keep records of all fiscal transactions of the Cooperative and to prepare such statements and reports as may be required.
- Maintain contracts on all personnel. All personnel will be hired under the salary schedule of the sponsoring district.

- To handle fiscal obligations of the cooperative consistent with the WCKSEC Administrative Procedural Handbook
2. There shall be an Advisory Council composed of the chief school administrators from each of the unified school districts. This Advisory Council shall serve in an advisory capacity to the Board of Education of the Sponsoring District.

The WCKSEC Advisory Council will operate consistent with the policies within the WCKSEC Administrative Procedural Handbook.

3. A comprehensive program shall be provided which includes the full range of special education services. More specifically, the cooperative program shall:
 - a. Initiate screening and identification procedures to determine which children within the districts are in need of special education services, and
 - b. Provide free appropriate public education for all exceptional children of school age enrolled in the member districts.
4. All services provided under the terms of this Agreement shall meet the standards and criteria prescribed in the Individuals with Disabilities Education Act and the Kansas Special Education for Exceptional Children Act.
5. Districts joining the cooperative will follow the Joining the Cooperative section of the WCKSEC Administrative Procedural Handbook.
6. USD 407 Russell will join the cooperative consistent with the provisions in the WCKSEC Administrative Procedural Handbook when this cooperative agreement goes into effect.
7. This agreement is perpetual in nature and is not subject to renewal. Should a cooperating district desire to terminate its membership, or the cooperative as a whole would like to dissolve, notice must be given one year prior to the effective date and is dependent upon the approval of the change by the Kansas State Board of Education.
8. This agreement shall be subject to change or termination by action of the Kansas Legislature and may be changed by agreement of no less than two-thirds of the member districts.
9. Pursuant to K.S.A. 72-1146, the unified school districts and boards of education privy to this contract shall be responsible solely for the districts' or boards' actions or failure to act under this Agreement. This agreement shall be governed by and interpreted in accordance with the laws of the State of Kansas, as required by K.S.A. 72-1146.

10. In accordance with K.S.A. 72-1146 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 and attached.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed by the President of the Board of Education of each of the respective Districts:



President, Unified School District 489 Hays



President, Unified School District 388 Ellis



President, Unified School District 395 LaCrosse



President, Unified School District 432 Victoria



President, Unified School District 407 Russell

Certification of Approval

The undersigned does hereby certify that the above and foregoing Cooperative Agreement was approved by the Kansas State Board of Education at its meeting on _____, 20____.

Chair, Kansas State Board of Education

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
1st day of July, 20 24.

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.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 x.

Staff Initiating:

Kayla Love

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve appointment of new Special Education Advisory Council members.

Recommended Motion:

Act on the recommendation to appoint new members to the Special Education Advisory Council. The three representatives are Jessica Lopez, representing a Special Education Teacher, Charity Porter, representing an organization concerned with the provision of transition services to children with disabilities, and Jose Cornejo, representing another state agency involved in the financing or delivery of related services to exceptional children.

Explanation of Situation Requiring Action:

The Special Education Advisory Council has three open positions that need to be filled. The SEAC Membership Committee selected Jessica Lopez, Charity Porter, and Jose Cornejo after reviewing all nominees, Charity and Jose meet the majority requirement of being a person with a disability or having a child with a disability between birth and age 26. Charity and Jose live and work in State Board District #4 while Jessica lives and works in State Board District #8.

The purpose of the Kansas State Special Education Advisory Council is to provide policy guidance to the State Board of Education with respect to special education and related services for children with disabilities in the state. The Council meets as mandated by both the State and Federal Legislation. Council membership is made up of stakeholders throughout the state with the majority being individuals with disabilities and parents of children with disabilities. The State Board of Education makes the appointments to vacated positions on the Council during the month of June each year. All council meetings are public meetings and include a time for public comments to be received. The State must establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State. (Authority: 20 U.S.C. 1412(a)(21)(A)). This council began in July of 2007.

Members are representatives of the State population demographics and composed of individuals involved in, or concerned with, the education of children and youth with disabilities. We have a group from the council that goes through all applications submitted to join SEAC. Membership consists of individuals from the following areas: related services, private schools, local education officials, homeless, corrections-juvenile and adult, parents, general education, students, other agencies, vocational, community, or business, state official, foster care, institutions of higher education, gifted, administrator of exceptional programs, and charter schools. With ex-officio members from Parent Training and Information Center, Disability Rights Center, State school for the Blind, and State school for the Deaf. Membership must also follow the special 51% rule, which is majority of the members of the council must be individuals with a disability and/or parent/guardians of children with disabilities.

