



900 S.W. Jackson Street, Suite 600  
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www.ksde.org

Danny Zeck  
District 1

Melanie Haas  
District 2

Michelle Dombrosky  
District 3

Ann E. Mah  
District 4

Cathy Hopkins  
District 5

Dr. Deena Horst  
District 6

Dennis Hershberger  
District 7

Betty J. Arnold  
District 8

Jim Porter  
District 9

Jim McNiece  
District 10

## Meeting Agenda Tuesday, December 10, 2024

TIME	ITEM	PRESENTER
10:00 a.m.	1. Call to order and Roll Call 2. Mission Statement, moment of silence, pledge of allegiance 3. Approval of agenda 4. Approval of minutes for November 12 & 13, 2024	Melanie Haas, Chair
10:05 a.m. (IO)	5. Annual Report by the Commissioner	25 min Dr. Randy Watson
10:30 a.m. (IO)	6. Citizen's Open Forum	15 min
10:45 a.m. (AI)	7. Act on Legislative Priorities	45 min Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services
11:30 a.m.	Break (10 min)	
11:40 a.m. (AI)	8. Act on Blue Ribbon Task Force on Student Screen Time Final Report	20 min Dr. Jake Steel, Payton Lynn, Gabrielle Hull
12 NOON	Lunch (1.5 hours)	
1:30 p.m. (IO)	9. Jobs for America's Graduates (JAG) presentation by students <u>Willie Woods, Career Specialist - HD Karns Innovations Academy (Junction City)</u> <u>Bethany Wells, student - HD Karns Innovations Academy (Junction City)</u> <u>Noah Maldonado, student - Junction City High School</u> <u>Laila Horton, 2024 grad. - Junction City High School</u> <u>Raheem Melton, Career Specialist - Junction City Middle School</u> <u>Lilliona Martinez, student - Junction City Middle School</u>	40 min Bev Mortimer, Sr. VP of Programming
2:10 p.m. (AI)	10. Act on request from USD 468 to disorganize the district	20 min Dr. Frank Harwood
2:30 p.m.	Break (10 min)	

2:40 p.m.	(IO)	11. Teacher apprenticeship update	1 hour	Shane Carter, Director, Teacher Licensure Apprentice Teachers District Leaders
3:40 p.m.		Break (10 min)		
3:50 p.m.	(AI)	12. Act on Professional Practices Commission recommendations	10 min	Scott Gordon, General Counsel, KSDE Dr. Christy Ziegler, Vice Chair of PPC (Zoom)
4:00 p.m.	(IO)	13. Formative Assessments: What are they and why are they an important part of a balanced assessment system?	30 min	Beth Fultz, Director, Career, Standards and Assessment services
4:30 p.m.	(IO)	14. KESA Action Plan Review	20 min	Dr. Jay Scott, Director, Accreditation and Design Hayley Steinlage, Senior Education Research Analyst
4:40 p.m.	(RI)	15. ERC Educator Preparation (Receive)	20 min.	Dr. Catherine Chmidling, Teacher Licensure
5:00 p.m.		Adjourn		



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# Meeting Agenda Wednesday, December 11, 2024

TIME	ITEM	PRESENTER
9:00 a.m.	1. Call to Order	Melanie Haas, Chair
9:05 a.m. (IO)	2. Instructional Materials in Support of Quality Instruction 35 min	Dr. Proctor, Deputy Commissioner, Direct Learning Service
9:40 a.m. (IO)	3. At Risk Accountability Plan Pilot Update 20 min	Dr. Harwood, Deputy Commissioner, Fiscal and Administrative Services
10:00 a.m.	Break (10 min)	
10:10 a.m. (AI)	4. Consent Agenda 15 min	
	a. Receive monthly personnel report and personnel appointments to unclassified positions	Wendy Fritz, Director, HR Kaley Taylor, HR
	b. Act on recommendations of the Licensure Review Committee	Shane Carter, Director, Teacher Licensure
	c. Act on teacher licensure waivers	Shane Carter
	d. Act to approve Local Professional Development Plans	Shane Carter
	e. Act on request from USD 263, Mulvane, for capital improvement (bond and interest) state aid	Dale Brungardt, Director, School Finance
	f. Act on request from USD 263, Mulvane, to hold a bond election	Dale Brungardt
	g. Act to request contract with University of Kansas Medical Center to support the Kansas State Advisor of HOSA, a Career and Technical Student Organizations and a state affiliate of HOSA-Future Health Professionals	Natalie Clark, Assistant Director, Career, Standards and Assessment
	h. Act on request to contract with a technical service provider to align to the new modernized National Career Clusters Framework	Natalie Clark

	i. Act to request to contract with an organization to conduct a literature review, update and develop Career and Technical Education (CTE) resources to measure and reflect student learning and support special populations in CTE	Natalie Clark
	j. Act to request contract with a Kansas college to support the Kansas State Advisor of Deca, a Career and Technical student organization preparing emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management	Natalie Clark
	k. Act to approve the (KSD) Kansas School for the Deaf 1-year negotiated agreement with Kansas National Education Association (KNEA)	Mark Ferguson, Board Attorney Michelle Dombrosky, Board member liaison with KSD
	l. Act on request to contract with eScholar LLC to continue to provide maintenance and support of the Uniq-ID PK-12 Student System.	Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services
	m. Act on request to contract with eScholar LLC to continue to provide maintenance and support of the Uniq-ID Staff system.	Dr. Frank Harwood
	n. Act to approve Kansas Registered Teacher Apprenticeship MeadowLARK Grant Funds.	Dr. Frank Harwood
10:25 a.m.	<b>Chair's Report</b> a. Remarks from the Chair (including remarks from retiring members of the board) b. Remarks from the Board Attorney c. Committee Reports d. Act on board travel requests (AI) e. Requests for future agenda items	
11:00 a.m..	Adjourn	

Reception for outgoing board members  
Ann Mah, Deena Horst and Jim McNiece  
11:00 – 12:00





Kansas State Board of Education  
Tuesday, November 12 , 2024

**Call to Order**

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

**Roll Call**

The following Board members were present:

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

The Board attorney, Mr. Mark Ferguson and Commissioner Dr. Randy Watson were in attendance at the Board table.

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

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

**Approval of the Agenda**

Chair Haas asked for a motion to approve the meeting agenda for both Tuesday and Wednesday. Mrs. Dombrosky requested items c. and d. be taken off the consent agenda for a separate vote.

Mrs. Hopkins moved to approve the agenda for Tuesday and Wednesday as amended. Mr. McNiece seconded the motion. Motion carried 10-0.

**Approval of the October 8 & 9, 2024 minutes**

Chair Haas asked for a motion to approve the minutes of October 8 & 9 , 2024.

Start  
00:01:00  
(Time  
stamps  
correlate to  
KSDE  
Livestream  
YouTube)

Agenda

7:11  
Motion on  
Agenda

Mrs. Hopkins moved to accept the minutes of October 8 & 9, 2024 as written. Dr. Horst seconded the motion. Motion carried 10-0.

7:35  
Motion  
minutes

### Commissioner's Report

Dr. Watson gave a report about change. Changing of the season, changing of policy, changing of board members, the story of changing childhood (photo of a child in kindergarten wearing a Pittsburg State t-shirt and then a photo of that same student in his first year at Pittsburg State as a freshman), and change in draft/volunteer numbers over the past 100 years. He referenced the process of trying to access military data as post-secondary success for Kansas students. Dr. Watson shared the advisory councils that he has set up. There is a teacher advisory council, parent advisory, and now he is proposing regional student advisory councils (5 or 6), totally in 25 students from high schools across Kansas. The student advisory council will be in person and meet twice a year. Dr. Watson finished his report with a series of song writers, among them were Billy Joel (Allentown), Simon and Garfunkel (A Small Town).

7:45  
Dr. Watson

### Citizen's Forum

Chair Haas opened the Citizen's Forum at 10:40. There were four citizens who wanted to speak to the Board.

44:50  
Citizen's  
Forum

Lisa Hueser had some comments about the Student Screen Time Task Force. She stated there was too much focus on personal devices and not enough on the amount of screen time being forced on students by school districts via district issue devices.

Steve Roberts, Overland Park, former member of the board, asked to be on the agenda for December and January, for 15 minutes at each meeting. He would like to speak about a broad range of topics.

Shane Kirschner, McPherson, Chair of teacher ed program, representing private colleges of education, addressing the Blueprint for Literacy. He stated that the private colleges are doing their best to do what they can to join in this effort.

Miranda Miller-Klugesherz , Kansas Food Action Network, asked that the Board support the Farm to Plate movement in their legislative priorities.

The forum was closed at 10:51 a.m.

## Blue Ribbon Task Force on Student Screen Time Final Report

Dr. Jake Steel, Co-Chairs Student Ava Gustin and Principal Brian Houghton

Dr. Jake Steel introduced the history of the task force and the Co-Chairs, Student Ava Gustin and Principal Brian Houghton.

The Co-Chairs went over the background and development of the task force and the three focus items: 1) Use of Personal Devices in School, 2) Screen Time and Mental Health and 3) Parental Oversight of District Owned Devices. There was a process of finding geographically diverse members who represented: parents, students, teachers, principals, superintendents and IT experts. They described the process of having presentations on each topic, breakout groups, and research. The Anxious Generation, by Jonathan Haidt, was used as the base for conversation on technology in schools. They described the process for having motions and discussions. The report is separated by topic and added appendix on minority statements, research and membership.

The recommendations are as follows:

### Personal Devices in School

1. The task force recommends district implement a bell-to-bell personal electronic device policy in K-12 schools.
2. The task force recommends districts implement a policy for K-12 students to store personal electronic devices in a secure location inaccessible to them during the school day.
3. The task force recommends districts develop robust safety and emergency procedures that are not dependent on students contacting authorities or family via personal electronic devices or school-issued devices.
4. The task force recommends districts develop a process for teachers to report gaps in district-provided technology, so teachers do not supplement lack of or insufficient district-issued technology with use of personal devices.
5. The task force recommends districts create a personal device policy for staff members.

### Screen Time and Mental Health

1. The task force recommends districts provide digital citizenship education from non-technology industry resources, which incorporate unbiased or independently funded research.

2. The task force recommends districts share peer reviewed research and discuss mental health concerns associated with excessive use of social media, gaming, platforms, and instant messaging with students, families, and district staff.
3. The task force recommends districts develop a robust website and/or other means of communication with parents, students, and the community that is not reliant upon social media.
4. The task force recommends educators have students take regular breaks from screens throughout the school.

### **Parental Oversight of District-Owned Devices**

1. The task force recommends districts utilize content management tools in such a way the default settings protect students without any parental supervision being necessary.
2. The task force recommends district acceptable use policies be written in age-appropriate language for all grades.
3. The task force recommends districts provide families with clear instructions and access to report problems with district-owned devices or content to the appropriate district staff.
4. The task force recommends districts host educational opportunities for families on district-owned devices and related software.
5. The task force recommends districts share information on parental controls that can be implemented on students' personal devices.
6. The task force recommends districts emphasize the importance of maintaining a balance between digital and non-digital learning experiences, and not rely solely on technology-based instruction.
7. The task force recommends districts develop policies that allow families to opt-out of district-owned devices being sent home.
8. The task force recommends districts utilize device management systems that allow parental controls to be put in place on district-owned devices.
9. The task force recommends districts allow families to set stricter controls, if desired, on their student's district-owned device.
10. The task force recommends districts allow families oversight of what their student accesses on district-owned devices and for how long.
11. The task force recommends districts ensure families have full access to their student's district-owned device when it is at home.

12. The task force recommends districts utilize device management systems that allow families to access a mirrored version of the student's view on the district-owned device.

13. The task force recommends districts develop systems for families to manage and request additional blocked websites on district-owned devices.

The Board will take action in December on the report. Dr. Watson noted that each district has control over its own schools and this report could serve as information and guidance from the State Board to the local boards.

#### Kansas Music Educators Association

Jamie Minneman, President Mark Gard, Vice President

Damian Johnson, President-Elect Craig Manteuffel, Executive Director

CTE Committee: Martha Gabel, Olathe Fine Arts Coordinator

Chris Reynolds, Topeka Fine Arts Coordinator

Bill Thomas, Shawnee Mission Fine Arts Coordinator

The Kansas Music Educators Association (KMEA) serves approximately 2,000 music educators and their students. They are the 10<sup>th</sup> largest association in the U.S. They hold a statewide In-Service Workshop, this past year in February, where there were 10,000 attendees, 1,500 registrants, and 43 performing groups (as well as many clinics, exhibitors and other all-state ensembles). They work to make sure all students have access to quality music education. KMEA works to recruit and retain teachers. They shared that the holy trinity of music and life is balance, blend and harmony. Skills in music have a positive economic impact on the Kansas Economy.

Prior to, and after the presentation from KMEA the Board was serenaded by an excellent Topeka High string ensemble: The Larry Harris String Quintet with Mr. McCreedy as director (although the ensemble is student-directed).

#### Blueprint for Literacy Committee update

Dr. Ben Proctor, Deputy Commissioner, KSDE

Shane Carter, Director, Teacher Licensure, KSDE

Dr. Laurie Curtis, Dyslexia Coordinator, KSDE

Dr. Proctor introduced the presentation, noting there will be a review of the accreditation system in the context of literacy, licensure requirements for literacy training, dyslexia supports and professional development for teachers.

3:30  
KMEA and  
Quintet

4:04:44  
Blueprint

The commitment of the State Board to Structured Literacy was stated in February 2024 as:

*The Kansas State Board of Education requires all accredited schools in Kansas to use evidence-based methodology fully aligned with the science of reading, specifically structured literacy, to provide literacy instruction for students.*

*The State Board of Education prohibits the use of practices and pedagogy identified in research to be counterproductive to reading acquisition and achievement. In addition, the State Board recommends literacy specific universal screening measures, diagnostics, formative and summative assessments to be used in accredited schools and school districts.*

The requirements for licensure starting in July of 2028 for elementary educators will be that they must demonstrate knowledge of the science reading to renew their professional teaching license.

Dr. Curtis stated she likes the school improvement model for literacy and dyslexia issues because the teachers see themselves in the process and get excited about the changes. Dr. Curtis went through the different dyslexia supports, starting with the state Dyslexia Handbook, which all teachers have access to. There are universal screeners for students, K-8 students are screened three times per year, ninth grade students are screened in fall and have the option to exit screening. For those who screen at some risk or high risk, diagnostic assessments are provided and intervention started with progress monitoring. She explained the dyslexia training modules.

Dr. Proctor reported on LETRS® participation. 2,858 educators have completed training (volumes 1 and 2) since the beginning of the program with Lexia in 2021. 7,802 are currently enrolled. There have been 376 educators who have completed LETRS® for early childhood training and 550 others are currently enrolled. 8 administrators have completed LETRS® and 547 are currently enrolled.

- As LETRS® training moves forward, KSDE needs to:
- Continue funding LETRS® for educators through January 2026.
- Funding LETRS® Local Facilitator Training for select educators.
- Holding monthly virtual meetings on relevant literacy topics.
- Create an annual KSDE Literacy Summit to bring the Cadre members together for shared professional learning and state-wide planning.
- Begin holding ongoing Literacy Cadre zoom sessions in January.
- Continue the quarterly Literacy Advisory Council zoom sessions.

- Track data and progress towards educators receiving the Seal of Literacy.
- Provide ongoing supports for school system KESA action plans, as we work to prioritize the implementation of structured literacy.
- Utilize the “Literacy Lifeline” feedback system.
- Engage in the KBOR Blueprint for Literacy Advisory Council.

#### Act on Professional Practices Commission recommendations

Scott Gordon, General Counsel, KSDE

The cases shared with the board were all by default. Mr. Gordon shared the cases and stood for questions.

4:39:18  
PPC

Dr. Horst moved that the Kansas State Board of Education denies or revokes the following licenses as described in the proposed orders for 24-PPC-07; 24-PPC-08; 24-PPC-09; 24-PPC-10; 24-PPC-13; 24-PPC-14; 24-PPC-18; and suspend the Licensee in case 24-PPC-21 until the end of the day May 31, 2025. Mrs. Hopkins seconded the motion. Motion carried 10-0.

Motion

#### Blueprint for Literacy Committee update SB 438

Dr. Cynthia Lane, Blueprint for Literacy leader, KBOR

Shane Carter, Director, Teacher Licensure, KSDE

The *Blueprint for Literacy* is the higher education part of the work of teaching the science of reading and structured literacy. Dr. Lane is working with the Regents colleges and private/independent colleges that train teachers, to teach the teachers about the concepts and application of the KSDE initiative to change the way students learn to read. This process of collaborating between the higher education preparing the teachers who will teach in the K12 schools. She explained what these “micro credentials” consist of. These courses are being developed and will be shared with the State Board next month. The *Blueprint* will pay for Kansas teachers to take these courses. There will be a market rate across all the institutions, but no teacher will need to pay for the course. This is in response to the requirement in statute.

4:52:00  
Dr. Lane

#### Kansas State High School Activities Association (KSHSAA) Annual Report

Bill Faflick, Executive Director

Mr. Faflick gave a comprehensive report about the activities over the past year for the Kansas State High School Activities Association (KSHSAA). The statewide organization focused on: student/staff health and safety, championship experience, interscholastic

5:32:44  
KSHSAA

activities – teachable moments, sportsmanship, implementation of rules, and officials and coaches. He shared the fall championship schedule:

- *October 18-19 – Girls Tennis*
- *October 21-22 – Girls Golf*
- *October 26 – Gymnastics*
- *November 1-2 – Volleyball (new format for 3-1A qualifying)*
- *November 2 – Cross Country*
- *November 9 – Boys Soccer (new format)*
- November 19 – Unified Bowling
- November 22 – Dance Showcase
- November 23 – Cheer Showcase
- November 29-30 – Football (new format)

The Board was very appreciative of the incredible depth and breadth of the KSHSAA impact on Kansas students. Jim Porter and Michelle Dombrosky currently serve on the KSHSAA board, and Dr. Deena Horst, who is retiring this year, has spent many years in service of KSHSAA.

## Standards Alignment Toolkit: Professional Learning and Technical Assistance Opportunities

Beth Fultz, Director, Standards and Assessments

Jennifer Hamlet, Math

Stephanie Alderman-Older, Science

Nathan McAllister, Humanities

Dr. Laurie Curtis, ELA

Mrs. Fultz introduced the program managers and the concept of a standards alignment toolkit which is shared with teachers. The program managers each shared their background in education. The technical assistance will be shared in partnership with the service centers around the state: Sublette, Hays, Salina, Hutchinson, Clearwater, Lawrence and Girard.

Each program manager shared who is on their team, and how they have developed the standards tool kit from their area.

Jennifer Hamlet, Math

Stephanie Alderman-Older, Science

Nathan McAllister, History, Geography, Social Studies

6:16:33  
Standards



Dr. Laurie Curtis, English Language Arts/English Learners Team

Evaluation Review Committee (ERC) recommendations on higher ed program  
Dr. Catherine Chmidling, Teacher Licensure

7:00:45  
ERC

Dr. Chmidling went through each College or University program recommendations.

Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for educator preparation program approvals for Baker University, Bethel College, Fort Hays State University, Friends University, MidAmerica Nazarene University, Pittsburg State University, Tabor College, University of Saint Mary, Washburn University, and Wichita State University. Mr. McNiece seconded. Motion carried 10-0.

Motion

TUES Item 15: Appoint two superintendents to serve as members of the Education Funding Task Force  
Dr. Frank Harwood, Deputy Superintendent, KSDE

7:08:50  
Appoint

Mr. Hershberger moved that the Kansas State Board of Education appoint Jim Howard as the rural superintendent. Mrs. Hopkins seconded the motion. Motion failed. 4-5 with 1 voting present. Mrs. Mah, Mrs. Arnold, Mrs. Horst, Mr. Porter, and Mr. McNiece voted no. Chair Haas voted present not voting.

Motions

Jim Porter moved that the Kansas State Board of Education appoint Brad Neusenwander as the rural superintendent. Dr. Horst seconded the motion. Motion carried 6-4. Mrs. Hopkins, Mrs. Dombrosky, Mr. Hershberger and Mr. Zeck voted no.

Jim Porter moved that the Kansas State Board of Education appoint Corey Gibson as the urban superintendent to serve on the education funding task force. Dr. Horst seconded. Motion carried 9-1. Mrs. Arnold voted no.

Moved that the Kansas State Board of Education appoint Jim Porter as the State Board representative to the education funding task force. Mrs. Dombrosky seconded the motion. Motion carried 9-1. Mr. Porter voted present not voting.

School Improvement KESA update.  
Dr. Jay Scott, Director, Accreditation and Design  
KESA 2.0 by the numbers:

7:28:25  
KESA

1: School system activates the District Leadership Team (DLT) and Building Leadership

Team(s) (BLT) for KESA 2.0 collaboration.

2: DLT meets with the KESA regional executive for check-ins for the school improvement day.

3: DLT participates in the school improvement day with like-systems and KESA facilitators.

By the numbers for this year:

146 KESA Check-ins

25 School Improvement Days

125 Facilitators trained and assigned

90 applications for the AAC (now fully staffed, 40 members)

18 ARC members (fully staffed)

Dr. Scott reported that the reactions from schools are positive, but some are concerned about KESA outcome standards. They are appreciative for the collaboration, clear expectations and appreciation for the in-person support.

For this year there will be an evaluation of compliance and evaluation of the action plan. Outcomes will have a report. A compliance report will be ready in July 2025 for the Board to review. Currently each compliance area is being reviewed internally.

#### **TUES Item 17: Executive Session (three motions)**

Mr. Hershberger moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of employee performance, which is justified pursuant to the non-elected personnel exception and for the purposes of consultation with an attorney which would be deemed privileged in the attorney-client relationships which are both protected under the Kansas Open Meetings Act, in order to protect the privacy interest of the individuals to be discussed. This session will begin at 5:55 for 10 minutes; no action will be taken during this session; and the open meeting will resume in the Board Room at 6:05. Dr. Watson and Board Attorney Mark Ferguson are invited to join this Executive Session. Mr. McNiece seconded. Motion carried 10-0.

Mr. Hershberger moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of employee performance, which is justified pursuant to the non-elected personnel exception under the Kansas Open Meetings Act, in order to protect the privacy interest of the individuals to be discussed. This session will begin after the first executive session for 20 minutes; no action will be taken during this session; and the open meeting will resume in the Board Room when done. No one is invited to join this Executive Session. Mr. McNiece seconded. Motion carried 10-0.

Private  
Not on  
Livestream

Mr. Hershberger moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of employee performance, which is justified pursuant to the non-elected personnel exception under the Kansas Open Meetings Act, in order to protect the privacy interest of the individuals to be discussed. This session will begin after the first executive session for 10 more minutes; no action will be taken during this session; and the open meeting will resume in the Board Room when done. No one is invited to join this Executive Session. Mr. McNiece seconded. Motion carried 10-0.

After the executive session, Chair Haas adjourned the meeting.



Kansas State Board of Education  
Wednesday, November 13 , 2024

Chair Haas called the meeting to order at 9:00 a.m. All members were present.

**Receive item on USD 468 consideration for accreditation**

**Dr. Frank Harwood, Deputy Commissioner, KSDE**

In reference to the low enrollment (less than 10) at Healy, USD 468, Dr. Harwood offered the following recommendations to the Board:

- Recommend personnel or resources be reassigned or reallocated within the public education system by the governing body;
- A recommendation that a state technical assistance team be assigned to assist the education system until it achieves an upgraded accreditation rating;
- A recommendation that the legislature approve a reduction in state funding in an amount that will be added to the local property tax imposed;
- A recommendation that the legislature abolish or restructure the public education system; or
- A letter of notification and a press release announcing the public education system's accreditation rating and specify the reasons for such rating.

He noted that there is not a lot the State Board can do about disorganization. On November 5, 2024, the voters of USD 468 passed a proposition (96 yes 43 No) to disorganize and attach the district to USD 466 Scott County. USD 466 Scott County has 30 days to consider the proposition. Action taken by the State Board in December will depend on the action taken by the USD 466 local board.

**School district organization study and impacts of non-resident enrollment/open enrollment**

**Gabrielle Hull, legislative coordinator, KSDE**

**Dr. Harwood, Deputy Commissioner**

Mrs. Hull gave the history of how school districts were established.

(much of the language below is directly from the presentation's PowerPoint)

- Original 1861 State Constitution noted the responsibility of the state to provide a uniform system of common schools of higher grades
- First State Board of Education established in 1873

4:10  
USD 468

15:10  
History of  
school  
districts

- Consisted of the State Superintendent and four state college/university presidents
- Did not have policy making authority
- Purpose was to certify teachers and administer teaching exams.

State began to discuss standardizing education in late 1890s, but governance was generally overseen by local boards and administrators until the 1900s.

Consisted of one- and two-room schoolhouses

Only a small portion of students expected to participate in or complete secondary education

### **Pre-Unification (1900s – 1960s)**

- The State Department of Education was established in 1915, but was restructured to resemble the current agency in 1945
  - Specialists in curriculum were added by the Department in the 1950s to provide teachers with instructional guidance
- Around 2,500 school districts remained in the 1950s
- A study was conducted in 1957 regarding the education system, which led to restructuring.
  - Separated the responsibility off the State board of Education and the State Superintendent
  - Established degree standards for Kansas teachers
  - A constitutional amendment provided for an elected State Board of Education with jurisdiction over elementary, secondary, and vocational education, as well as junior colleges
  - Granted the authority for the State Board of Education to appoint the State Commissioner of Education

### **Unification 1963**

- Consolidation legislation divided the state into 106 planning units
  - One planning unit per county, except Johnson County with two units
- Units were charged with forming one or more school districts per county, each of which must meet one of two requirements:
  - An enrollment of at least 400 students in grades 1 through 12; or
  - At least 200 square miles and an assessed valuation of at least \$2.0 million
- A statewide vote initially approved a recommendation for 311 unified school districts.

### **Post Unification Consolidation**

- The Kansas Legislature passed 1999 SB 171, which required a study of school district organization
- Study aimed to analyze efficiency of Kansas school districts and make recommendations on potential reorganization approaches
- Identified school districts that were too small or too large, and districts that had spending higher than expected based on student outcomes.

## **Augenblick & Meyers – 2002**

- Commissioned by the 1999 Legislature, Report issued in 2002
- Recommendations for school districts to consolidate or disorganize, and revisions to statute.
- Recommended the State Board consider boundary changes through:
  - Emergency dissolution
    - Districts with less than 80 students in 2000, or less than 100 students in 2001, and declining enrollment.
  - Required boundary change planning
    - Combination of low student performance and high per pupil spending (28 districts)
    - 3 years to improve - If they did not, they were to follow the emergency dissolution process.
  - Review of boundary options for all districts identified as 'target' districts in the report
- Recommended the Legislature eliminate financial disincentives to consolidation

## **Incentives to Consolidate**

- Also included in 1999 SB 171 (KSA 72-6445) was a process to hold school budgets harmless for two years if they voluntarily consolidated.
  - This bill also allowed for non-contiguous consolidation
- Currently, this hold harmless provision extends from two to four years depending on the size of the school districts involved (transferred to KSA 72-5141).
- The Legislature proposed an amendment in 2017 that would have been a financial incentive to provide higher state foundation aid for six years after consolidation.
  - This amendment did not pass.
- At the time of the Augenblick & Meyers study, there were 304 school districts.
- Over the next 10 years, 15 more school districts consolidated, or disorganized.
- In 2010, the Legislative Division of Post Audit revisited the topic of School district organization, and related cost savings
  - Audit entitled "K-12 Education: Reviewing the Potential Cost Savings from Reorganization of Kansas School Districts"
  - Only analyzed potential cost savings, while Augenblick and Meyers also analyzed student outcomes

## **Legislative Post Audit – 2010**

- Two sets of criteria were developed to identify potential districts for consolidation for cost-savings
  - First scenario attempted to consolidate school districts that did not meet original unification requirements
    - 32 districts at the time of the audit
  - Second scenario attempted to consolidate any school district that had less than 1,600 students

- The amount districts needed to spend per student decreased as their size increased, until they reached 1,500 – 2,000 students.
- Identified 242 districts that could be consolidated down to 100, leaving a total 152 districts.
- Under both scenarios, the state's cost would decrease significantly, primarily due to the decrease in the low enrollment weighting.
- An additional finding that the state could be more aggressive with financial incentives to voluntarily consolidate. However, those incentives would increase costs.
- Finally, the audit recommended amending statute (KSA 72-13,101) related to district interlocal agreements to limit the number of years districts can share entire grades
  - Alternatively recommended eliminating the provision entirely
- Since the Legislative Post Audit was released in 2010, there have been seven additional disorganizations or consolidations.
  - 328 (Lorraine) and 354 (Claflin) consolidated to form 112 (Central Plains)
  - 441 (Sabetha) and 488 (Axtel) consolidated to form 113 (Prairie Hills)
  - 406 (Wathena) and 486 (Elwood) consolidated to create 114 (Riverside)
  - 213 (West Solomon) disorganized and combined with 211 (Norton)
  - 442 (Nemaha Valley) and 451 (B&B) consolidated to form 115 (Nemaha Central)
  - 228 (Hanston) disorganized and transferred territory to 227 (Jetmore)
  - 424 (Mullinville) disorganized and transferred territory to 422 (Kiowa County)
- No additional districts have consolidated or disorganized since school year 2010-2011.

Mrs. Hull then passed out information on the count of each State Board District enrollments. The enrollment trend is slightly increased.

### **Impact of Open Enrollment**

- 24,250 K-12 students attended a non-resident school district in 24-26, not including virtual students.
- Decrease of 224 students compared to 23-24
- 1519 non-resident students (6%) participated in open enrollment.

There was a conversation about the conservative approach of school districts/local boards, to accept more non-resident students (especially elementary school) because those students will have the right to stay in the district through middle and high school.

There is a large range of enrollment from the largest district to 43,000 to the smallest 10 students (1547 average). More than half Kansas districts are considered low enrollment.

The largest 50 districts educate 73% of students and the smallest 50 educate 12% of students.

Dr. Harwood noted that individual building closings and boundary changes are difficult to talk about. Dr. Watson added that looking at the 27 school districts that currently do not meet the original 1960s unification requirements, but looking at the map, it is not Western Kansas, but it is spread across Central and Eastern Kansas. 10 school districts have less than or equal to 100 students. 32 school districts have less than or equal to 200 students.

### What's Next

- School district organization has been studied and discussed a great deal for more than 100 years, but little has changed in the last 50 years about the process to disorganize or consolidate.
- The state board could consider changes to regulation aimed at addressing district size and organization as part of accreditation.
- The legislature could consider changes to the current funding formula aimed at addressing district size and organization including incentives for consolidation.

Dr. Harwood explained that the “lever” the Board has access to is accreditation. The Board could consider district size and organization as part of accreditation.

Dr. Watson added that the birthrate is lowering nationwide, this trend is going to continue. Enrollment will become lower. When there are 100 and less students, the stability is challenged. Small changes can change the dynamics of a school. Conversations need to be had to prepare for possible events (families move out of the community, business changes, staff leaves) that will challenge the ability of the small school to operate.

Dr. Harwood shared that he supports small schools. He graduated from a small high school in Kansas. The issues are not about closing small schools. Communities that have small enrollment need to start having conversations about what they want to do, and what support they need. (LISTEN)

### Legislative Priorities 2025 (Receive Item)

Dr. Harwood, Deputy Commissioner

Dr. Harwood led the Board through a list of Legislative Priorities. This is a receive item and will be voted on next month. The list below is based on the 2024 priorities with new items in yellow.

1:16:30  
Legislative  
Priorities



## Academic Supports

- The goal of moving toward providing the first 12 postsecondary credit hours, tuition-free, during high school.
- The concept of public-private partnerships with business and industry to allow for internships, mentorships, and other opportunities.
- The legislation which requires that the State Board of Education, the Department of Children and Families (DCF), and the Legislature work together to monitor the success of the Foster Child Report Card. (CAN BE DROPPED because it is in statute)
- Reduced waiting time after retirement to return to teaching and **reduce** or eliminate the financial penalty.
- **The goal to move Kansas school employees currently on KPERS 3 to KPERS 2.**
- **Support additional funding to expand and enhance the current state assessment program and ensure adequate test security aligned with best practices.**

## Health and Safety

- The legislative recommendations of the school Bus Stop Arm Violation Committee.
- The efforts to reduce human trafficking in Kansas.
- The ongoing work and recommendations of the School Mental Health Advisory Council, including, but not limited to, bullying prevention; efforts for suicide prevention and awareness; and child abuse and neglect program.
- **Support expansion of the Farm to Plate initiative to support student and family access to healthy foods in local communities.**
- **Support a study of the funding necessary to fully implement the Safe and Secure Schools grant program, including necessary staff.**

## Funding

- Only using public education funds for public schools.
- Following state statute and moving towards funding 92% of the excess cost of special education.
- Continued coordination and investment in career and technical education programs that are aligned with workforce needs.
- Opportunities to expand and fund early childhood and kindergarten readiness.
- Funding transportation for all students in all unsafe situations, regardless of mileage.
- Support training in the Science of Reading training when ESSER funding ends, including continued funding for the Dyslexia Coordinator position.
- Continued funding for the teacher apprenticeship program.
- Increased state support on bond and interest.
- **Support universal free meals for Kansas public school students.**
- **Recommend financial support for school districts to enhance and improve their cybersecurity efforts.**

## Education Policy Governance

- The constitutional authority given to the State Board of Education, the Kansas Legislature, and the Governor.
- The governance responsibilities assigned to the Kansas State High School Activities Association.
- The authority of local boards of education.
- **Amending the student data privacy act to allow for data sharing to participate in research and evaluation of student outcomes**
- **Changing statute to provide equitable compensation for State Board Members in line with recent changes in Legislative compensation.**

## Wichita USD 259 Presentation

### Superintendent Bielefeld

The superintendent noted that USD 259 is the largest district in Kansas and one of the largest in the country. There are approximately 46,566 students, 111 languages spoken, 5,500 full time employees, 88 school buildings, 10 million square feet of interior building space, and buses travel 8.6 million miles per year. Last year some school buildings were closed and were able to reallocate teachers and now have very few teacher vacancies. There were 175 new teachers.

The district emphasizes every student being successful. There is rich diversity, In terms of BOE priorities there two areas: academic outcomes and fiscal responsibility. There are three goals for all students:

- Graduation is vitally important.
- Post secondary assets (Kindergarten readiness, Zillo, HS
- Sense of safety and belonging (culture of belonging)

### Goals by 2029:

They have a goal of 85% graduation. They are presently 79.2%.

Post secondary assets goal is 50% will have five or more assets prior to graduation.

To have students feel safe and connected to their school at a 90% level by 2029.

The superintendent shared a story about a Dillions building that the district bought. It was an empty building, but now it is a training center for aviation training: automation, sheet metal, maintenance. Students take a core class and then pick one of the three pathways. The fourth semester is work-based learning.

Graduation rates from 2018 74% to 84.3% in 2024. This is a rise of 10.3% This past year enrollment raised by 5%. Mr. Bielefeld went through the demographic groups and

1:59  
USD 259

explained the graduation rates for each. He noted that the district has reallocated funds and invested in programs that effective at supporting student success.

He ended with the facility master plan, approved by the Wichita Board of Education on August 26, 2024. This is a \$450 million bond issue that can be funded with no tax rate increase that will be on the ballot in February. The plan is complex with rebuilding seven school buildings, building three new facilities, renovating and repurposing five spaces, and closing and relocate six facilities. Four school facilities will be closed.

The Board gave the superintendent a standing ovation for the inspiring graduation rate increases.

### **WED Item 6: Consent Agenda**

Mr. Porter move that the Kansas State Board of Education approve those items on the Consent Agenda (without c and d). Mrs. Arnold seconded the motion. Motion carried 10-0.

3:14:10  
Consent

### **Items taken off the Consent Agenda**

Mr. Porter moved that the Kansas State Board of Education approve d. and c. that has been taken off the consent agenda. Dr. Horst seconded the motion. Motion carried 9-1. Mrs. Dombrosky voted no.

The Board Attorney will share a report via email.

### **Committee Reports:**

Mr. Porter attended the Migrant Conference in Denver last month and was amazed at how many attendees were former migrants. He found the conference very inspiring.

Mr. McNiece reminded everyone of the Roundtable luncheon at the KASB conference next Saturday.

3:20:15  
Reports

### **WED Act on Board Travel**

Mrs. Hopkins moved that the Kansas State Board of Education approve the Board travel requests as presented. Mr. McNiece seconded. Motion carried 10-0.

### **Future Requests**

Mrs. Hopkins, conversation about the receive item and action item policy. And looking at assessments on elementary, middle schools, in parcels, a granular look – like how third grade is reading compared to other levels.

Mrs. Dombrosky information on federal grants. And how a grant coming into a school might affect other children, forms, CTE, federal food program, how that affects the local

economy.

Dr. Horst, AI issues, lawsuits being filed because of the use of AI by students. Not a clear delineation of what is appropriate and what is not. Is there a policy that should be developed about how students can use AI?

Mr. Hershberger requested the Kansas Food action network be included in Legislative Priorities.

Mrs. Arnold when a system is not receiving accreditation, there is technical support that KSDE offers – she would like to know what that is, how that assistance happens.

Chair Haas adjourned the meeting at 12:30.

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Chair Melanie Haas

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Board Secretary Deborah Bremer

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:  
Sherry Root

Director:

Commissioner:  
Randy Watson

Meeting Date: 12/10/2024

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### Item Title:

Act on 2025 Legislative Priorities as received at the November meeting

### Recommended Motion:

Each item will be voted on individually, without a second, but with the vote count noted.

## ACT ON LEGISLATIVE PRIORITIES

In November, Dr. Frank Harwood, Deputy Commissioner, moderated a discussion with the Board on the (received) 2025 Legislative Priorities document. The Legislative Liaisons for the Board will rely upon the full support (unanimous vote) and/or consensus (majority) of the Board for the positions they take on legislative issues. Liaisons will be appointed in January 2025.

The motions are listed below, without the standard form of having one member make a motion to support and then having a second. These votes are for the purpose of guiding the Board Legislative Liaisons as they work with the Kansas State Legislature over the coming 2025 Legislative session.

*It is our desire to work in concert with legislators to improve PreK-12 educational opportunities for each Kansas student. The Kansas State Board of Education has exclusive constitutional authority for general supervision of public schools, which includes, but is not limited to setting course standards, determining high school graduation requirements and licensure of Pre-K educators. The vision of the State Board is to lead the world in the success of each student.*

As an elected body of 10 members, the State Board of Education:

### Academic Support Efforts:

I move to include "Student opportunities to gain workforce experience before graduation including: (1) Encouraging incentives to support school district expansion of public-private partnerships with business and industry to allow for internships, mentorships, and other opportunities. (2) Continued coordination and investment in career and technical education programs that are aligned with workforce needs" in the 2025 Legislative priorities.

I move to include "Reduced waiting time after retirement to return to teaching and reduce or eliminate the financial penalty" in the 2025 Legislative Priorities.

I move to include "The goal to move Kansas school employees currently on KPERS 3 to KPERS 2."

I move to include "Additional funding to expand and enhance the current state assessment program and ensure adequate test security aligned with best practices" in the 2025 Legislative Priorities.

#### Health and Safety:

I move to include "The legislative recommendations of the School Bus Stop Arm Violation Committee" in the 2025 Legislative Priorities.

I move to include "The efforts to reduce human trafficking in Kansas" in the 2025 Legislative Priorities.

I move to include "The ongoing work and recommendations of the School Mental Health Advisory Council, including, but not limited to, bullying prevention; efforts for suicide prevention and awareness; and child abuse and neglect program" in the 2025 Legislative Priorities.

I move to include "Conducting a study of the funding necessary to fully implement the Safe and Secure Schools grant program, including necessary staff" to the 2025 Legislative Priorities.

I move to include "Expansion of the Farm to Plate initiative to support student and family access to healthy foods in local communities" in the 2025 Legislative Priorities.

#### Funding:

I move to include "Only using public education funds for public schools" in the 2025 Legislative Priorities.

I move to include "Following state statute and moving towards funding 92% of the excess cost of special education" in the 2025 Legislative Priorities.

I move to include "Opportunities to expand and fund early childhood and kindergarten readiness" in the 2025 Legislative Priorities.

I move to include "Funding transportation for all students in all unsafe situations, regardless of mileage" in the 2025 Legislative Priorities.

I move to include "Continued funding for the teacher apprenticeship program" in the 2025 Legislative Priorities.

I move to include "Increased state support on bond and interest" in the 2025 Legislative Priorities.

I move to include "Financial support for school districts to enhance and improve their cybersecurity efforts" in the 2025 Legislative Priorities.

I move to include "Support universal free meals for Kansas public school students" in the 2025

Legislative Priorities.

Education Policy Governance:

I move to include “The constitutional authority given to the State Board of Education, the Kansas Legislature, and the Governor” in the 2025 Legislative Priorities.

I move to include “The governance responsibilities assigned to the Kansas State High School Activities Association” in the 2025 Legislative Priorities.

I move to include “The authority of local boards of education” in the 2025 Legislative Priorities.

I move to include “Changing statute to provide equitable compensation for State Board Members in line with recent changes in Legislative compensation” in the 2025 Legislative Priorities.

I move to include “Amending the student data privacy act to allow for data sharing to participate in research and evaluation of student outcomes” in the 2025 Legislative Priorities.