Charity Porter

Position Applying for:

Organization concerned with the provision of transition services to children with disabilities

Person with a disability:

NO

Parent of a child with a disability:

YES

Home address:

3449 SW Jardine Ter

Email Address:

cporter@dreamcatcherscm.com

Phone number:

785-408-5217

Current position held:

Targeted Case Manager on HCBS waiver

Work email:

cporter@dreamcatcherscm.com

Work phone number:

785-408-5217

Board district you RESIDE in:

Board district you WORK in:

Jessica Lopez

Position Applying for:

Special Education Teacher

Person with a disability:

NO

Parent of a child with a disability:

NO

Home address:

1218 E Morris, Wichita, KS 67211

Email Address:

Jdlopez1413@gmail.com

Phone number:

785-656-0884

USD Number:

259: Wichita Public Schools

School Name:

Cleveland Traditional Magnet

Mailing address:

3345 W 33rd St S, Wichita, KS 67217

Current position held:

Low Incidence Special Education Teacher

Work email:

Jdlopez1413@gmail.com

Work phone number:

316-973-8750

Board district you RESIDE in:

District 8 Betty Arnold

Board district you WORK in:

District 8 Betty Arnold

Jose M. Cornejo

Position Applying for:

Organization concerned with the provision of transition services to children with disabilities
Other state agency involved in the financing or delivery of related services to exceptional children

Person with a disability:

NO

Parent of a child with a disability:

YES

Home address:

322 Park Hill Terrace, Lawrence, KS 66046

Email Address:

jcornejo@usd497.org

Phone number:

913-285-0280

USD Number:

USD 497, Lawrence Public Schools

School Name:

Pinckney Secondary Therapeutic Classroom

Mailing address:

810 W. 6th St., Lawrence, KS 66044

Current position held:

School Social Worker

Work email:

jcornejo@usd497.org

Work phone number:

785-832-2130

Board district you RESIDE in:

District 4 Ann Mah

Board district you WORK in:

District 4 Ann Mah

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 y.

Staff Initiating:

Sherry Root

Director:

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve firearm safety survey for school districts.

Recommended Motion:

It is moved that the Kansas State Board of Education review and approve a firearms safety training curriculum survey prior to it being sent to school districts.

Explanation of Situation Requiring Action:

During the June 2023 State Board of Education Meeting, the State Board of Education Members requested to review a firearms safety survey being conducted to collect the number of school districts currently teaching firearms safety, what grades are being taught, as well as what training curriculum is being used by schools. Attached is the survey.



Purpose

The Kansas State Department of Education's State Board of Education would like to know the following information as it pertains to Firearms Training Curriculum in our Kansas Schools. Please fill out the following information to the best of your ability. If you have any questions/concerns, please contact John Calvert at jcalvert@ksde.org or 785-296-7056. Thank you for what you do to keep our schools safe!

Dempographics

Please select the school district in which you work.

Contact Information

Name (first last)

Email

Phone number

Training

Does your school district provide firearm safety training to students?

☐ Yes

☐ No

If yes, what grades? (Choose all that apply)

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

What firearms safety training curriculum are you currently using? (Choose all that apply)

☐ Kansas Wildlife, Parks, and Tourism's "Hunter's Education in Our Schools"

☐ Eddie Eagle

☐ Other (Please specify)

☐ Other (Please specify)

Kansas State Department of Education | 900 S.W. Jackson Street, Suite 102 | Topeka, Kansas 66612-1212 | www.ksde.org

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 z.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve Kansas Registered Teacher Apprenticeship Pilot Governor's Emergency Education Relief Funds (GEER).

Recommended Motion:

It is moved that the Kansas State Board of Education approve grant awards for the Kansas Registered Teacher Apprenticeship Program Pilot for 2023-2024.

Explanation of Situation Requiring Action:

The Kansas Apprenticeship Council approved KSDE's application to start a Registered Teacher Apprenticeship program in May 2023. Prior to implementing a state-wide Registered Teacher Apprenticeship program, the Teacher Licensure team will initiate a small pilot program during the 2023-2024 school year to ensure administrative processes are functional and in place to open a state-wide program in 2024-2025.

Governor's Emergency Education Relief funds allotted to the Teacher Licensure team will be utilized to fund the pilot program. Districts participating in the pilot will be awarded grant amounts as listed below. The grants will cover the following expenses:

1. Kansas Registered Teacher Apprenticeship Kickoff Conference travel for each apprentice and one district representative not to exceed \$600 per district.
2. Tuition for the apprentice not to exceed \$10,000 dollars for the year.
3. Half of the apprentice's wage not to exceed \$15,500 per year.
4. Mentor teacher awards of \$750 per semester not to exceed \$1500 per year.

Pilot District Grant Awards:

USD 501 Topeka (3 apprentice) - \$81,800
USD 353 Wellington (2 apprentice) - \$54,600
USD 443 Dodge City (2 apprentice) - \$54,600
USD 437 Auburn-Washburn (2 apprentice) - \$54,600
USD 511 Attica (1 apprentice) - \$27,600
USD 428 Great Bend (2 apprentice) - \$54,600
USD 305 Salina (2 apprentice) - \$54,600
USD 445 Coffeyville(1 apprentice) - \$27,600
USD 464 Tonganoxie (2 apprentice) - \$54,600
USD 218 Elkhart (1 apprentice) - \$27,600