*The Kansas State Board of Education looks forward to working with the Legislature on initiatives proven to mold a successful Kansas high school graduate, including academic preparation, kindergarten readiness, social-emotional learning, individualized plan of study, and civic engagement. The Kansas State Board of Education is also prepared to collaborate on the important work of the Education Funding Taskforce in preparation for the sunset of the school funding formula in 2027. Working together, Kansas Can lead the world in the success of each student.*



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District 5

Dr. Deena Horst  
District 6

Dennis Hershberger  
District 7

Betty J. Arnold  
District 8

Jim Porter  
District 9

Jim McNiece  
District 10

## **DRAFT 2025 Legislative Positions of the Kansas State Board of Education**

### **For Consideration on December 10<sup>th</sup>, 2024**

It is our desire to work in concert with legislators to improve PreK-12 educational opportunities for each Kansas student. The Kansas State Board of Education has exclusive constitutional authority for general supervision of public schools, which includes, but is not limited to setting course standards, determining high school graduation requirements and licensure of Pre-K-K educators. The vision of the State Board is to lead the world in the success of each student.

As an elected body of 10 members, the State Board of Education:

Academic Support Efforts: Prioritizes the importance of academic support efforts across the state, including:

- The goal of moving toward providing the first 12 post-secondary credit hours, tuition-free, during high school.
- Student opportunities to gain workforce experience before graduation, including:
  - Encouraging incentives to support school district expansion of public-private partnerships with business and industry to allow for internships, mentorships, and other opportunities.
  - Continued coordination and investment in career and technical education programs that are aligned with workforce needs.
- Reduced waiting time after retirement to return to teaching and reduce or eliminate the financial penalty.
- The goal to move Kansas school employees currently on KPERS 3 to KPERS 2.
- Additional funding to expand and enhance the current state assessment program and ensure adequate test security aligned with best practices.

Health and Safety: Supports a healthy and safe learning environment for students, including:

- The legislative recommendations of the school Bus Stop Arm Violation Committee.
- The efforts to reduce human trafficking in Kansas.
- The ongoing work and recommendations of the School Mental Health Advisory Council, including, but not limited to, bullying prevention; efforts for suicide prevention and awareness; and child abuse and neglect program.
- Conducting a study of the funding necessary to fully implement the Safe and Secure Schools grant program, including necessary staff.
- Expansion of the Farm to Plate initiative to support student and family access to healthy foods in local communities.

Funding: Recognizes the essential function of adequate state funding for schools, including:

- Only using public education funds for public schools.

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



- Following state statute and moving towards funding 92% of the excess cost of special education.
- Opportunities to expand and fund early childhood and kindergarten readiness.
- Funding transportation for all students in all unsafe situations, regardless of mileage.
- Continued funding for the teacher apprenticeship program.
- Increased state support on bond and interest.
- Financial support for school districts to enhance and improve their cybersecurity efforts.
- Support universal free meals for Kansas public school students.

Education Policy Governance: The distinct roles of education policy governance in Kansas, including:

- The constitutional authority given to the State Board of Education, the Kansas Legislature, and the Governor
- The governance responsibilities assigned to the Kansas State High School Activities Association.
- The authority of local boards of education.
- Changing statute to provide equitable compensation for State Board Members in line with recent changes in Legislative compensation.
- Amending the student data privacy act to allow for data sharing to participate in research and evaluation of student outcomes.

The Kansas State Board of Education looks forward to working with the Legislature on initiatives proven to mold a successful Kansas high school graduate, including academic preparation, kindergarten readiness, social-emotional learning, individualized plan of study, and civic engagement. The Kansas State Board of Education is also prepared to collaborate on the important work of the Education Funding Taskforce in preparation for the sunset of the school funding formula in 2027. Working together, Kansas Can lead the world in the success of each student.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:

Jake Steel

Director:

Commissioner:

Randy Watson

Meeting Date: 12/10/2024

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### **Item Title:**

The Blue Ribbon Task Force on Student Screen Time

### **Recommended Motion:**

Recommended Motion: It is moved that the Kansas State Board of Education accept the recommendations of the Blue Ribbon Task Force on Student Screen Time.

### **Explanation of Situation Requiring Action:**

The Blue Ribbon Task Force on Student Screen Time was established by the Kansas State Board of Education during the July 2024 State Board of Education meeting. The Task Force was charged with providing recommendations regarding the use of personal devices in school, screen time and mental health, and parental oversight of district-owned devices.

The State Board received the research and recommendations of the Blue Ribbon Task Force on Student Screen Time during the November 2024 State Board of Education meeting, presented by co-chairs Ava Gustin and Brian Houghton. The proposed recommendations were developed based on twelve weeks of work by the Task Force. Research and recommendations from the Task Force can be found in the Blue Ribbon Task Force on Student Screen Time Report.

# Blue Ribbon Task Force on Student Screen Time Report



# BLUE RIBBON TASK FORCE ON STUDENT SCREEN TIME REPORT

## Contents

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# BLUE RIBBON TASK FORCE ON STUDENT SCREEN TIME REPORT

## Introduction

The Blue Ribbon Task Force on Student Screen Time was established by the Kansas State Board of Education during the board's July 2024 meeting. The task force was charged with providing recommendations regarding the use of personal devices in school, screen time and mental health, and parental oversight of district-owned devices.

Kansans have increasingly shared their perspectives with state board members about the impacts of digital devices on children and adolescents. Members sought to address the use of personal devices being used in schools, the impacts of screen time on students' mental health, and the types of oversight parents or guardians may have over their students' district-owned devices. The board implored the task force to create a set of recommendations addressing these three topics by hearing from a wide variety of experts and thoroughly reviewing research to support their conclusions.

**These recommendations were not created with the intent to mandate district policy, but to provide guidance on research-based practices.**

The task force, made up of 36 Kansans (see Appendix A), has created a set of recommendations, informed by research, to support districts' efforts in establishing their policies on the use of personal devices in school, screen time and mental health, and parental oversight of district-owned devices. The following report highlights the task force's research and recommendations for Kansas school systems.

## Methods

The Kansas State Board of Education determined the task force should narrow their scope of work to three topics:

1. The use of personal devices in school;
2. Screen time and mental health; and
3. Parental oversight of district-owned devices.

These topics were determined by the state board members through a survey which asked members to choose three of six technology-related topics that have been discussed with and amongst board members in recent years. Each member selected the three topics they wished for the task force to discuss, and topics with the most board member votes were identified to be addressed by the task force.

The task force was comprised of 36 members (found in Appendix A) with representatives including:

- Kansas State Board of Education members
- Superintendents
- Principals
- Teachers
- Students
- Parents
- IT staff
- Local school board members
- Legislators

Two task force members, principal Brian Houghton and student Ava Gustin, were selected to serve as co-chairs. Twenty members of the task force were nominated by the Kansas State Board of Education and 16 were selected through a self-nomination process. To determine the task force members, each state board member was asked to provide three nominations to the task force, and the Kansas State Department of Education selected two of the board members' nominations. An open call was sent to Kansas educators and administrators to nominate themselves to fill the remaining positions, which received 84 responses. Members were selected based on their role, geographic location and expertise.

Meetings took place weekly on Thursdays from 4–5:30 p.m. from Aug. 22, 2024, through Nov. 7, 2024. As part of the task force's work, members read *The Anxious Generation* by Jonathan Haidt, along with supplemental research each week. The task force facilitated panel discussions with experts (found in Appendix B) from education and health fields for the first six meetings, with two weeks dedicated to each identified topic. These meetings also included breakout discussions for task force members to discuss their findings from the week's research presentation, readings and panel discussions. The remaining meetings were dedicated to discussion and voting on recommendations for personal device use in schools, screen time and mental health, and parental oversight of district-owned devices.

# Definitions

## **Bell-to-bell policies:**

Personal electronic devices are off throughout the school day, including during lunch and in between classes.

## **Secure location inaccessible to the student:**

Students are required to store their personal electronic devices in a location designated by the school district which is not to be accessed by the student during the bell-to-bell school day.

## **Personal Electronic Devices:**

Student-owned devices capable of cellular, Wi-Fi, and/or Bluetooth connectivity such as cell phones, tablets, smart watches, wireless headphones, or fitness trackers.





# BLUE RIBBON TASK FORCE ON STUDENT SCREEN TIME REPORT

## Research

A list of references for the following research can be found in Appendix C.

### Personal Devices in School

A 2024 study reveals 72% of high school teachers, 33% of middle school teachers, and 6% of elementary school teachers say students distracted by cell phones in class is a major problem (Lin et al., 2024). Students also note the distractions that digital devices can cause, with about 30% of students saying they get distracted by using digital devices and 21% saying they are distracted by other students' digital device use during every or most of their mathematics lessons (Schleicher, 2023). Students may even be distracted by their personal electronic devices unintentionally, as research suggests that cell phone notifications activate an involuntary attention response, reducing cognitive capacity for other tasks (Ward et al., 2017). Beyond just acting as a distraction for students, some studies indicate a link between phone use in school and academic performance, with one study of female students finding that the grade point average of students going to a school with a cell phone ban increased at greater rates than students at schools with no ban (Abrahamsson, 2024).

In a 2024 survey, 9% of parents say they believe the impact of cell phone use on children is mostly or entirely negative, but 46% believe cell phones have a mostly or entirely positive impact (National Parents Union Survey, 2024). While many parents believe their child's digital device generally impacts them positively, 49% of parents from the same survey are worried cell phones use will interfere with their student's learning (National Parents Union Survey, 2024).

While 77% of schools in the U.S. have a policy prohibiting the non-academic use of cell phones during school hours (Percentage of Public Schools with Various Safety and Security Measures, 2021), 97% of teens say that they use their cell phone during the school day (Radesky et al., 2023).

# Screen Time and Mental Health

*The Anxious Generation* analyzes the rise in anxiety and mental health challenges among adolescents, discussing cultural and related technological changes that have contributed to this shift, specifically as it relates to the increase in adolescent cell phone and social media use. Teens report spending nearly seven hours a day of leisure time, not including school and homework, on screen media, with about two hours per day spent on social media (Haidt, 2024). In 2015, one out of four teens said they were online “almost constantly.” By 2022, that number had doubled to 46% (Haidt, 2024).

According to Haidt (2024), there are four foundational harms caused by increased adolescent screen use. These harms are identified as:

1. Social deprivation
2. Sleep deprivation
3. Attention fragmentation
4. Addiction

Social deprivation manifests as a lack of time spent face-to-face with friends, which has decreased for all age groups, but had the largest decline for individuals aged 15-24 (Haidt, 2024). Additionally, in citing a 2014 survey of children ages 6-12, he asserts relationships between children and their parents are negatively impacted by the presence of cell phones with 62% of survey respondents reporting their parents were “often distracted” when the child tried to talk with them (Haidt, 2024). The age and education level of parents also had an impact on these results. Parents under the age of 50 were more likely than parents 50 and older to say they often or sometimes feel distracted by their smartphone when spending time with their children and parents with college degrees or higher, or those with some college experience, were more likely to report they spend too much time on their smartphones than parents with a high school education or less (Haidt, 2024).

Children 11 to 17 years of age may find it difficult to manage their use of technology, with 86% reporting they sometimes or often find it difficult to stop using technology once they start, and 67% of teens say they are sometimes or often short of sleep due to being on their phone or the internet late at night (Radesky et al., 2023). Additionally, 61% of teens report neglecting their school or family obligations because they are using technology (Radesky et al., 2023).

Some studies suggest social media has a particularly harmful effect on adolescents’ mental health. Adolescents who spend more than three hours per day on social media have been found to face double the risk of experiencing symptoms of depression and anxiety (Murthy, 2023). Specifically, 46% of adolescents said social media makes them feel worse about their body image (Murthy, 2023) and 59% of teens say they have experienced cyberbullying (Anderson, 2018).

## Parental Oversight of District-Owned Devices

As of 2013, 94% of schools were using filtering software on district-owned devices, with the most popularly blocked content being social networking sites, online chats, video platforms, and online gaming (Caldwell-Stone, 2013). Some device management programs available to schools not only allow the school technology administrator(s) to filter content and access controls, but also give parents and guardians the ability to view their student's online activity, set time limits, block websites, and/or restrict certain app usage on the district-owned device. However, there have been reports of students, intentionally and unintentionally, accessing potentially inappropriate content on district-owned devices (Parents Outraged over *"Inappropriate Content" Found While Using Computer Learning Program*, 2018).

# BLUE RIBBON TASK FORCE ON STUDENT SCREEN TIME REPORT

## Recommendation

The following are the recommendations adopted by the Blue Ribbon Task Force on Student Screen Time regarding the use of personal devices in school, screen time and mental health, and parental oversight of district-owned devices. Minority statements are provided (found in Appendix E) on recommendations that passed, but had a notable number of members who did not vote in support of the recommendation. The process for the adoption of the recommendations can be found in Appendix D.

### Personal Devices in School

1. The task force recommends district implement a bell-to-bell personal electronic device policy in K-12 schools.
2. The task force recommends districts implement a policy for K-12 students to store personal electronic devices in a secure location inaccessible to them during the school day.
3. The task force recommends districts develop robust safety and emergency procedures that are not dependent on students contacting authorities or family via personal electronic devices or school-issued devices.
4. The task force recommends districts develop a process for teachers to report gaps in district-provided technology, so teachers do not supplement lack of or insufficient district-issued technology with use of personal devices.
5. The task force recommends districts create a personal device policy for staff members.

## Screen Time and Mental Health

1. The task force recommends districts provide digital citizenship education from non-technology industry resources, which incorporate unbiased or independently funded research.
2. The task force recommends districts share peer reviewed research and discuss mental health concerns associated with excessive use of social media, gaming, platforms, and instant messaging with students, families, and district staff.
3. The task force recommends districts develop a robust website and/or other means of communication with parents, students, and the community that is not reliant upon social media.
4. The task force recommends educators have students take regular breaks from screens throughout the school day.

## Parental Oversight of District-Owned Devices

1. The task force recommends districts utilize content management tools in such a way the default settings protect students without any parental supervision being necessary.
2. The task force recommends district acceptable use policies be written in age-appropriate language for all grades.
3. The task force recommends districts provide families with clear instructions and access to report problems with district-owned devices or content to the appropriate district staff.
4. The task force recommends districts host educational opportunities for families on district-owned devices and related software.
5. The task force recommends districts share information on parental controls that can be implemented on students' personal devices.
6. The task force recommends districts emphasize the importance of maintaining a balance between digital and non-digital learning experiences, and not rely solely on technology-based instruction.
7. The task force recommends districts develop policies that allow families to opt-out of district-owned devices being sent home.
8. The task force recommends districts utilize device management systems that allow parental controls be put in place on district-owned devices.
9. The task force recommends districts allow families to set stricter controls, if desired, on their student's district-owned device.
10. The task force recommends districts allow families oversight of what their student accesses on district-owned devices and for how long.
11. The task force recommends districts ensure families have full access to their student's district-owned device when it is at home.
12. The task force recommends districts utilize device management systems that allow families to access a mirrored version of the student's view on the district-owned device.
13. The task force recommends districts develop systems for families to manage and request additional blocked websites on district-owned devices.

# BLUE RIBBON TASK FORCE ON STUDENT SCREEN TIME REPORT

## Appendix

### APPENDIX A: Membership

The Blue Ribbon Task Force was comprised of 36 members with representatives of the Kansas State Board of Education, superintendents, principals, teachers, students, parents, IT staff, local school board members, and legislators. Each task force member is listed below by their role.

#### STATE BOARD OF EDUCATION MEMBERS

- Melanie Haas, District 2
- Danny Zeck, District 1

#### LOCAL SCHOOL BOARD MEMBERS

- Katie Allen, Manhattan-Ogden USD 383
- Sue Bolley, Topeka USD 501
- Laura Corey, Hutchinson USD 308
- Jackie Gigot, Garden City USD 457
- Trisha Moritz, Attica USD 511

#### LEGISLATORS

- Rep. Scott Hill, House District 70
- Sen. Chase Blasi, Senate District 27

#### STUDENTS

- Ananya Agrawal, Blue Valley USD 229
- Jessica Claire, Leavenworth USD 453
- Ava Gustin, Mission Valley USD 330, Co-Chair
- Alexa Hernandez, Dodge City USD 443
- Lane Lamping, Basehor-Linwood USD 458

#### IT SCHOOL DISTRICT

- Travis True, Topeka USD 501

#### IT INDUSTRY

- Lyndsay Noble, Rockhurst University, Director of Analytics Programs

## SUPERINTENDENTS

- Travis Githens, Cherryvale USD 447
- Brian Huff, Gardner Edgerton USD 231
- Brad Kempf, Jefferson County North USD 339
- Tonya Merrigan, Blue Valley USD 229
- Troy Pitsch, Wabaunsee USD 329

## PRINCIPALS

- Kathleen Brennan, Fort Riley USD 475
- Kamiel Evans, Wichita USD 259
- Eric Hofer-Holdeman, Wichita USD 259
- Brian Houghton, Fredonia USD 484, Co-Chair
- John Niehues, Greeley County USD 200

## TEACHERS

- Carol Budde, Newton USD 373
- Tawna Hall, Derby USD 260
- Anna Luke, Beloit USD 273
- Connie Martin, Shawnee Mission USD 512
- Jose Martinez, Wichita USD 259

## PARENTS

- Lori Barnes, Arkansas City USD 470
- Amy Warren, Wichita USD 259
- Korin Poppe, Republic County USD 109
- Kim Whitman, Shawnee Mission USD 512
- Erika Sheets, Blue Valley USD 229



## APPENDIX B: Panelists

The Blue Ribbon task force heard from a panel of experts and educators each week, for the first six meetings, on each of the designated topics. Panel members from each week are listed below:

### Week 1 - Aug. 22, 2024

**TOPIC:** Personal Devices in School

- Katie Barrientos, math teacher, Goddard USD 265
- Ron Barry, superintendent, Halstead-Bentley USD 440
- Tyler Applegate, vice principal, Chanute USD 413

### Week 2 – Aug. 29, 2024

**TOPIC:** Personal Devices in School

- Kelly Bielefeld, superintendent, Wichita USD 259
- Kara Belew, U.S. history and government teacher, Andover USD 385
- Brent Wolf, principal, Derby Elementary School, Derby USD 260

### Week 3 – Sept. 5, 2024

**TOPIC:** Screen Time and Mental Health

- Tracie Chauvin, director of student support programs, Kansas City Kansas USD 500
- Hanna Kemble, elementary school counselor, Topeka USD 501
- Mallory Jacobs, elementary school counselor, Topeka USD 501

### Week 4 – Sept. 12, 2024

**TOPIC:** Screen Time and Mental Health

- Dr. Robert Stiles, program director, pediatric public health, University of Kansas Medical Center
- Shelby Burnett, licensed specialist clinical social worker, Basehor-Linwood USD 458
- Dr. Eve-Lynn Nelson, professor, pediatrics and psychiatry, University of Kansas Medical Center

## Week 5 – Sept. 19, 2024

### **TOPIC:** Parental Oversight of District-Owned Devices

- Richard Culatta, CEO, International Society for Technology in Education (ISTE)
- Phil Elliot, director of technology, Spring Hill USD 230
- Keith Kruger, CEO, Consortium for School Networking (CoSN)

## Week 6 – Sept. 26, 2024

### **TOPIC:** Parental Oversight of District-Owned Devices

- Dean Mantz, technology coordinator, Sterling USD 376
- Dr. Beth Rabbitt, CEO, The Learning Accelerator
- Christopher Rinkus, former Deputy Assistant Secretary of Education, U.S. Department of Education

## APPENDIX C: References

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## APPENDIX D: Recommendation Adoption Process

### Motions

The task force was presented all the recommended motions, which were collected through conversations in breakout rooms and task force member submissions. The motions were presented in a specific order to help with efficiency and to avoid potential contradictions or redundancies. Members were called upon by one of the co-chairs to make a motion, and each motion required another member's second.

### Voting

After a motion was made and seconded, a maximum of 10 minutes was allotted for discussion. Once the discussion ended or time expired, a poll was presented to members to vote 'yes', 'no', or abstain. Abstentions were recorded, but did not count toward the majority vote requirement. A motion passed if it received a majority of 'yes' votes among the total 'yes' and 'no' votes. For example, if 30 members voted but five abstained, only 25 votes were counted and 13 'yes' votes would be required for the motion to pass.

## APPENDIX E: Minority Statements

Minority statements are found on recommendations that passed but had at least 25% of voting members voting opposite of the prevailing opinion. To most accurately express the will of the task force, these statements denote that while the majority of the task force showed support for a recommendation, there were a notable number of members who did not. However, minority statements do not reflect there was a singular or common opinion among the minority position voters.

### Personal Devices in School

1. The task force recommends districts implement a bell-to-bell personal electronic device policy in K-12 schools.

*A notable minority of 25% of voting members expressed dissent for this recommendation regarding high schools.*

2. The task force recommends districts implement a policy for K-12 students to store personal electronic devices in a secure location inaccessible to them during the school day.

*A notable minority of 25% of voting members expressed dissent for this recommendation regarding high schools.*

3. The task force recommends districts develop a process for teachers to report gaps in district-provided technology, so teachers do not supplement lack of or insufficient district-issued technology with use of personal devices.

*A notable minority of 37% of voting members expressed dissent for this recommendation.*

### Screen Time and Mental Health

1. The task force recommends districts develop a robust website and/or other means of communication with parents, students, and the community that is not reliant upon social media.

*A notable minority of 40% of voting members expressed dissent for this recommendation.*

### Parental Oversight of District-Owned Devices

1. The task force recommends districts emphasize the importance of maintaining a balance between digital and non-digital learning experiences, and not rely solely on technology-based instruction.

*A notable minority of 29% of voting members expressed dissent for this recommendation.*

2. The task force recommends districts allow families to set stricter controls, if desired, on their student's district-owned device.

*A notable minority of 28% of voting members expressed dissent for this recommendation.*

3. The task force recommends districts utilize device management systems that allow families to access a mirrored version of the student's view on the district-owned device.

*A notable minority of 47% of voting members expressed dissent for this recommendation.*

4. The task force recommends districts develop systems for families to manage and request additional blocked websites on district-owned devices.

*A notable minority of 45% of voting members expressed dissent for this recommendation.*

## MISSION

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

## VISION

Kansas leads the world in the success of each student.

## MOTTO

Kansans Can

## SUCCESS DEFINED

A successful Kansas high school graduate has the

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

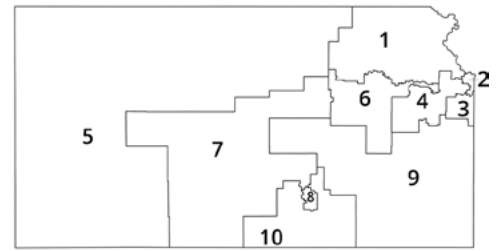
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## OUTCOMES

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



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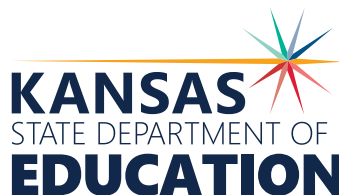


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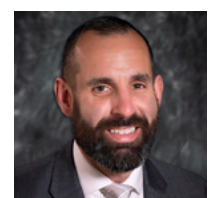
Dr. Randy Watson

DEPUTY COMMISSIONER  
Division of Fiscal and Administrative Services



Dr. Frank Harwood

DEPUTY COMMISSIONER  
Division of Learning Services



Dr. Ben Proctor

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

Jan. 25, 2024

**Agenda Number: TUES 9**

**Meeting Date: 12/10/2024**



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**Item Title:** JAG Jobs for America's Graduates Presentation with Administrators and Students

**From:** Dr. Randy Watson

JAG, Jobs for America's Graduates, will present an update on their programs, and two students from Junction City will speak.

Bev Mortimer, Sr. VP of Programming

Willie Woods, Career Specialist - HD Karns Innovations Academy (Junction City)

Bethany Wells, student - HD Karns Innovations Academy (Junction City)

Noah Maldonado, student - Junction City High School (Junction City)

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





# 2024 Annual Report



## CONTENTS

FROM THE PRESIDENT

FACTS AND FIGURES

HISTORY

FINANCIAL REPORT

NATIONAL AWARDS

2024-2025 PROGRAMS

2023-2024 PARTNERS AND SPONSORS

*\*Fiscal Year to Date (5/31/2024)*



## TO OUR SUPPORTERS...

Thanks to support from government, corporate and private donors and workforce partners, the staff of JAG-K continues to increase its impact across the state of Kansas!

We added seven programs for the 2023-2024 school year, and are adding four more - Ulysses HS, Buhler HS, Circle HS, Russell MS - for this year. Over the past 11 years, we have served 20,189 students.



We are proud of the Class of 2023, which, after a year of follow-up, reported a 96% graduation rate and an 84% positive outcome rate (which means 84% of JAG-K graduates are either in post-secondary education, military service or in the workforce full-time one year after graduation).

In addition to our traditional evidence-based programming in classrooms, JAG-K serves system-involved youth through our Transition Services. Using a curriculum designed specifically for youth in foster care or residing in a juvenile correctional environment, we help them overcome challenges unique to their situation. We also had a traditional alternative education program located in the Kansas Juvenile Correctional Complex in Topeka, which was managed through our Transitions program. We had a total of six Transition Services programs in 2023-24 and will be expanding services in the upcoming year.

A highlight of the past school year was the performance of students at the National Career Development Conference in St. Louis. Junction City students James Lamar, Jae'Lynn Dennard and Jaden Exantus brought JAG-K its first national championship since 2020!

A sign of the great work of JAG-K Career Specialists is the organization's receipt of JAG's highest award for the 10th consecutive year. JAG-K was presented the national 6 of 6 Award for meeting or exceeding performance measures in six categories, including graduation rate and full-time positive outcomes.

JAG-K helps prepare students for successful futures. We couldn't do it without the dedication and support from our employees and investors. Thank you for helping JAG-K and the students we serve succeed.

*Sincerely,*

A handwritten signature in blue ink that reads "Chuck Knapp". The signature is fluid and cursive, with a long horizontal stroke at the end.

**Chuck Knapp, President and CEO**



## BY THE NUMBERS



Graduation Rate  
**96%**



Eligible for Free  
and Reduced Lunch  
**67%**



Number of Programs  
**112**



Students of Color  
**57%**



Students Served  
**5844**



Single-Parent  
Household  
**54%**



Kansas Adjutant General Michael T. Venerdi and Speaker of the House Dan Hawkins joined students for a career exploration event at Fort Riley.

After Follow-Up, 2023  
Grads recorded:

**84% positive outcomes**  
**70% employment rate**

**805 students graduated**  
**from the class of 2023**  
**after a year of follow-up**

In the past school year,  
JAG-K served:

- 85 High Schools
- 15 Middle Schools
- 6 Transition Programs
- 6 Alternative Schools

JAG-K students from  
Kansas were awarded  
**\$4,951,594.25**  
in scholarships, which  
ranked 8th among affil-  
iates across the nation.

# 20,189

*Students Served Since  
August 2013*

*Kansas was the fastest  
affiliate in JAG  
National history to  
reach 100 programs*

*Previous  
Graduation Rates:*

*2022 = 93%  
2021 = 95%  
2020 = 97%  
2019 = 96%*

# 10

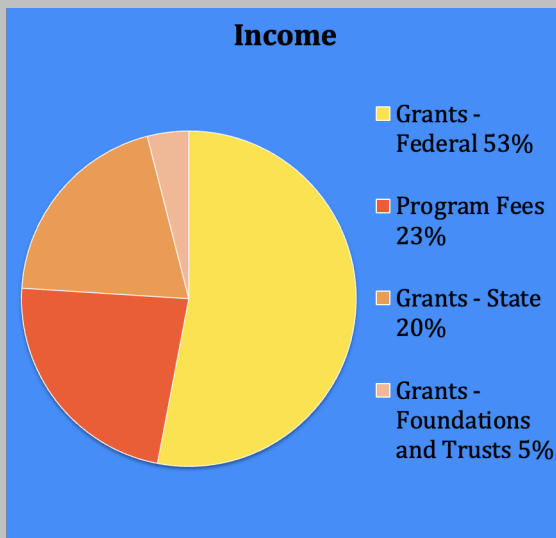
*Consecutive years to  
earn 6 of 6 (formerly  
5 of 5) Award*

*Each of the past three Kansas Governors  
- Brownback, Colyer and Kelly -  
served on the JAG National Board of  
Directors*



## FY 2024

The FY 2024 JAG-K Budget which runs July 1, 2023, through June 30, 2024, funds programming and operations through various revenue sources. Temporary Assistance for Needy Families (TANF) block grant funds administered through the Department for



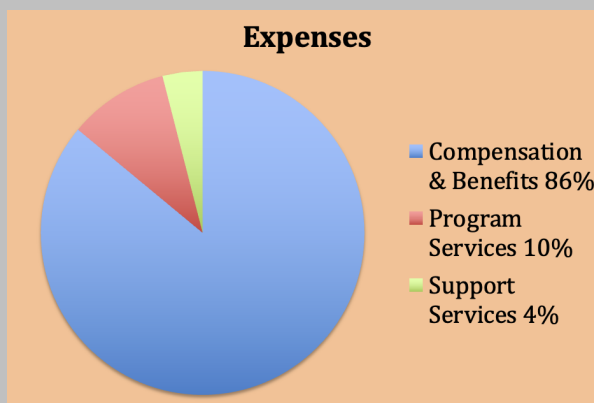
Children and Families (DCF) is the primary funding source in addition to funding from partnership agreements through school district affiliate and program fees. JAG-K also received funding from the State Evidence Based Program Fund as well as a grant from the Kansas Department of Corrections.

JAG-K continues to build upon partnerships with state and local foundations and grants to

secure additional funding sources for growth in the future. Our budget allowed us to support 106 traditional JAG-K programs throughout Kansas and eight programs that support students in foster care and justice involved youth. The FY24 budget is not only aligned with the Strategic Plan, it is strategically designed to put JAG-K in a strong position to expand our outreach to youth.

The proven outcomes of student success continue to highlight the benefits that a JAG-K program brings to a school. Evidence-based programs that include computerized tracking of all students served, services delivered, and performance results are a critical component of every

program. Programming Services provides JAG-K students employability skills, career and leadership development opportunities, academic remediation, and community service projects. In addition, JAG-K Career Specialists maintain contact with students throughout the summer months and most notably continue to work with students after high school. This unique 12-month follow-up program allows JAG-K to continue providing support to the student for the first year after graduation.





## STUDENT AWARDS

The Junction City High School Creative Decision-Making team consisting of **James Lamar**, **Jae'Lynn Dennard** and **Jaden Exantus** placed first at the national Jobs for America's Graduates competition in St. Louis. The Junction City students gave Kansas its first win at nationals since the state claimed three first place finishes in 2020.



**Leonardo Hernandez** of Hays High School was runner-up in the Employability Skills competition.

**Analia Aquino** from Shawnee Mission North placed third in Prepared Speaking.

A team from Junction City High School consisting of **Noah Maldonado**, **Jonae Conover** and **Alani Burks** placed third in the Project-Based Learning event.

## STAFF AWARDS

### JAG National Outstanding Career Specialists:

- **Ashley Baughns**, Wichita Southeast HS
- **Dana Chance**, Eudora HS
- **Israel Hagerman**, Larned HS
- **Jay Macy**, Minneapolis HS
- **Marcus Mitchell**, Kiowa County HS
- **Kareema Williams**, Wichita North HS

**Barnett Thompson**, Shawnee Mission North HS, was named a JAG Headrush Trailblazer.

**Brenna Thompson**, Great Bend MS, was presented the JAG Peak Performance Award.

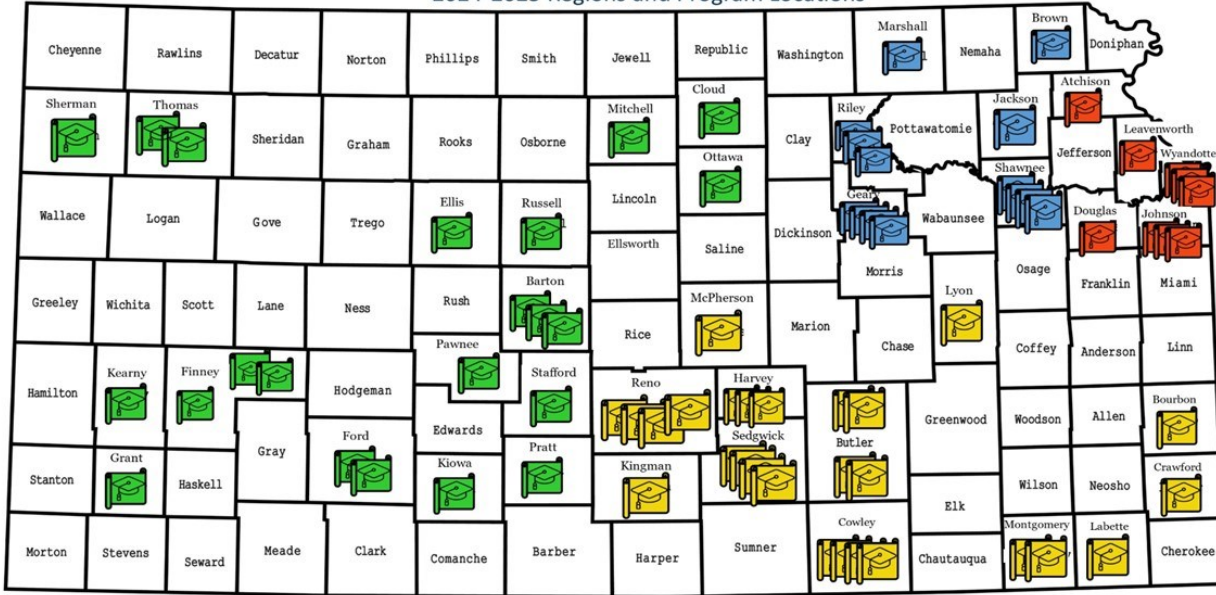
## PROGRAM AWARDS

Eight Kansas programs were recognized as Outstanding Career Association Chapters, which honored chapter excellence in Leadership Development, Career Development, Civic Awareness, Community Service, and Social Awareness:

**Minneapolis HS** (Jay Macy), **Russell HS** (Raina Tomlinson), **HD Karns Innovations HS** (Willie Woods), **Augusta HS 1** (Mindy McCormick), **Kiowa County HS** (Marcus Mitchell), **Winfield HS** (Shanna Groom), **Wichita SE HS** (Ashley Baughns), **Kingman HS** (Andrea Woods).



## 2024-2025 Regions and Program Locations



Region 1
Beloit HS
Colby MS
Colby HS
Concordia HS
Dodge City HS 1
Dodge City HS 2
Garden City AE
Garden City HS
Goodland HS
Great Bend HS 2
Great Bend MS
Great Bend HS 1
Greensburg Kiowa Co HS
Hays HS
Holcomb HS
Lakin HS
Larned HS
Minneapolis HS
Pratt HS
Russel MS
Russell HS
St. John HS
Ulysses HS

Region 2
Hiawatha HS
Junction City HS 1
Junction City HS 2
Junction City HS AE 1
Junction City MS
Junction City MS AE 2
Ft. Riley MS
Mahattan Anthony MS
Mahattan Eisenhower MS
Manhattan HS 2
Manhattan HS 1
Manhattan HS 3
Marysville HS
Royal Valley HS
Seaman HS
Shawnee Heights HS 1
Shawnee Heights HS 2
Shawnee Heights MS
Topeka High HS
Topeka Highland Park HS
Topeka West HS

Region 3
Atchison HS
Basehor-Linwood HS
Eudora HS
KCK Carl Bruce MS
KCK Harmon HS 1
KCK Harmon HS 2
KCK Harmon HS 3
KCK Harmon HS 4
KCK Harmon HS 5
KCK Harmon HS 6
KCK Schlagle HS 1
KCK Schlagle HS 2
KCK Schlagle HS 3
KCK Schlagle HS 4
KCK Washington HS 1
KCK Washington HS 2
KCK Washington HS 3
KCK Wyandotte HS 4
KCK Wyandotte HS 1
KCK Wyandotte HS 2
KCK Wyandotte HS 3
KCK Wyandotte HS 5
Shawnee Mission North HS 1
Shawnee Mission North HS 2
Shawnee Mission West HS 1
Shawnee Mission West HS 2
SM Hocker Grove MS
SM Westridge MS
Turner HS 1
Turner HS 2
Turner MS

Region 4
Ark City HS 1
Ark City HS 2
Augusta HS 1
Augusta HS 2
Buhler HS
Chisholm MS
Circle HS
El Dorado AE
El Dorado HS
Emporia HS 1
Emporia HS 2
Field Kindley HS
Ft. Scott HS
Hutchinson HS 1
Hutchinson HS 2
Hutchinson MS
Independence HS
Kingman HS
McPherson HS
Newton HS 1
Newton HS 2
Parsons HS
Pittsburg HS
Wichita North HS
Wichita Northwest HS
Wichita South HS
Wichita Southeast HS
Wichita West HS
Winfield HS
Winfield MS

Transitions Programs	
West	JCAB
Topeka	KJCC 1
Kansas City	KJCC 2
Wichita 1	KJCC Transitions
Wichita 2	

# 2024-2025 PROGRAMS

# THANK YOU TO OUR 2023-2024 PARTNERS

## Platinum



## Gold



## Silver



PARTNERS AND SPONSORS

08

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

**Staff Initiating:**

Sherry Root

**Director:**

Dr. Frank Harwood

**Commissioner:**

Dr. Randy Watson

**Meeting Date:** 12/10/2024

---

**Item Title:**

Act on request from USD 468 Healy to disorganize the district.

**Recommended Motion:**

It is moved that the Kansas State Board of Education ( to be determined)

**Explanation of Situation Requiring Action:**

USD 468 Healy has requested to disorganize the district.





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[www.ksde.org](http://www.ksde.org)

**Item Title:** Registered Teacher Apprenticeship Program Update

**From:** Shane Carter

The Kansas Apprenticeship Council approved KSDE's application to start a Registered Teacher Apprenticeship program in May 2023. Since May 2023, the Teacher Licensure team implemented a small pilot during the 2023-2024 school year and opened the Registered Teacher Apprenticeship program state-wide during the 2024-2025 school year. Currently, there are 95 apprentices participating in the Registered Teacher Apprenticeship program, and the Spring 2025 cohort will add 81 new apprentices to the program for a total of 176 apprentices.

Teacher Licensure will provide a short update detailing the current status of the program and demographic statistics related to the program, but the update will be focused on districts and their apprentices sharing their experiences about the program. Up to four districts and their apprentices will share their experience with board members and answer any questions board members may have related to their experience in the program.

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

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12 a & b

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 12/10/2024

---

### **Item Title:**

Act on the recommendations of the Professional Practices Commission a & b

### **Recommended Motion 12 a:**

It is moved that the Kansas State Board of Education revoke the license in PPC case 24PPC22.

### **Explanation for 24PPC22 (Revocation)**

The Licensee has been licensed by the Kansas State Board of Education since 2013 and has recently applied to renew his professional license. During the 2021-2022 school year, Licensee was employed as a high school music teacher in a Kansas public high school. During that school year, Licensee engaged in a pattern of overly personal and intimate conduct toward and/or focus on particular students in violation of K.A.R. 91-22-1b. Licensee's conduct includes but was not limited to texting a student at 10:30 p.m. suggesting they party together, texting that student and making sexual references about her mother, texting that student about being drunk and high at the moment and how fun he is on Snapchat. Licensee also sent selfies to students bragging about how drunk and high he was at the time. KSDE filed a Complaint on October 31, 2024 seeking revocation of Licensee's license and denial of his pending application. The Complaint was mailed to Licensee's last known address by standard and certified mail. Notice was left at that address on November 6th with a reminder on November 12th that he needed to pick up his mail. Neither the standard nor certified mail was returned. The Licensee has not filed a request for a hearing or an answer to the allegations.

### **Recommended Motion 12 b:**

It is moved that the Kansas State Board of Education grant the requested license in PPC case 24PPC19 and any subsequent license for which applicant may apply and be otherwise qualified to receive.

### **Explanation for 24PPC19 (Grant)**

On November 28, 2006, the Applicant was convicted of felony embezzlement and felony possession of embezzled property. The Applicant was not licensed as a professional at the time of his criminal misconduct or his criminal convictions. A Complaint was filed by the Kansas State Department of Education seeking denial of the pending application based on Applicant's criminal history. During a hearing conducted by the Professional Practices Commission, Applicant testified that while working for the American Red Cross, he used the organization's credit card to purchase certain items for his personal use such as a laptop computer and video games. Applicant testified to giving cash donations to the organization to offset the cost of his purchases in the hope of avoiding being caught. Applicant testified having returned to school to earn a degree and to have worked with the Uniontown School District in recent years. Applicant provided evidence that the school district was aware of his criminal history when it hired him as a teacher. By a vote of 5-1, the Professional Practices Commission recommends the Kansas State Board of Education issue the applied-for license and any subsequent license as long as he meets those qualifications.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION  
PROFESIONAL PRACTICES COMMISSION

In the Matter of  
the License of

[REDACTED]

OAH Case No.: 25ED0006 ED  
KSDE Case No.: 24-PPC-19

**INITIAL ORDER**

**Decision**

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 5 to 1 recommends to the Kansas State Board of Education (State Board) that the application by [REDACTED] for an teaching license be granted, as well as any other licensure if [REDACTED] meets the requirements.

**Statement of Case**

This matter comes on for hearing before the Commission upon the request for hearing made by [REDACTED] concerning a complaint filed by the KSDE on July 15, 2024, seeking denial of [REDACTED] application for a teaching license. An Amended Complaint was issued on September 17, 2024. The Amended Complaint corrected a typographical error but was otherwise the same as the Complaint filed on July 15, 2024.

The hearing was held on September 20, 2024.

[REDACTED] appeared in person without an attorney.

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

Appearing for the Commission were Chairperson, Ricardo Sanchez, Vice Chair Dr. Christy Ziegler, and members Caroline Spaulding, Carla Breckenridge, Kori Lopez, Anita White and Erica Shook

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

**Evidentiary Rulings**

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

During the hearing, [REDACTED] provided testimony concerning certain documents. [REDACTED] was given an opportunity to obtain a copy of the documents and have them included in the record. KSDE objected to the admission of the document obtained by [REDACTED]. Over KSDE's objection, Exhibit 1 obtained and was admitted as evidence.

### **Findings of Fact**

1. [REDACTED] applied to KSDE for a teaching license. The exact date of the application is unknown to the Commission.

2. A criminal background check was conducted and revealed that [REDACTED] had been charged on November 16, 2005, with one (1) felony count of embezzlement in Ottawa County District Court in Oklahoma, case number is CF-2205-463. [Exhibit A]. An Amended Information was filed on April 6, 2006, charging [REDACTED] with a total of twelve (12) felony counts involving embezzlement, possession of embezzled property and obtaining property by false pretenses. [Exhibit B]. [REDACTED] was convicted of felony embezzlement and felony possession of embezzled property on November 28, 2006. The remaining ten (10) counts were dismissed. [Exhibit C].

3. [REDACTED] provided testimony regarding the events that occurred that led to his felony conviction. [REDACTED] took responsibility for the actions that led to his criminal charge and conviction and provided his explanation of the events that led to the charge.

4. [REDACTED] testified to the changes that had taken place in his life including the death of his wife, becoming a single father, his return to school to get his undergraduate degree, and his work with Uniontown School District.

5. [REDACTED] testified that the school district was aware of his criminal history, having spoken to the principal for the junior and high school, the elementary principal, and the superintendent of the school district. [REDACTED] also testified that the school district and staff had been helpful in his pursuit of teaching. [REDACTED] testified that he had not requested that they attend the hearing because he did not want to burden them anymore because of all they had done to support him.

6. [REDACTED] testified that an email was sent to the staff of the school district [Exhibit I], and that a letter was also sent to the parents of the students he was working with. [REDACTED] was unable to obtain a copy of the letter that was sent to the parents

### **Conclusions of Law**

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

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<sup>1</sup> Kan. Const., Art. VI and K.S.A. 72-255.

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

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

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

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

“It is the function of the administrative hearing body to determine the weight or credibility of the testimony of witnesses.”<sup>5</sup>

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

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<sup>2</sup> K.A.R. 9122-1a(b).

<sup>3</sup> K.A.R. 91-22-1a(a).

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

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

The Commission noted that [REDACTED] age at the time of the offense(s), 33 years old, was a concern, believing that he should have known better. It was also noted that while [REDACTED] did reveal his criminal conduct to the school district, it was concerning that he did not seem to do so until there was a problem with his application for a teaching license.

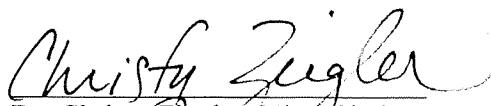
The Commission acknowledged that [REDACTED] criminal conduct was serious; however, felt that [REDACTED] acknowledged the wrongfulness of his criminal conduct and took responsibility. The Commission felt [REDACTED] had taken some steps to rehabilitate himself and separate himself from the conduct that led to his criminal conduct; however, the steps taken were not as concrete as they could have been. The Commission did point to the fact that the conduct occurred nearly twenty-two (22) years ago and [REDACTED] had not been in any other trouble. The Commission noted [REDACTED] had maintained a position of trust in his current position of employment, and referenced the steps taken by the administration to inform staff and parents about the district's support of [REDACTED].

The Commission felt that [REDACTED] had recognized the wrongfulness of his criminal conduct, taken responsibility for it, and made efforts to change to avoid the same conduct in the future.

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

On a vote of 5 in favor and 1 opposed the Commission recommends to the State Board that the teaching license and any subsequent licenses be granted to [REDACTED] as long as he meets the qualifications.<sup>6</sup>

**IT IS SO ORDERED.**

  
Dr. Christy Ziegler, Vice-Chair  
Professional Practices Commission

**Prepared by:**

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

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<sup>6</sup> Ricardo Snachez had to leave and did not participate in the deliberations or vote.

### Notice

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

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **fifteen (15) calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

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

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

**Certificate of Service**

On October 29<sup>th</sup>, 2024, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:



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

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

A handwritten signature in blue ink that reads "Kaley Taylor".

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



**Agenda Number:** 13

**Meeting Date:** 12/10/2024



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**Item Title:** Formative Assessments: What are they and why are they an important part of a Balanced Assessment System?

**From:** Beth Fultz

KSDE staff are committed to providing resources, professional learning opportunities and technical support to districts on each of the KESA fundamentals. Julie Ewing, assistant director on the Career, Standards, and Assessment Services (CSAS) team has taken the lead on the *Balanced Assessment System* fundamental. Before students ever log-on to KITE to take mini tests, interim or summative assessments teachers make decisions on student learning. These decisions or formative assessments are timely and provide important feedback to teachers for changing instruction or interventions for individual students. Just like the program managers who are collaborating with service centers to provide standards alignment professional development opportunities, Julie Ewing and team will collaborate with service centers to provide assessment literacy professional development opportunities to teachers, curriculum coordinators and building and district leadership over the next 18 months.

Beth Fultz, Director, Career Standards and Assessment Services will provide a brief recap from the November presentation by the program managers on standards alignment and introduce Julie Ewing for a presentation on balanced assessment systems focusing on formative assessments.

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

**Agenda Number:** 14

**Meeting Date:** 12/10/2024



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**Item Title:** KESA Action Plans

**From:** Dr. Jay Scott

During this information-only presentation, an overview of the KESA Action Plan will be shared with the State Board of Education, including what an Action Plan consists of, and the process systems are following to develop and submit their KESA Action Plan. Each system in KESA will submit an Action Plan that will be reviewed for clarity, alignment to the School Improvement model, and outlines data driving the action the system is committing to taking.

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

**From:** Catherine Chmidling

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation program approvals for Benedictine College, Fort Hays State University, Newman University, Ottawa University, University of Kansas, University of Saint Mary, and Washburn University.

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

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

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

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

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

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

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations will be submitted in January 2025 as an Action it



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November 19, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Benedictine College

**Introductory Statement:**

On November 18, 2024, the Evaluation Review Committee reviewed applications for program approvals for Benedictine College.

Documents that were received and considered included new program Progress Reports.

**PROGRAM APPROVAL RECOMMENDATIONS**

**Recommend removing the new-program stipulation and extending "Approved" status for the following Benedictine College programs through December 31, 2026.**

**Innovative/Experimental Elementary Limited Elementary Residency Program (LERP) PreK-6, continuing**  
**Areas for Improvement:**

**Standard 1-8**

None

**Restricted 6-12, continuing**

**Areas for Improvement:**

**Standard 1-10**

None

Next continuing programs' review: Fall 2026



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November 19, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

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

**Introductory Statement:**

On November 18, 2024, the Evaluation Review Committee reviewed applications for program approval 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:**

Agriculture, I, 6-12, continuing

Areas for Improvement

Standards 1-6

None

Technology and Engineering, I, 6-12, continuing

Areas for Improvement

Standards 1-8

None



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November 22, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Newman University

**Introductory Statement:**

On November 18, 2024, the Evaluation Review Committee reviewed an application for program approval for Newman University.

Documents that were received and considered included the program Upgrade Report.

**PROGRAM APPROVAL RECOMMENDATIONS**

**Recommend removing the new-program stipulation and extending "Approved" status through June 30, 2026.**

Physics 6-12, I, upgrade report

Areas for Improvement:

Standards 1-9

None

**Standard 10 (Met)**

**Area for Improvement:**

**AFI 10.1: PHSC3003 course syllabus does not address all of the standard.**

**Rationale 10.1:** Life science and engineering are not clearly identified in the course schedule. The addition in the revised syllabus indicating the inclusion of life science and engineering/technology was not reflected in the course content.

Next continuing programs' review: Spring 2026



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November 19, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Ottawa University

### **Introductory Statement:**

On November 18, 2024, the Evaluation Review Committee reviewed an application for new program approval for Ottawa University.

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

### **PROGRAM APPROVAL RECOMMENDATIONS**

**Recommend 'New Program Approved with Stipulation' status for the following Ottawa University program through December 31, 2026.**

English for Speakers of Other Languages, A, PreK-12, new program

Areas for Improvement:

Standard 1-7

None

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

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



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November 19, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

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

**Introductory Statement:**

On November 18, 2024, the Evaluation Review Committee reviewed an application for a new program approval for the University of Kansas.

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

**PROGRAM APPROVAL RECOMMENDATIONS**

**Recommend** New-Program-Approved-with-Stipulation status for the following University of Kansas program through **December 31, 2026**:

Innovative STEM competency, I, 6-12, new program

Areas for Improvement:

**Standard 1-10**

None

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

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





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November 22, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for new and continuing program approvals for the University of Saint Mary

#### **Introductory Statement:**

On November 18, 2024, the Evaluation Review Committee reviewed applications for new and continuing program approvals for the University of Saint Mary.

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

#### **PROGRAM APPROVAL RECOMMENDATIONS**

**Recommend** New-Program-Approved-with-Stipulation status for the following University of Saint Mary programs through **December 31, 2026**:

Business, I, 6-12, New  
Areas for Improvement  
Standards 1-8  
None

English for Speakers of Other Languages, I, PreK-12, New  
Areas for Improvement  
Standards 1-7  
None

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

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

Recommend Approved status for the following University of Saint Mary programs through December 31, 2031.

Biology I, 6-12, continuing

Areas for Improvement

Standards 1-10

None

Chemistry I, 6-12, continuing

Areas for Improvement

Standards 1-8

None

English Language Arts, I, 6-12, continuing

Areas for Improvement

Standards 1-7, Science of Reading

None

School Counselor A, PreK-6, Continuing

Areas for Improvement

Standards 1-5, 7-8

None

Standard 6 (Met)

AFI 6.2: Assessment 5 (PY 744) needs explanation as to how it is used for this specific standard.

Rationale 6.2: Since 2 courses are used for multiple standards, a clear description of how the assessment is used for this standard is needed.

Post-rejoinder: This AFI was not addressed in the rejoinder.



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November 19, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Washburn University

**Introductory Statement:**

On November 18, 2024, the Evaluation Review Committee reviewed application for program approvals for Washburn 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 Washburn University programs through December 31, 2030.**

**Art, I, PreK-12, continuing**

Areas for Improvement

**Standards 1-7**

None

**Biology, I, 6-12, continuing**

Areas for Improvement

**Standards 1-10**

None

**English for Speakers of Other Languages, I, PreK-12, continuing**

Areas for Improvement

**Standards 1-7**

None

**High Incidence, I, K-6, continuing**

Areas for Improvement

**Standards 1-8, Science of Reading**

None

**High Incidence, I, 6-12, continuing**

Areas for Improvement

Standards 1-8, Science of Reading

None

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

Areas for Improvement

Standards 1-8

None

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

Areas for Improvement

Standards 1-10

None

## PROGRAM REVIEW PROCESS

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

### PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-234, 91-1-235 and 91-1-236.

#### **91-1-234. Innovative or experimental programs.**

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:

- (1) A written statement of the purpose and objectives of the proposed program;
- (2) documentation of the need for the proposed program;
- (3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
- (4) a written description of the curricula to be used in the proposed program;
- (5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
- (6) a timetable that specifies the following information:
  - (A) The sequence of activities that will occur;
  - (B) the anticipated schedule of evaluative checkpoints;
  - (C) identification of competencies to be acquired by the students; and
  - (D) provisions for program design changes, if necessary, at selected intervals in the program.

The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.

(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified

intervals. The provisions concerning evaluation of the program shall include a definition and specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)

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

**(a) Application.**

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

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

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

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

**(c) Program review process.**

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

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

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

**(e) Request for hearing.**

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review

committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

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

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

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

(g) Annual report.

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

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

(h) Change of approval status.

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

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

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

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

(a) Application for program renewal.

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

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six

months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

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

(B) at least 12 weeks of student teaching.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

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

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

(f) Approval status.

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

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time,



may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

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

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

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

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

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

**Agenda Number:** 2

**Meeting Date:** 12/11/2024



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

**Item Title:** Instructional Materials in Support of Quality Instruction

**From:** Ben Proctor

KSDE staff will share an overview of the TNTP reports *The Opportunity Myth* (2018) and *The Opportunity Makers* (2024) and how this research has influenced the development and implementation of the Kansas School Improvement Model. Additionally, staff will provide an overview of the partnership with TNTP and the projects that will support school systems as educational leaders allocate resources towards the adoption of High-Quality Instructional Materials (HQIM) and implementation of HQIM through professional learning, collaboration, and evaluation.

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

**Agenda Number:** 3

**Meeting Date:** 12/11/2024



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Topeka, Kansas 66612-1212  
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[www.ksde.org](http://www.ksde.org)

**Item Title:** At Risk Accountability Plan Pilot Program Update - Frank Harwood (IO)

**From:** Sherry Root

Dr. Harwood will update the board on selected pilot districts that will help to develop the required At-Risk Accountability plan in 2024-2025 and practice its implementation in 2025-2026.

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(785) 296-3201  
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**Item Title:** Personnel Report

**From:** Kaley Taylor, Wendy Fritz

**Personnel Report:**

Total employees 284 as of pay period ending 11/9/2024. Count includes Board members and part-time employees. It 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).

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Total New Hires</b>	5	10	3	0	1							
Unclassified	5	9	3	0	1							
Unclassified Regular (leadership)	0	1	0	0	0							
<b>Total Separations</b>	4	4	1	0	2							
Classified	0	0	0	0	0							
Unclassified	4	2	1	0	2							
Unclassified Regular (leadership)	0	2	0	0	0							
<b>Recruiting (data on 1st day of month)</b>	6	4	3	2	0							
Unclassified	6	4	2	2	0							
Unclassified Regular (leadership)	0	0	1	0	0							

The following personnel appointments are presented this month:

Sarah Harter to the position of Part-Time Senior Administrative Assistant on the School Finance team, effective November 20, 2024, at an annual salary of \$19,957.60. This position is funded by School Bus Safety funds.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 b.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 12/11/2024

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### **Item Title:**

Act on an Appointment to the Licensure Review Committee

### **Recommended Motion:**

It is moved that the Kansas State Board of Education act to appoint (Michele Harrison) to serve on the Licensure Review Committee representing the Teacher, Special Education position. The appointed nominee will serve a partial term through June 30, 2027.

### **Explanation of Situation Requiring Action:**

In accordance with K.A.R 91-1-211 Licensure review committee, "Each member shall be recommended by the professional standards board and shall be appointed by the state board. The committee is 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. The committee is responsible to review cases referred to it by the commissioner of education and make written recommendation to the state board to approve or deny applications.

The nominee to fill the position is Michele Harrison, Middle School Special Education Teacher, USD 450 Shawnee Heights (District 4, 6).

In addition to Ms. Harrison, The Professional Standards board reviewed the following special education teachers for the position.

Amber Rikoric, Middle School Sped, USD 469 Lansing (District 1).

Connie Jacobs, Elementary/Middle School Sped, SCKESC (District 7, 10).

Michelle Sierant, High School Sped, USD 202 Turner (District 1).

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 c.

**Staff Initiating:**

Shane Carter

**Director:**

Shane Carter

**Commissioner:**

Randy Watson

**Meeting Date:** 12/11/2024

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### **Item Title:**

Act on Recommendations for Licensure Waivers

### **Recommended Motion:**

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

### **Explanation of Situation Requiring Action:**

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

In accordance with SBR 91-31-42, districts may also submit waivers to extend the number of days a substitute teacher may serve in a position. Districts requesting to extend the number of days are included within the waiver list.

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

\*First Renewal

\*\*Final Renewal.

org no	org name	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0109	Republic County	Samantha	Alexander	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Judith	Spunaugle	Low Incidence Special Education	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12); INSTRUMENTAL MUSIC (K-12); VOCAL MUSIC (K-12)
D0229	Blue Valley	Drew	Thomas	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Donald	Arnott	Speech/Speech Communication s - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Thomas	Gray	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Andria	Meyer	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Stacy	Greenbaum	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Nicholas	Macedo	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Kimi	Wilson	Visual Impaired	Approved	BUILDING LEADERSHIP (PRK- 12); ELEMENTARY (K-9); HIGH- INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)

D0234	Fort Scott	Lewis	Dunkeson	High Incidence Special Education - extension on number of days under an esub.	Approved	PHYSICAL EDUCATION (PRK-12)
D0234	Fort Scott	Kassie	Fugate-Cate	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0234	Fort Scott	Travis	Wilcoxon	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0234	Fort Scott	Tabitha	Hardesty	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0234	Fort Scott	Annyssa	Davenport	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	Katie	Rhodes	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	Sara	Osborne	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(K-12); EMERGENCY SUBSTITUTE TEACHER (K-12)
D0253	Emporia	Jessica	Dold	Library Media Specialist	Approved	EARLY CHILDHOOD UNIFIED (B-K)
D0253	Emporia	Chelsea	Evans	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	Meghan	Williams	High Incidence Special Education	Approved*	BIOLOGY (6-12)



D0253	Emporia	Mary	May	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Katherine	Belshe	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0260	Derby	Alexander	Martin	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0260	Derby	Christopher	Freshour	Low Incidence Special Education	Approved**	ENGLISH LANGUAGE ARTS (5-8)
D0260	Derby	Maegan	Fossi	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0260	Derby	Kimberly	Poulin	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0260	Derby	Jamie	Rhue	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0260	Derby	Anthony	Jones	High Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (K-6)
D0260	Derby	Desert	Gosch	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0263	Mulvane	Jamie	Monroe	High Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (K-6)
D0266	Maize	Rana	Lattouf	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Jean	Carey	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Tasha	Gilchrist	Deaf or Hard of Hearing - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Devin	Monk	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Hidi	Byrd	Reading Specialist - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0266	Maize	Sara	Montgomery	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); TECHNOLOGY AND ENGINEERING EDUCATION (8-12)
D0290	Ottawa	Kirstie	Altic	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0290	Ottawa	Breanna	Doubrava	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0290	Ottawa	Sharon	Hafer	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0290	Ottawa	Tanner	Matthias	High Incidence Special Education	Approved**	HEALTH (PRK-12); PHYSICAL EDUCATION (PRK-12)
D0290	Ottawa	Megan	Dickinson	Gifted	Approved	INSTRUMENTAL MUSIC (PRK-12); VOCAL MUSIC (PRK-12)
D0290	Ottawa	Nicole	Burkdoll	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Kaysi	Armstrong	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Brenna	Rich	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0330	Mission Valley	Marci	Gudenkauf	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0331	Kingman - Norwich	Michaela	Gillen	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0345	Seaman	Michael	Monaghan	High Incidence Special Education	Approved**	BUILDING LEADERSHIP (PRK-12); BUSINESS EDUCATION,COMP (7-12); DRIVER EDUCATION (7-12); SOCIAL STUDIES,COMP (7-9)
D0345	Seaman	Ashleigh	Meredith	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0345	Seaman	Erica	Tenpenny	Gifted	Approved**	ELEMENTARY (K-9); ENGLISH LANGUAGE ARTS (5-8); SOCIAL STUDIES,COMP (5-9)
D0345	Seaman	Adrea	Banta	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0345	Seaman	Katelyn	Moison	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0353	Wellington	Rebecca	Hile	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0353	Wellington	Tyra	Dwyer	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0353	Wellington	Conita	Burden	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0353	Wellington	Sawyer	Bowman	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0353	Wellington	Alyssa	Wilson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0353	Wellington	Christopher	Starnes	Gifted	Approved*	ELEMENTARY EDUCATION (K-6)
D0363	Holcomb	Allison	Calderon	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0363	Holcomb	Amanda	Conrardy	Math - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0363	Holcomb	Ellie	Kennedy	Elementary Extension of Days Only - extension on number of days under an esub.	Approved**	SUBSTITUTE TEACHER:PRK-12
D0383	Manhattan-Ogden	Lillyann	Bruington	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)

D0383	Manhattan-Ogden	Tristyn	Tow	High Incidence Special Education	Approved	ART (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0402	Augusta	Delaney	Miller	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0419	Canton-Galva	Sarah	Quinn	General Social Studies Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0437	Auburn-Washburn	Ariel	Smith	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0437	Auburn-Washburn	Tonia	Lauxman	High Incidence Special Education	Approved**	ENGLISH LANGUAGE ARTS (6-12)
D0437	Auburn-Washburn	Nicole	Broaddus	Gifted	Approved**	ELEMENTARY (K-9); SCIENCE (5-8)
D0437	Auburn-Washburn	Angelika	Smith	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0450	Shawnee Heights	Paulina	Berkenmeier	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0457	Garden City	Miguel	Lopez-Lemus	High Incidence Special Education	Approved*	ENGLISH LANGUAGE ARTS (6-12)
D0457	Garden City	Lisa	Doherty	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0457	Garden City	Ramona	Vreeland	Gifted	Approved	ELEMENTARY EDUCATION (K-6)
D0459	Bucklin	Ashlee	Bevan	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0459	Bucklin	Kyrian	Keeling	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0459	Bucklin	Shelly	Stout	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0459	Bucklin	Cassadie	Steele	General Business Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0460	Hesston	Laird	Goertzen	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Justin	Faurot	Social Studies - Middle Level - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Jessie	Kremeier	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Sandra	Hayes	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Abby	McDaniel	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Krista	McDaniel	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Kristina	Roberts	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Anita	Rose	General Science - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Kimberly	Wright	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	SUBSTITUTE TEACHER: PRK-12
D0466	Scott County	Katie	Golemboski	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0466	Scott County	Esmeralda	Hernandez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Tina	Grigsby	Early Childhood Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); MATHEMATICS (5-8)
D0475	Geary County Schools	Michael	Shaw	High Incidence Special Education	Approved	AMERICAN HISTORY (7-12); ANTHROPOLOGY (7-12); BUILDING ADMINISTRATOR (7-12); BUILDING LEADERSHIP (PRK-12); GEOGRAPHY (7-12); POLITICAL SCIENCE/GOVERNMENT (7-12); SOCIOLOGY (7-12); WORLD HISTORY (7-12)
D0475	Geary County Schools	Caitlin	Arrieta	High Incidence Special Education	Approved	ENGLISH LANGUAGE ARTS (6-12)
D0480	Liberal	Brooke	Sniff	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Marlene	Holley	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Jannette	Coronado	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Margarita	Washington	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Sylvia	Orozco	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Roberta	Arnold	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0480	Liberal	Jennifer	Mendez	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0480	Liberal	Ariana	Parral	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0480	Liberal	Alyce	Williams	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Jodie	King	High Incidence Special Education	Approved	EARLY CHILDHOOD EDUCATION (EC-EC); ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0480	Liberal	Travis	Rogers	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Marieka	Ford	High Incidence Special Education - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Anthony	Anaya	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0495	Ft Larned	Ryan	Rohling	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0507	Satanta	Morgan	Hoskinson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0507	Satanta	Tiffany	Briggs	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0507	Satanta	Aide	Medrano	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0603	ANW Special Education Cooperative	Emily	Smart	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Jessi	Lacher	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Danielle	Crawford	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Tracy	Tidd	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Stephanie	Bowen	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Craig	Buchanan	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Kaleigh	Donovan	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Kheley	Meigs	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Emaleigh	Henderson	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)



D0603	ANW Special Education Cooperative	Cynthia	Fehr	Gifted	Approved	ELEMENTARY (K-9); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8)
D0603	ANW Special Education Cooperative	Allison	Zimmerman	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Alexander	Acuna-Rice	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Rhonda	Reed	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Desiree	Call	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Kayla	Medley	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Kenisha	Brown	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	LeAnn	Church	High Incidence Special Education	Approved*	ELEMENTARY (K-9); GENERAL SCIENCE (5-9)
D0603	ANW Special Education Cooperative	Shawwna	Puckett	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Cynthia	Ballin	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0603	ANW Special Education Cooperative	Abigail	Ballin Capps	Gifted - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Douglas	Kerr	High Incidence Special Education	Approved**	ENGLISH LANGUAGE ARTS (6-12); FAMILY AND CONSUMER SCIENCE (6-12); PHYSICAL EDUCATION (PRK-12)
D0603	ANW Special Education Cooperative	Selina	Wallace	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Katie	Behrens	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Mandi	VanGordon	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Whitney	Brown	Early Childhood Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Rhonda	Troxel	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Wendy	Branson	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Ashley	Gupta	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0608	Northeast KS Education Serv Cntr	Emily	McKean	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Tabitha	Fialkowski	Early Childhood Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Jennifer	Hayes	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0608	Northeast KS Education Serv Cntr	Macey	Moyer-Koelliker	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0608	Northeast KS Education Serv Cntr	Kristine	Bourdeau	High Incidence Special Education	Approved*	ENGLISH LANGUAGE ARTS (6- 12)
D0609	Southeast KS Education Serv Center	Alison	Locke	Gifted	Approved	ELEMENTARY EDUCATION (K-6)
D0610	Reno County Education Cooperative	Jena	Hobbs	Early Childhood Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); EARLY CHILDHOOD EDUCATION (EC- EC); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0611	High Plains Educational Cooperative	Jacob	Bynum	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Kitty	Hemmert	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Amea	Smith	High Incidence Special Education - extension on number of days under an esub.	Approved*	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Vanessa	Heger	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)

D0611	High Plains Educational Cooperative	Kylee	Ludowese	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Michelle	Carter	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Lorah	Jacobson	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Enddy	Bojorquez	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0614	East Central KS Coop in Educ	Katie	Boswell	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0614	East Central KS Coop in Educ	Jennifer	Lewis	High Incidence Special Education	Approved*	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); ENGLISH LANGUAGE ARTS (6-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0614	East Central KS Coop in Educ	Tyler	Cleveland	High Incidence Special Education	Approved*	HEALTH (PRK-12); PHYSICAL EDUCATION (PRK-12)
D0619	Sumner Co Educational Services	Abbi	Willert	Low Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0620	Three Lakes Educational Cooperative	Hunter	Kraus	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0620	Three Lakes Educational Cooperative	Kandace	Nellessen	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0620	Three Lakes Educational Cooperative	Tate	Petrie	High Incidence Special Education	Approved	PHYSICAL EDUCATION (PRK-12)
D0620	Three Lakes Educational Cooperative	Tristan	Lee	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0620	Three Lakes Educational Cooperative	Kali	Letourneau	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0620	Three Lakes Educational Cooperative	Diane	Vaughn	Gifted	Approved	ADAPTIVE SPECIAL EDUCATION (6-12); ADAPTIVE SPECIAL EDUCATION (K-6); ELEMENTARY (K-9)
D0638	Butler Co Special Education Interlocal	Jayden	Williamson	Early Childhood Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0638	Butler Co Special Education Interlocal	Misty	Miller	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Margaret	Higgins	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0638	Butler Co Special Education Interlocal	Kristi	Lawson	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0638	Butler Co Special Education Interlocal	Zach	McDaniel	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Amy	Kennedy	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Tiffany	McArthur	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Shila	Ward	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0702	Twin Lakes Education Cooperative	Rebecca	Meador	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0702	Twin Lakes Education Cooperative	Laura	Fitzpatrick	High Incidence Special Education	Approved*	ELEMENTARY (K-9); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8)
D0702	Twin Lakes Education Cooperative	Jessica	Young	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)

D0707	Barton Co Coop. Program of Special Services	Hillary	Emerson	Early Childhood Special Education	Approved*	EARLY CHILDHOOD EDUCATION (EC-EC)
D0714	Rice County Sp. Services Coop.	Paige	Engler	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0714	Rice County Sp. Services Coop.	Tiffany	Zink	High Incidence Special Education	Approved	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0720	East Central KS Sp. Ed. Coop.	Juliana	McCluskie	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6); ENGLISH LANGUAGE ARTS (5-8)
D0724	Special Services Cooperative of Wamego	Matthew	Olthoff	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0725	Cowley County Special Services Cooperative	Gretchen	Cox	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0725	Cowley County Special Services Cooperative	Tristan	Ahlstedt	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0725	Cowley County Special Services Cooperative	Jennifer	Morse	Gifted	Approved*	DRIVER'S EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0725	Cowley County Special Services Cooperative	Christina	Allen	High Incidence Special Education	Approved**	EARLY - LATE CHILDHOOD GENERALIST (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3)
D0727	Ark Valley Special Education Cooperative	Cami	Kingsley	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0728	Goddard Special Education Cooperative	Jeremy	Heim	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0728	Goddard Special Education Cooperative	Shannon	Long	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0728	Goddard Special Education Cooperative	Brittany	Schmidt	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0728	Goddard Special Education Cooperative	Janessa	Brungardt	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0728	Goddard Special Education Cooperative	Vanessa	Hall	High Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER:PRK-12
D0728	Goddard Special Education Cooperative	Courtney	Rogers	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Lori	Davis	English For Speakers of Other Languages	Approved	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0305	Salina	James	Casey	Social Studies Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Erica	Mills	Elementary Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER:PRK-12; EMERGENCY SUBSTITUTE TEACHER (PRK-12)

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 d.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 12/11/2024

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### **Item Title:**

Act on Local Professional Development Plan

### **Recommended Motion:**

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

D0410 Durham-Hillsboro-Lehigh

D0411 Goessel

D0622 ESSDACK

D0628 Orion

### **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 professional development plans using the standards and criteria determined by the State Board of Education and recommend it be approved.



# Professional Development Plan

Lehigh-Durham- Hillsboro  
USD 410

Date Plan Approved by State Board of Education: TBD  
Date of Plan Expiration: 7/31/2029

# 5-year Professional Development Plan Approval

The Lehigh-Durham-Hillsboro Professional Development Council approved the following plan, at its meeting held on 10/28/2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Dustin Dalke  
Signature

10/29/24  
Date

## Plan Updates

[illegible]

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# Section One

## **Professional Development Council (PDC)**

### **1.1 Introduction**

#### **District Professional Development Plan**

The District Professional Development Plan (DPDP) for Unified School District 410 is approved by the Kansas State Department of Education (KSDE) to allow the use of professional education points for teacher licensure renewal. This plan complies with KSDE regulations. The USD 410 Master Contract for Certified Employees allows appropriate professional development points for movement on the salary schedule. The Professional Development Council is charged with implementing and monitoring this plan.

#### **Philosophy**

The Professional Development Council believes that staff development is a combination of educational and professional experiences. The District Professional Development Plan will promote professional growth of all licensed staff and other personnel (paraprofessionals, licensed substitute teachers), through a variety of learning experiences.

#### **Purpose of the plan**

This USD 410 Professional Development Plan will assist qualified staff to:

- Apply research to instructional improvement and decision making.
- Use learning strategies and assessments appropriate to the identified student learning goal.
- Apply knowledge about human learning and development.
- Use knowledge and skills to collaborate professionally for school improvement.
- Establish guidelines for earning and awarding professional development points.

### **1.2 Membership**

All members will be elected for two-year terms on a staggered basis so that new members will be elected each year. The elementary member will be elected in the odd numbered years. Middle/High school members will be elected in even numbered years.

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

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

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

Members of the USD 410 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

### **1.21 Licensed Teacher Groups Represented:**

Groups Represented	Number
Hillsboro Elementary School Teacher	1
Hillsboro Middle/High	2
Total	3

### **1.22 Licensed Teacher Group Selection Process:**

#### **Method of Selection for membership**

- The PDC chair will notify staff that a member is needed from each group represented
- Teachers will volunteer to be on the committee
- The teacher members of the council will be elected by the faculty they represent.
- Regular elections will be held every other May.
- A ballot will be created electronically by the current PDC chair
- The PDC chair will send the ballots to each represented group.
- The PDC chair will tally the selections.
- The PDC chair will report the results to the district.
- The PDC chair will share the election results and the process used each year with the superintendent. That file will be kept on file electronically for each two year term.
- The board of education will acknowledge the committee each school year.

### **1.23 Licensed Leader Groups Represented:**

Groups Represented	Number
HES Administrator	1
HMHS Administrator	1
District Office Administrator	1
Total	3

## **1.24 Licensed Leader Group Selection Process:**

- Licensed Leader Members will be selected during the May administration meeting
- The ballot will be created by the superintendent .
- Ballot results will be shared with PDC chair and those elected will be notified by the PDC chair
- The PDC secretary will maintain documentation in the PDC binder.

## **1.25 Approved process for PDC member selection when no candidates:**

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

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at [professionallearning@ksde.org](mailto:professionallearning@ksde.org) to inform it of this action.

## **1.3 Responsibilities**

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

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

## **1.4 Annual PDC Training**

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

(b) Each council shall have the following responsibilities:

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

Each member will receive an annual training each school year prior to the first PDC meeting. USD 410 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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



The PDC chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored with the documentation from other required trainings. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

## **1.5 Operational Procedures**

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

## **1.50 Officers**

### **Officers**

The officers of the council shall consist of a Chairperson, Vice Chairperson and a Secretary.

### **Selection of Officers**

The council for the upcoming year will select officers in August.

### **Terms of Office**

All officers are elected for one year and can be re-elected. The terms of office will begin August 15.

### **Resignation and Replacement**

An officer can resign from office provided a letter of resignation is submitted. This letter should be submitted at least one month prior to the effective date of resignation. Vacancies in officer positions will be filled by a majority vote of the PDC at its next meeting.

### **Chairperson**

- Calls and presides at all meetings.
- Prepares an agenda for all meetings.
- Notifies members of meetings.
- Appoints PDC members to subcommittees.
- Receives resignations from PDC members.
- Ensures the IPDPs are completed, accurately maintained, and safely stored.
- Carries out any other duties as described in this document or assigned by the council.

### **Vice-Chairperson**

- Fulfills all the duties of the Chairperson in the Chairperson's absence..
- Carries out all other duties assigned by the Chairperson.

### **Secretary**

- Is responsible for minutes of all meetings.
- Publishes minutes of all meetings and distributes them to all members.
- Will ensure that a current Professional Development Transcript is maintained and available.
- Maintains all local PDC minutes, Individual Professional Development Plans, and all other pertinent documents or correspondence.

## **1.51 Meetings**

- Meetings will be held from August through May as needed. Other meetings can be added as needed.
- Items for consideration by the PDC can be proposed by members of the PDC of USD 410.
- All members of the PDC council are expected to attend.
- A majority of the voting membership will constitute a quorum.
- All voting decisions will be by majority of the PDC.
- Since matters of the PDC deal with personnel and related matters, the meetings are closed to the general public.
- PDC meetings will be called by the PDC chair.
- If an emergency meeting is needed the group will convene as soon as possible.
- Virtual meetings are an option to conduct business as needed.

## **1.52 Decision-making**

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

All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.

To conduct official business at least 4 members present, with 50% or fewer of those being leaders, constitutes a quorum.

Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.

If consensus is not reached, a simple majority of a quorum present will pass a motion.

If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

## **1.53 Documentation**

### PD Plan

#### **Who is responsible for documentation of records?**

The PDC chair and the superintendent

#### **How is the documentation maintained?**

The PDC plan is submitted to KSDE every 5 years. The PDC committee work together

#### **What forms are used and where are they available?**

THE PD plan is available on Frontline and kept electronically on file at district office.

#### **If an electronic system how and when are staff trained?**

KSDE provides templates and tutorials to help with completion.

### PD Points

#### **Who is responsible for documentation of records?**

Individual teachers are responsible entering their own professional development activities through Frontline

The PDC chair enters in school level or district level events.

**How is the documentation maintained?**

All PDC activities are maintained using Frontline.

**What forms are used and where are they available?**

Knowledge Point Request Form, Application Point Request for College Credit Approval Request Form are all available in Frontline

**If an electronic system how and when are staff trained?**

New staff are trained at new teacher orientation and refresher trainings are provided as needed.

IPDP

**Who is responsible for documentation of records?**

Individual teachers are responsible for filling out the IPDP. Administration reminds staff at the beginning of each school year.

**How is the documentation maintained?**

Information is maintained by each individual.

**What forms are used and where are they available?**

The IPDP form is available on Frontline.

**If an electronic system how and when are staff trained?**

As staff are evaluated IPDPs are updated with administration.

Meetings

**Who is responsible for documentation of records?**

Meeting documentation and minutes maintained by the PDC Secretary.

**How is the documentation maintained?**

Records are maintained through a shared Google Doc electronic system.

**What forms are used and where are they available?**

Agendas, PDC Plan, Forms are managed on Frontline and Google Docs.

**If an electronic system how and when are staff trained?**

Protocol is reviewed at PDC committee meetings.

Communications

**Who is responsible for documentation of records?**

PDC chair is responsible for documentation of records.

**What forms are used and where are they available?**

Electronic recording: e-mail, shared google doc, keeps records of all communications with staff.

**How is the documentation maintained?**

Documentation is maintained by PDC members.

**If an electronic system how and when are staff trained?**

Yearly and as needed.

#### Decision Making

##### **Who is responsible for documentation of records?**

The PDC chair and PDC secretary is responsible for documentation of records.

##### **How is the documentation maintained?**

The documentation is kept electronically in Google docs.

##### **What forms are used and where are they available?**

Agendas and prior meeting minutes.

##### **If an electronic system how and when are staff trained?**

The process is reviewed at the 1st annual meeting.

#### Member Selection

##### **Who is responsible for documentation of records?**

PDC chair is responsible for documentation of records.

##### **How is the documentation maintained?**

A Google doc will document the member selection.

##### **What forms are used and where are they available?**

Google Form for election purposes.

##### **If an electronic system how and when are staff trained?**

Google training is provided as needed.

#### Officer Selection

##### **Who is responsible for documentation of records?**

PDC chair is responsible for documentation of records.

##### **How is the documentation maintained?**

A Google doc will document the member selection.

##### **What forms are used and where are they available?**

Google Form for election purposes.

##### **If an electronic system how and when are staff trained?**

Google training is provided as needed.

#### Approvals

##### **Who is responsible for documentation of records?**

PDC Chair is responsible for documentation of records.

##### **How is the documentation maintained?**

Through Frontline

##### **What forms are used and where are they available?**

PDC point request forms and they are available on Frontline.

**If an electronic system how and when are staff trained?**

Training available when necessary.

## **1.54 Communications**

Any decision impacting all staff will be communicated by the PDC chair. If there are individual concerns, there will be direct communication with that employee,

## **1.55 Approvals**

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan.

### 5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The USD 410 PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

### Individual Professional Development Plans

The PDC delegates its authority to allow the designated supervisors to approve IPDP's for USD 410. If the designated supervisor does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9 Designated supervisors must keep the PDC informed of the progress and status of the completion of all IPDPs for which they are responsible.

### Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Principal
2nd-	PDC Chair

The PDC reviews and approves all PD activity points for the district catalog during PDC meetings. All decisions about the type and amount of PD points that the PDC awards are final.

The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve the number and type of PD activity points for USD 410. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. ("All decisions about the type and amount of PD points that the PDC awards are final." or "After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed

staff may pursue an appeal as described below:

Any individual staff member who is aggrieved by a decision of the Professional Development Council can request that the council review its decision. A request for review shall be made in writing to the PDC chair within 30 days following the original date of the decision.

The individual staff member can meet with the council at the next regularly scheduled meeting to personally discuss the merits of his/her plan. The individual can present reasons why he/she feels the council was incorrect and submit whatever additional information can be of assistance to the council in acting upon the review.

The final approver must keep the PDC informed of the progress and status of the types and amounts of PD points.

## Section Two

### **The District/System Professional Development Plan**

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

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
  - (1) Establishment of a professional development council;
  - (2) an assessment of in-service needs;
  - (3) identification of goals and objectives;
  - (4) identification of activities; and
  - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

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

- (b) Each council shall have the following responsibilities:
  - (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



## **2.0 Introduction**

It is the goal of USD 410 to ensure that staff have timely and effective professional development. In order to achieve this, teacher, PDC committee, administration and the Board of education must work together to make professional learning relevant. Together we can impact the students in USD 410 successful far beyond their time in school.

## **2.1 Assessment and prioritization of school improvement needs**

Each year review state standards. Courses are evaluated to determine if standards are being covered on a yearly basis. In addition to the traditional content standards we also keep up to date with the career and technical education standards, through team meetings, state assessments, teacher evaluations and staff surveys. According to surveys given to staff, focusing on Literacy and student engagement should be our priorities in our next cycle. The goal would be to provide instruction and activities that promote literacy at all levels and ensure that students are engaged in the learning process.

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The PDC will annually conduct a needs assessment to determine staff development needs for the district. This assessment will consider needs identified in the building level Results-Based Staff Development plans as well as district level staff development needs. This assessment will be used to establish annual staff development goals.

Documentation includes various forms of evidence to demonstrate alignment and effectiveness. State assessment scores are analyzed to identify areas of strength and areas needing improvement. These scores provide quantitative data on student performance, helping to highlight trends and inform decision-making. Additionally, surveys are regularly conducted among staff to gather qualitative feedback on the implementation of instructional strategies and professional development activities. These surveys capture teachers' insights on what is working well and what challenges they are facing, offering a comprehensive view of the instructional environment.

Agendas from meetings, including those from professional learning communities, curriculum planning sessions, and PDC meetings, are also part of the documentation. These agendas detail the topics discussed, decisions made, and action items assigned, ensuring transparency and accountability throughout the process. This combination of quantitative and qualitative data, along



with detailed meeting records, provides a robust framework for documenting the district's efforts to align instruction with state and district standards, as well as the steps taken to approve and implement the PDC plan.

All forms are available through district and building administration. Our goals for PDC and School improvement are and will be directly aligned.

## **2.2 a Identification of goals and objectives to achieve PD needs**

The goals and objectives will be developed using the results of the survey, KESA goals and assessment data and evaluation data.

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

The selection of professional development content will be guided by a comprehensive evaluation of assessment data, KESA goals, IDP goals, needs assessments, and responses from the professional development survey. Building and district administrators will compile and present relevant data to the council for thorough review. The evaluation process will include analyzing trends, identifying areas of improvement, and prioritizing needs.

## **2.4 Evaluative criteria to determine levels of success in meeting the in-service need**

Staff members will be surveyed after PD activities to ensure needs were met and learning was meaningful. The PDC will review those surveys to determine the strength of the professional development

## **2. 5 Reporting results of evaluation of in-service needs**

Once the PDC team has reviewed data, recommendations will be made to administration and the board of education for review. The final plan will be communicated to teachers and building site councils. The communication will include why each professional development plan was selected.

## **2. 6 Amending the Professional Development Plan**

If the annual evaluation at the end of the school year shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5 Once an amendment is approved, the PDC chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

## Section Three

# **Individual Professional Development Plans (IPDP)**

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

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

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

## **3.0 Introduction**

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 410 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

### **3.1 Collaborate with a designated supervisor**

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

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

### **3.2 Assess individual needs**

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

### **3.3 Determine individual professional development goals**

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

### **3.4 Determine individual professional development strategies.**

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

### **3.5 Write the Individual Professional Development Plan**

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

### **3.6 Analyze progress**

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

### **3.7 Revise the plan as necessary**

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

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

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

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

Any licensed person who is not employed by but who works or resides within USD 410 boundaries eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The superintendent is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the superintendent at 620-947-3184 Ext 3.

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

### **3.9 Appealing the non-approval of an IPDP by the PDC**

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

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

Any individual staff member who is aggrieved by a decision of the Professional Development Council can request that the council review its decision. A request for review shall be made in writing to the PDC chair within 30 days following the original date of the decision.

The individual staff member can meet with the council at the next regularly scheduled meeting to personally discuss the merits of his/her plan. The individual can present reasons why he/she feels the council was incorrect and submit whatever additional information can be of assistance to the council in acting upon the review.

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

# Section Four

## Awarding Professional Development Points for Re-licensure

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

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

## **4.0 Introduction**

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

## **4.1 Definitions**

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



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



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

## **4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal**

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

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

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

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

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**



### **4.3 Awarding Points in Three Levels**

<b>MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE</b>			
<b>KAR 91-1-206</b> “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
<b>Knowledge</b> 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
<b>Application</b> 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
<b>Impact</b> How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change them as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

## Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

### Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

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

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

### Level II – Application

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

### Level III – Impact

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

## **4.4 Indicators for the Three Levels**

### Level I Knowledge Indicators:

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

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

- Verification required may include one of the following:
- Descriptions of the critical attributes of the staff development.

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

Service to the Profession = 1 PD 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 Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact 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:
  - o 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.

## **4.5 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.

Each teacher will have the opportunity to develop a professional development plan approved by the local Professional Development Council. Professional Development Knowledge Level points earned outside of contracted hours may be used for advancement on the salary schedule. All professional development points earned at the Application and Impact Levels may also be used for salary advancement. Twenty professional development points are equal to one college hour. When a teacher uses a personal day to attend an approved professional development activity, those points may also be used for advancement on the salary schedule. All college hours awarded by an authorized educational agency may be used for salary advancement. All teachers wishing to advance columns on the salary schedule must indicate intent to move with the district office by May. The district office will distribute forms for this purpose on or before April 15. All teachers wishing to advance columns on the salary schedule must provide official transcripts to the district office on or before August 25.

## **4.6 Questions about awarding PD points relative to renewal licensing**

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

### **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 **and the college/university where the credit hours were earned**. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. **Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the**

reason is they are not awarding full semester credit hours.

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

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

**8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**

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

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

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

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

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

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

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

# Appendix A

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## Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development
council.	
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

### **KAR 91-1-205. Licensure renewal requirements.**

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license

was issued may obtain one or more additional initial licenses only by meeting the requirements in

S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203

(a)(1)(C) and KAR 91-1-203

(a)(1)(D) shall have been taken not more than one year before the date of application for the initial

license, or the applicant may verify either eight semester hours of recent credit related to one or

more endorsements on the initial license or one year of recent accredited experience or may meet

the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four

years of accredited experience under an initial teaching license shall not be issued an additional

initial teaching license, unless the person successfully completes the following retraining

requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale,  
earned through the verifying teacher education institution and addressing the deficiencies related

to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the

verifying teacher education institution and consisting of at least 12 weeks, with attainment of a

grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership

performance assessment during four years of accredited experience shall not be issued an

additional initial school specialist or school leadership license, unless the person successfully

completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale,

earned through the verifying teacher education institution and addressing the deficiencies related

to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the

verifying teacher education institution and consisting of at least 12 weeks, with attainment of a

grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards

assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual

development plan filed with a local professional development council if the applicant holds an

advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual

development plan filed with a local professional development council, including at least 80

points for college credit, if the applicant does not hold an advanced degree;



(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;

(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or

(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

(A) Verification of achieving renewal of national board certification since the issuance of the most

recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph

(b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional

development points under an approved individual development plan filed with a local professional

development council;

(2) an application for a substitute teaching license; and

(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching

endorsement license one time by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;

(2) verification of continued employment and assignment to teach in the provisional endorsement area;

(3) an application for a provisional endorsement teaching license; and

(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:

- (1) Verification of completion of at least 50 percent of the deficiency plan;
- (2) verification of continued employment and assignment as a school specialist;
- (3) an application for a provisional school specialist endorsement license; and
- (4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:

- (1) Submit an application for a license and the licensure fee; and
- (2) provide verification of one of the following:
  - (A) Having met the requirements of paragraph (b)(3); or
  - (B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
- (3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

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

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.

- (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

### **Section KAR 91-1-211 - Licensure review committee**

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

### **KAR 91-1-215. In-service education definitions.**

- (a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
- (b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
- (c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
- (d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.

- (e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.
- (f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:
- (1) The learning prepares a person for access to practice, maintains the person’s access to practice, builds an individual’s knowledge or skills, or is requested by the employing educational agency.
  - (2) The learning positively impacts the individual or the individual’s students, school or school district.
- (g) “Professional development council” and “PDC” mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency’s in-service education plan.
- (h) “Professional development plan” means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
- (i) “Professional development point” means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
- (j) “Professional education standards” means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
- (k) “Service to the profession” means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
- (l) “Staff development” means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
- (m) “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
- (1) Establishment of a professional development council;
  - (2) an assessment of in-service needs;

- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

- (a) Each professional development council shall meet the following criteria:
  - (1) Be representative of the educational agency's licensed personnel; and
  - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.
- (b) Each council shall have the following responsibilities:
  - (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
  - (2) to develop operational procedures; and
  - (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
- (c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be

awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
  - (2) written documentation; or
  - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
  - (2) written documentation;
  - (3) evidence of improved student performance; or
  - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
- (g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

- (a) Education agencies may receive in-service education funds for the following expenditures:
- (1) Consultant fees and honorariums;
  - (2) travel expenses for consultants;
  - (3) cost of materials used in training;
  - (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
  - (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
  - (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and

(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or

building-level training or other staff development activities.

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

(1) Rental or facilities;

(2) utilities;

(3) equipment;

(4) administrative expenses; and

(5) salaries of teachers attending in-service workshops or conferences during contractual times, or

the salaries of council members.

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

# Professional Development Plan

***ESSDACK***

***INT #622***



Date Plan Approved by State Board of Education: TBD

Date of Plan Expiration: 7/31/29



# 5-year Professional Development Plan Approval

The INT 622-ESSDACK Professional Development Council approved the following plan, at its meeting held on 10-31-24, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: \_\_\_\_\_

  
Signature

10-31-24  
Date

## 5-Year Professional Development Plan

# Plan Updates

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

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# Section One

## Professional Development Council (PDC)

### 1.1 Introduction

- Mission Statement
  - The ESSDACK Service Center's mission is to provide Leadership, Innovation, Quality Services, and Solutions to the Educational Community.
  - The Professional Development Council's mission is to promote continued educational and professional growth through multiple professional development modalities to meet the needs of our educators.

The PDC writes, coordinates, and administers this Service Center Professional Development Plan and is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional and staff development.

The PDC represents both certified teachers and administrators. Each member is selected by the group he/she represents. Teachers can outnumber administrators, but administrators cannot outnumber teachers. The PDC follows the Operational Procedures outlined in this document.

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

- Establishment of a professional development council
- An assessment of staff development needs
- Identification of goals and objectives
- Identification of activities
- Evaluative criteria
- Procedures for awarding professional development points

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

## 1.2 Membership

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

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
  - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

The Professional Development Council (PDC) is a representative group of licensed personnel which advises and informs the INT 622 Board of Education in matters concerning the planning, development, implementation, and operation of staff development opportunities each year. Throughout each year our PDC strives to provide professional development opportunities across all content areas to include effective teaching strategies, data dives, standards work, and social emotional well-being for staff and students.

Members of the PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

### **1.21 Licensed Teacher Groups Represented**

A1) Council Members will include:

- 3-5 members to represent learning centers and consultants

Groups Represented	Number
Learning Centers	2-3
Consultants	1-2
Total	3-5

### **1.22 Licensed Teacher Group Selection Process**

A2) Method of Membership

- All members will serve a 2-year term.
  - o The terms will run from 8/1 to 5/31 each year with June and July off.
  - o The chair will email the licensed staff the first full week of April at the end of the 2-year term to find new members willing to serve on the PDC.
    - If more than one person from each group is

nominated, there will be a vote. In the last week of April, the Chair will put those names on a ballot and email it to the staff of each group to select one representative. Those ballots will be emailed back to the chair within 7 days.

- New members will be notified by May 15th via email from the chair and the official position will start 8/1
- The chair will email the licensed staff with the names of the Professional Development Council the first week of August.

#### Vacancies

- o Vacant positions will be filled by the licensed group the position represents using the method of selection process stated above. The PDC chair is responsible for carrying out filling the vacant positions. If the Chair is resigning, then the position will be filled by the majority vote of the PDC at its next meeting.

#### Resignation

- o Members may resign at any time. Resignations must be in writing and submitted to the chair at least one month before the effective date of the resignation. If the chair is resigning, he/she will submit a resignation in writing to all members at least one month before the effective resignation date.

### **1.23 Licensed Leader Groups Represented**

#### A1) Counsel Members will Include:

- 1 Director with Administrator License

Groups Represented	Number
Licensed Leader	1
Total	1

### **1.24 Licensed Leader Group Selection Process**

#### A2) Method of Membership

- All members will serve a 2-year term.
  - o The terms will run from 8/1 to 5/31 each year, with June and July off.
  - o The first full week of April, at the end of the 2-year term, the chair will email the Licensed Leader Group to find 1 Licensed Leader willing to serve on the PDC. This will be an added agenda item to the Licensed Leaders Monthly Meeting
    - At the Licensed Leaders Monthly Tactical Meeting, the

Leaders will choose 1 Administrator and email the Chair with the name. New members will be notified by May 15th via email from the chair, and the official position will start on 8/1

- The chair will email the licensed staff with the names of the Professional Development Council the first week of August.

#### Vacancies

- o Vacant positions will be filled by the licensed group the position represents using the method of selection process stated above. The PDC chair is responsible for carrying out filling the vacant positions. If the Chair is resigning, then the position will be filled by the majority vote of the PDC at its next meeting.

#### Resignation

- o Members may resign at any time. Resignations must be in writing and submitted to the chair at least one month before the effective date of the resignation. If the chair is resigning, he/she will submit resignation in writing to all members at least one month before the effective date of resignation.

### **1.3 Responsibilities**

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

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

### **1.4 Annual PDC 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.

- INT 622-ESSDACK will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.
- Each member will annually attend an online or in-person approved KSDE state-mandated professional development council training (see link in Appendix C)
- Upon completion of training, documentation(certificate) of the training will be provided to the PDC Chair, who is responsible for ensuring all PDC members have received this training each year. The documents will be kept on file with the Chair. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

### **1.5 Operational Procedures**

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

The Professional Development Council will:

- o Develop, revise, and implement the District Professional Development plan every five years within the guidelines and criteria established by the KSDE.
- o Provide a yearly professional development needs assessment survey each year to develop professional development opportunities to support the plan.
- o Provide yearly training to new staff on the use of the PDP Toolbox Platform (this can be done by the PDC or Greenbush PDP Toolbox Staff)
  - o Provide additional training on the PDP Toolbox Platform when needed (this can be done by the PDC or Greenbush PDP Toolbox Staff)
  - o Review, provide guidance, and approve each Individual Professional Development Plan (IPDP).



- o Review, validate, and verify the staff development points/college credits granted for activities completed on each IPDP.
- o Each member will annually attend an online or in-person ~~approved KSDE state-mandated~~ professional development council training (see link in Appendix C)
  - Upon completion of training, documentation(certificate) of the training will be provided to the PDC Chair, who is responsible for ensuring all PDC members have received this training each year. The documents will be kept on file with the Chair.

### **1.50 Officers**

#### Offices - Chair

- o The council will select the Chair in the spring before the new academic year.
- o The Chair will serve a one-year term and can be re-elected. The office will begin August 1<sup>st</sup>.

#### Duties of the Chair

- o Calls and presides at all meetings.
- o Prepares an agenda for all meetings and will send it out one week prior to the meeting.
- o Notifies members of meetings one week prior to the meeting.
- o Receives all resignations for the PDC members.
- o Attends KSDE's yearly required PDC Training, either in person or online, and provides training to members who cannot attend the meetings (See Appendix C).
- o Ensures the IPDP's are completed and accurately maintained in the PDP Toolbox Platform (See Appendix B).
- o Carries out other duties as determined by the PDC.
- o Maintain documentation.

### **1.51 Meetings**

The PDC will meet quarterly in October, December, February, and April via Zoom.

- o Agenda items for consideration by the PDC can be proposed by members of the PDC or licensed personnel INT 622-ESSDACK.
- o PDC Chair may call additional meeting as needed.

### **1.52 Decision-making**

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 3 members, with 4 or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

Since matters of the PDC deal with personnel and related matters, the meetings are closed to the general public.

### **1.53 Documentation**

- o Records of the PDC will be maintained on school property with the Chair.
- o Meeting minutes will be available to licensed personnel and INT 622 Board Members.

#### **Procedure for Maintaining Permanent Records**

- o Individual Professional Development Plan information will be maintained in the PDP Toolbox Platform.
- o Professional Development Transcripts are available through the PDP Toolbox Platform. They can also be requested by your designated District Transcript Administrator or contact the PDP Toolbox at [pdptoolbox@greenbush.org](mailto:pdptoolbox@greenbush.org). Each licensed staff member is expected to examine the transcript and notify a PDC member of any corrections.
- o Each educator's Professional Education Transcript will be available in the educator's PDP Toolbox Platform.
- o August meeting for training of the PDP Toolbox Platform if needed and the KSDE Yearly Required Training (See Appendix C).

### **1.54 Communications**

PDC members themselves distribute information about PDC business directly to staff.

### **1.55 Approvals**

All approval authority for the following activities lies within the PDC. The local board of education may also approve the Professional Development Plan if it would like.

#### **5-year Professional Development Plan Review**

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The INT 622-ESSDACK PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

#### **Individual Professional Development Plans**

The PDC delegates its authority to allow the designated supervisors to approve IPDP's for INT 622-ESSDACK. If the designated supervisor does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9. The designated supervisors must keep the PDC informed of the progress and status of the completion of all IPDPs for which they are responsible.

#### **Professional Development Points**

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Pre-approver before PDC meeting
2nd-	PDC member recommends approval

The PDC allows the positions in the Sequence of Approvers (above) to recommend the number and type of PD activity points and has them add the list of staff names with that information for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. All decisions about the type and amount of PD points that the PDC awards are final.

## Section Two

### The District/System Professional Development Plan

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

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

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

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

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

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

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

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

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

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



## **2.0 Introduction**

### **Professional Development Plans (Inservice Education Plans)**

- o Annually in March, a needs assessment will occur to determine the professional development needs of an individual, team, and organization.
- o The Professional Development for the following year will be developed using the results of the needs assessment.

## **2.1 Assessment and prioritization of school improvement needs**

- o Provide ongoing and effective professional development opportunities for licensed staff in the areas of
  - o KSDE Board Outcomes
  - o Researched-Based Instructional Strategies
  - o KESA Four Fundamentals and Six Structures
  - o Content-specific related opportunities
- o Individual, Team, and Organization
  - o Data collected from the needs assessment will be used to address professional development for individual staff, team, and organization.

## **2.2 Identification of goals and objectives to achieve professional needs**

### **Professional Development Plans (Inservice Education Plans)**

- o Annually in March, a needs assessment will occur to determine the professional development needs of an individual, team, and organization.
- o The Professional Development for the following year will be developed using the

- results of the needs assessment.
- o Provide ongoing and effective professional development opportunities for licensed staff in the areas of
  - o KSDE Board Outcomes
  - o Researched-Based Instructional Strategies
  - o KESA Four Fundamentals and Six Structures
  - o Content-specific related opportunities

### 2.3 Identification of activities and actions to achieve the goals and objective

- o Activities could include but are not limited to the following.
  - o ESSDACK Workshops
  - o ESSDACK online
  - o KSDE Sponsored Workshops/Conference
  - o TASN Sponsored Workshops
  - o MTSS Conference
  - o Other Workshops/Conferences

### 2.4 Evaluative criteria to determine levels of success in meeting the inservice needs

As our PDC meets throughout the school year, we will continue to look at our goals and assess where we are at in meeting those goals through possible evaluative criteria such as but not limited to:

- o Feedback
  - o Reflections
  - o Survey

### 2.5 Reporting results of evaluation of in-service needs

- o The results of the feedback will be documented and kept on file with the PDC Chair to be used to determine future professional development needs

### 2.6 Amending the Professional Development Plan

The Professional Development Plan will be amended by the Professional Development Council. Any amendments may be approved using the voting procedures stated above (See Operational Procedures in Section 1.5). Once the amendment is approved, the Chair will add it to the Plan Updates located on Page 3. The chair will include a description of the change and include the date the PDC approved it.

# Section Three

## Individual Professional Development Plans (IPDP)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

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

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.

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

### **3.0 Introduction**

All licensed staff will participate in the district professional development plan. All licensed staff in the state of Kansas will re-license using professional development points.

All professional development points will be earned in the areas of Service to the Profession, Content, or Professional Education.



### **3.1 Collaborate with a designated supervisor**

By October 1<sup>st</sup>, each individual will create or update their IPDP in the Greenbush PDP Toolbox Platform (See Appendix B).

- o The designated supervisor and/or PDC member will work collaboratively with the individual to:
  - o Review Goals and update if needed
  - o Discuss professional development needs to meet the goals
  - o Establish new goals
  - o Submitting the IPDP will be considered signed by the designated supervisor and/or PDC member. The IPDP is electronically housed in the Greenbush PDP Toolbox Platform.
  - o IPDP's will be approved by the PDC at the next meeting.



### **3.2 Assess Individual Needs**

- o The designated supervisor and/or PDC member will work collaboratively with the individual to:
  - o Review Goals and update if needed
  - o Discuss professional development needs to meet the goals
  - o Establish new goals
  - o Discuss professional development needs to meet the goals
    - (See Appendix B)

### **3.3 Determine Individual Professional Development Goals**

- o The designated supervisor and/or PDC member will work collaboratively with the individual to:
  - o Review Goals and update if needed
  - o Discuss professional development needs to meet the goals
  - o Establish new goals
  - o Discuss professional development needs to meet the goals
    - (See Appendix B)

### **3.4 Determine individual professional development strategies**

- o The designated supervisor and/or PDC member will work collaborative with the individual to:
  - o Discuss professional development needs to meet the goals
    - (See Appendix B)

### **3.5 Write the Individual Professional Development Plan**

- o The designated supervisor and/or PDC member will work collaboratively with the individual to:
  - o Review Goals and update if needed
  - o Discuss professional development needs to meet the goals
  - o Establish new goals
  - o Submitting the IPDP will be considered signed by the designated supervisor and/or PDC member. The IPDP is electronically housed in the Greenbush PDP Toolbox Platform.
  - o IPDP's will be approved by the PDC at the next meeting.
    - (See Appendix B)

### **3.6 Analyze Progress**

Staff will be able to analyze progress with formative and summative data to see if IDPD goals are being met.

(See Appendix B)

### **3.7 Revise the plan as necessary**

Staff will be able to revise the IPDP as needed. See 3.1 and Appendix B

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

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

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

Any licensed person who is not employed by, but who works or resided within INT 622-ESSDACK, is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Director of Professional Learning is the liaison between non-employee licensed teachers or leaders and the PDC. non-employees may contact the District Office at 620-663-9566.

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 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 the assistant superintendent.
4. After the assistant superintendent has had a chance to review and sign the plan, the plan is then submitted to the PDC for approval.

### **3.9 Appealing the Non-Approval of an IPDP by the PDC**

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

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

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

# Section Four

## Awarding Professional Development Points for Re-licensure

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be

presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

### **4.0 Introduction**

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

#### **4.1 Definitions**

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



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



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

#### **4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal**

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

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

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

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

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**

### 4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
<b>Knowledge</b> 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
<b>Application</b> 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
<b>Impact</b> How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change them as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

### **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.

## **Awarding Points in Three Levels**

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

### **Level I – Knowledge**

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

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

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

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

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

### **Level II – Application**

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points

are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

### Level III – Impact

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

## **4.4 Indicators for the Three Levels**

### Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

#### Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

### Level II Application Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

### Level III Impact 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.



#### **4.5 Questions about awarding PD points relative to renewal licensing**

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

##### **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 and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

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

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

**8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**

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

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

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

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

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

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

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

#### **4.6 Awarding Professional Development Points for Purposes Related To Employment or Other Local Matters (This section not used)**

##### **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.

# Appendix A

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## Expenditures for Inservice Education Program



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

## Professional Development Regulations

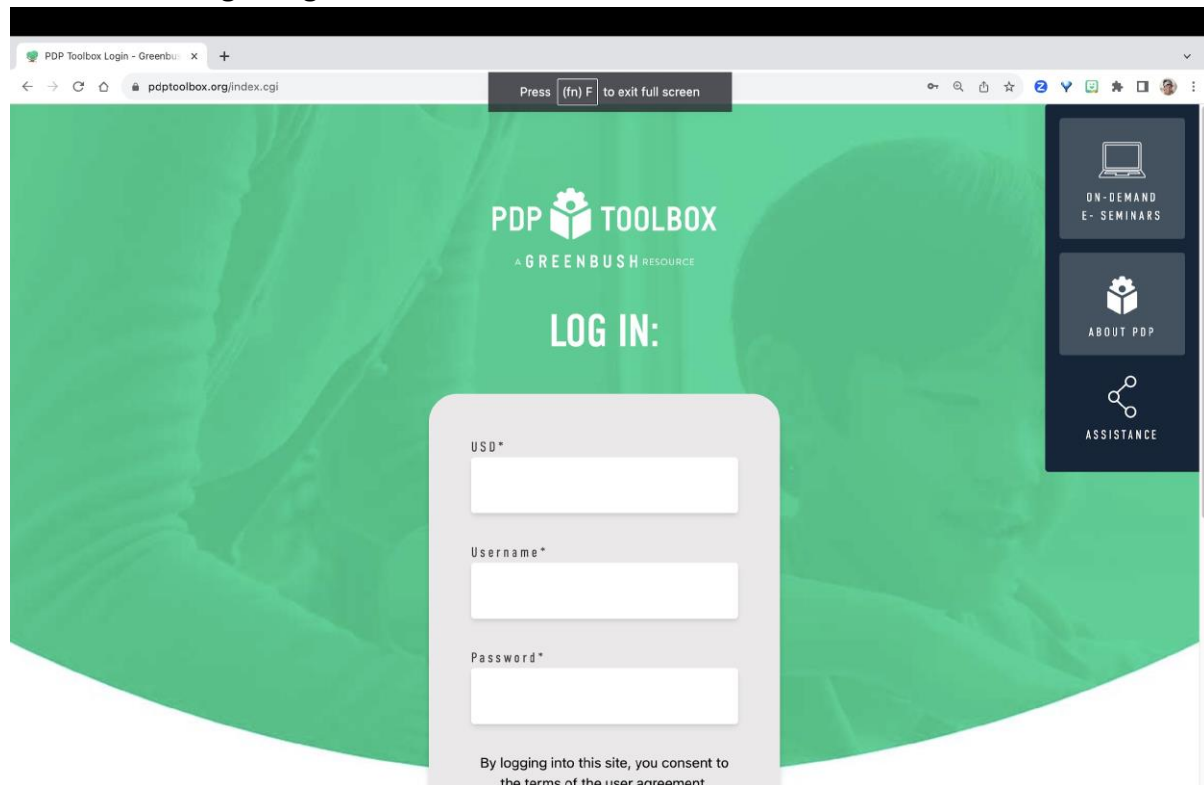
### **91-1-219. Expenditures for an in-service education program.**

- (a) Education agencies may receive in-service education funds for the following expenditures:
- (1) Consultant fees and honorariums;
  - (2) travel expenses for consultants;
  - (3) cost of materials used in training;
  - (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
  - (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
  - (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
  - (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
- (b) Education agencies shall not receive in-service education funds for the following expenditures:
- (1) Rental or facilities;
  - (2) utilities;
  - (3) equipment;
  - (4) administrative expenses; and
  - (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
- (c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

# Appendix B

## PDP Toolbox Forms and Resources

### PDP Toolbox Login Page



The screenshot shows a web browser window with the URL `pdptoolbox.org/index.cgi`. The page has a green background with a faint image of a person. The main heading is "PDP TOOLBOX" with a gear icon, followed by "A GREENBUSH RESOURCE". Below this is the "LOG IN:" section. The login form consists of three input fields: "USD\*", "Username\*", and "Password\*". At the bottom of the form, there is a disclaimer: "By logging into this site, you consent to the terms of the user agreement." On the right side of the page, there is a dark blue sidebar with three links: "ON-DEMAND E-SEMINARS" (with a laptop icon), "ABOUT PDP" (with a gear icon), and "ASSISTANCE" (with a share icon).

PDP TOOLBOX  
A GREENBUSH RESOURCE

LOG IN:

USD\*

Username\*

Password\*

By logging into this site, you consent to the terms of the user agreement.

ON-DEMAND E-SEMINARS

ABOUT PDP

ASSISTANCE

## Goals for Approval on the IPDP

Greenbush Professional Development | +

pdptoolbox.org/staff/index.php?

### PDP Toolbox: Staff

[Download SMART Goals Guidelines \(42K PDF\)](#)

**Personal Goal:**

Parent Goal:

Personal Goal Title:

Statement/Outcome:

(What is the purpose of this goal?)

**Action Plan:**

Knowledge:

(What knowledge activities will you attend or implement to help support this goal?)

Knowledge Target Date:

Knowledge Resources:

[Show App.](#)

Add:

## [PDPGoal Setting \(SMART Goals\)](#)

\_\_\_\_\_

Resources for the PDP Toolbox

[PDC/PDP Toolbox Resources](#)

[PDP Toolbox Resources for Teachers](#)



## Appendix C

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### Needs Assessment

[Annual Training Video](#)

[Annual Training Slide Deck](#)

[KSDE Annual PDC Required](#)

[Training - Ed Kalas KSDE](#)

[PDC Member Annual Training](#)

[Completion Form](#)

# Professional Development Plan

***ESSDACK***

***INT #622***



Date Plan Approved by State Board of Education: TBD

Date of Plan Expiration: 7/31/29

5-Year Professional Development Plan

# Plan Updates

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

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# Section One

## Professional Development Council (PDC)

### 1.1 Introduction

- Mission Statement
  - The ESSDACK Service Center's mission is to provide Leadership, Innovation, Quality Services, and Solutions to the Educational Community.
  - The Professional Development Council's mission is to promote continued educational and professional growth through multiple professional development modalities to meet the needs of our educators.

The PDC writes, coordinates, and administers this Service Center Professional Development Plan and is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional and staff development.

The PDC represents both certified teachers and administrators. Each member is selected by the group he/she represents. Teachers can outnumber administrators, but administrators cannot outnumber teachers. The PDC follows the Operational Procedures outlined in this document.

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

- Establishment of a professional development council
- An assessment of staff development needs
- Identification of goals and objectives
- Identification of activities
- Evaluative criteria
- Procedures for awarding professional development points

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

## 1.2 Membership

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

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
  - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

The Professional Development Council (PDC) is a representative group of licensed personnel which advises and informs the INT 622 Board of Education in matters concerning the planning, development, implementation, and operation of staff development opportunities each year. Throughout each year our PDC strives to provide professional development opportunities across all content areas to include effective teaching strategies, data dives, standards work, and social emotional well-being for staff and students.

Members of the PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

### 1.21 Licensed Teacher Groups Represented

A1) Council Members will include:

- 3-5 members to represent learning centers and consultants

Groups Represented	Number
Learning Centers	2-3
Consultants	1-2
Total	3-5

### 1.22 Licensed Teacher Group Selection Process

A2) Method of Membership

- All members will serve a 2-year term.
  - o The terms will run from 8/1 to 5/31 each year with June and July off.
  - o The chair will email the licensed staff the first full week of April at the end of the 2-year term to find new members willing to serve on the PDC.

- If more than one person from each group is nominated, there will be a vote. In the last week of April, the Chair will put those names on a ballot and email it to the staff of each group to select one representative. Those ballots will be emailed back to the chair within 7 days.
- New members will be notified by May 15th via email from the chair and the official position will start 8/1
- The chair will email the licensed staff with the names of the Professional Development Council the first week of August.

#### Vacancies

- o Vacant positions will be filled by the licensed group the position represents using the method of selection process stated above. The PDC chair is responsible for carrying out filling the vacant positions. If the Chair is resigning, then the position will be filled by the majority vote of the PDC at its next meeting.

#### Resignation

- o Members may resign at any time. Resignations must be in writing and submitted to the chair at least one month before the effective date of the resignation. If the chair is resigning, he/she will submit a resignation in writing to all members at least one month before the effective resignation date.

### **1.23 Licensed Leader Groups Represented**

#### A1) Counsel Members will Include:

- 1 Director with Administrator License

Groups Represented	Number
Licensed Leader	1
Total	1

### **1.24 Licensed Leader Group Selection Process**

#### A2) Method of Membership

- All members will serve a 2-year term.
  - o The terms will run from 8/1 to 5/31 each year, with June and July off.
  - o The first full week of April, at the end of the 2-year term, the chair will email the Licensed Leader Group to find 1 Licensed Leader willing to serve on the PDC. This will be an added agenda item to the Licensed Leaders Monthly Meeting

- At the Licensed Leaders Monthly Tactical Meeting, the Leaders will choose 1 Administrator and email the Chair with the name. New members will be notified by May 15th via email from the chair, and the official position will start on 8/1
- The chair will email the licensed staff with the names of the Professional Development Council the first week of August.

#### Vacancies

- o Vacant positions will be filled by the licensed group the position represents using the method of selection process stated above. The PDC chair is responsible for carrying out filling the vacant positions. If the Chair is resigning, then the position will be filled by the majority vote of the PDC at its next meeting.

#### Resignation

- o Members may resign at any time. Resignations must be in writing and submitted to the chair at least one month before the effective date of the resignation. If the chair is resigning, he/she will submit resignation in writing to all members at least one month before the effective date of resignation.

### 1.3 Responsibilities

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

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

### 1.4 Annual PDC 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 of Professional Development Council Members

- INT 622-ESSDACK will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.
- Each member will annually attend an online or in-person approved KSDE state-mandated professional development council training (see link in Appendix C)
- Upon completion of training, documentation(certificate) of the training will be provided to the PDC Chair, who is responsible for ensuring all PDC members have received this training each year. The documents will be kept on file with the Chair. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

### **1.5 Operational Procedures**

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

The Professional Development Council will:

- o Develop, revise, and implement the District Professional Development plan every five years within the guidelines and criteria established by the KSDE.
- o Provide a yearly professional development needs assessment survey each year to develop professional development opportunities to support the plan.
- o Provide yearly training to new staff on the use of the PDP Toolbox Platform (this can be done by the PDC or Greenbush PDP Toolbox Staff)
  - o Provide additional training on the PDP Toolbox Platform when needed (this can be done by the PDC or Greenbush PDP Toolbox Staff)
  - o Review, provide guidance, and approve each Individual

Professional Development Plan (IPDP).

- o Review, validate, and verify the staff development points/college credits granted for activities completed on each IPDP.
- o Each member will annually attend an online or in-person ~~approved KSDE state-mandated~~ professional development council training (see link in Appendix C)
  - Upon completion of training, documentation(certificate) of the training will be provided to the PDC Chair, who is responsible for ensuring all PDC members have received this training each year. The documents will be kept on file with the Chair.

### **1.50** **Officers**

Offices - Chair

- o The council will select the Chair in the spring before the new academic year.
- o The Chair will serve a one-year term and can be re-elected. The office will begin August 1<sup>st</sup>.

Duties of the Chair

- o Calls and presides at all meetings.
- o Prepares an agenda for all meetings and will send it out one week prior to the meeting.
- o Notifies members of meetings one week prior to the meeting.
- o Receives all resignations for the PDC members.
- o Attends KSDE's yearly required PDC Training, either in person or online, and provides training to members who cannot attend the meetings (See Appendix C).
- o Ensures the IPDP's are completed and accurately maintained in the PDP Toolbox Platform (See Appendix B).
- o Carries out other duties as determined by the PDC.
- o Maintain documentation.

### **1.51** **Meetings**

The PDC will meet quarterly in October, December, February, and April via Zoom.

- o Agenda items for consideration by the PDC can be proposed by members of the PDC or licensed personnel INT 622-ESSDACK.
- o PDC Chair may call additional meeting as needed.

### **1.52**    **Decision-making**

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 3 members, with 4 or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

Since matters of the PDC deal with personnel and related matters, the meetings are closed to the general public.

### **1.53**    **Documentation**

- o Records of the PDC will be maintained on school property with the Chair.
- o Meeting minutes will be available to licensed personnel and INT 622 Board Members.

#### **Procedure for Maintaining Permanent Records**

- o Individual Professional Development Plan information will be maintained in the PDP Toolbox Platform.
- o Professional Development Transcripts are available through the PDP Toolbox Platform. They can also be requested by your designated District Transcript Administrator or contact the PDP Toolbox at [pdptoolbox@greenbush.org](mailto:pdptoolbox@greenbush.org). Each licensed staff member is expected to examine the transcript and notify a PDC member of any corrections.
- o Each educator's Professional Education Transcript will be available in the educator's PDP Toolbox Platform.
- o August meeting for training of the PDP Toolbox Platform if needed and the KSDE Yearly Required Training (See Appendix C).

#### **1.54 Communications**

PDC members themselves distribute information about PDC business directly to staff.

#### **1.55 Approvals**

All approval authority for the following activities lies within the PDC. The local board of education may also approve the Professional Development Plan if it would like.

##### **5-year Professional Development Plan Review**

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The INT 622-ESSDACK PDC will approve the five-year district Professional Development Plan. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

##### **Individual Professional Development Plans**

The PDC delegates its authority to allow the designated supervisors to approve IPDP's for INT 622-ESSDACK. If the designated supervisor does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9. The designated supervisors must keep the PDC informed of the progress and status of the completion of all IPDPs for which they are responsible.

##### **Professional Development Points**

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Pre-approver before PDC meeting
2nd-	PDC member recommends approval

The PDC allows the positions in the Sequence of Approvers (above) to recommend the number and type of PD activity points and has them add the list of staff names with that information for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting. All decisions about the type and amount of PD points that the PDC awards are final.



## Section Two

### The District/System Professional Development Plan

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

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

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

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

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

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

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

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

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

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



## 2.1 Introduction

### Professional Development Plans (Inservice Education Plans)

- o Annually in March, a needs assessment will occur to determine the professional development needs of an individual, team, and organization.
- o The Professional Development for the following year will be developed using the results of the needs assessment.

## 2.2 Assessment and prioritization of school improvement needs

- o Provide ongoing and effective professional development opportunities for licensed staff in the areas of
  - o KSDE Board Outcomes
  - o Researched-Based Instructional Strategies
  - o KESA Four Fundamentals and Six Structures
  - o Content-specific related opportunities
- o Individual, Team, and Organization
  - o Data collected from the needs assessment will be used to address professional development for individual staff, team, and organization.

## 2.3 Identification of goals and objectives to achieve professional needs

### Professional Development Plans (Inservice Education Plans)

- o Annually in March, a needs assessment will occur to determine the professional development needs of an individual, team, and organization.
- o The Professional Development for the following year will be developed using the

results of the needs assessment.

- o Provide ongoing and effective professional development opportunities for licensed staff in the areas of
  - o KSDE Board Outcomes
  - o Researched-Based Instructional Strategies
  - o KESA Four Fundamentals and Six Structures
  - o Content-specific related opportunities

#### 2.4 Identification of activities and actions to achieve the goals and objective

- o Activities could include but are not limited to the following.
  - o ESSDACK Workshops
  - o ESSDACK online
  - o KSDE Sponsored Workshops/Conference
  - o TASN Sponsored Workshops
  - o MTSS Conference
  - o Other Workshops/Conferences

#### 2.5 Evaluative criteria to determine levels of success in meeting the inservice needs As our PDC meets throughout the school year, we will continue to look at our goals and assess where we are at in meeting those goals through possible evaluative criteria such as but not limited to:

- o Feedback
  - o Reflections
  - o Survey

#### 2.6 Reporting results of evaluation of in-service needs

- o The results of the feedback will be documented and kept on file with the PDC Chair to be used to determine future professional development needs

#### 2.7 Amending the Professional Development Plan

The Professional Development Plan will be amended by the Professional Development Council. Any amendments may be approved using the voting procedures stated above (See Operational Procedures in Section 1.5). Once the amendment is approved, the Chair will add it to the Plan Updates located on Page 3. The chair will include a description of the change and include the date the PDC approved it.



# Section Three

## Individual Professional Development Plans (IPDP)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

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

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

### **3.1 Introduction**

All licensed staff will participate in the district professional development plan. All licensed staff in the state of Kansas will re-license using professional development points.

All professional development points will be earned in the areas of Service to the Profession, Content, or Professional Education.





### **3.2 Collaborate with a designated supervisor**

By October 1<sup>st</sup>, each individual will create or update their IPDP in the Greenbush PDP Toolbox Platform (See Appendix B).

- o The designated supervisor and/or PDC member will work collaboratively with the individual to:
  - o Review Goals and update if needed
  - o Discuss professional development needs to meet the goals
  - o Establish new goals
  - o Submitting the IPDP will be considered signed by the designated supervisor and/or PDC member. The IPDP is electronically housed in the Greenbush PDP Toolbox Platform.
  - o IPDP's will be approved by the PDC at the next meeting.

### **3.3 Assess Individual Needs**

- o The designated supervisor and/or PDC member will work collaboratively with the individual to:
  - o Review Goals and update if needed
  - o Discuss professional development needs to meet the goals
  - o Establish new goals
  - o Discuss professional development needs to meet the goals
    - (See Appendix B)

### **3.4 Determine Individual Professional Development Goals**

- o The designated supervisor and/or PDC member will work collaboratively with the individual to:
  - o Review Goals and update if needed
  - o Discuss professional development needs to meet the goals
  - o Establish new goals
  - o Discuss professional development needs to meet the goals
    - (See Appendix B)

### **3.5 Determine individual professional development strategies**

- o The designated supervisor and/or PDC member will work collaborative with the individual to:
  - o Discuss professional development needs to meet the goals
    - (See Appendix B)

### **3.6 Write the Individual Professional Development Plan**

- o The designated supervisor and/or PDC member will work collaboratively with the individual to:
  - o Review Goals and update if needed
  - o Discuss professional development needs to meet the goals
  - o Establish new goals
  - o Submitting the IPDP will be considered signed by the designated supervisor and/or PDC member. The IPDP is electronically housed in the Greenbush PDP Toolbox Platform.
  - o IPDP's will be approved by the PDC at the next meeting.
    - (See Appendix B)

### **3.7 Analyze Progress**

Staff will be able to analyze progress with formative and summative data to see if IDPD goals are being met.

(See Appendix B)

### **3.8 Revise the plan as necessary**

Staff will be able to revise the IPDP as needed. See 3.1 and Appendix B

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

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

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

Any licensed person who is not employed by, but who works or resided within INT 622-ESSDACK, is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Director of Professional Learning is the liaison between non-employee licensed teachers or leaders and the PDC. non-employees may contact the District Office at 620-663-9566.

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 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 the assistant superintendent.
4. After the assistant superintendent has had a chance to review and sign the plan, the plan is then submitted to the PDC for approval.

### **3.10 Appealing the Non-Approval of an IPDP by the PDC**

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

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

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.



# Section Four

## Awarding Professional Development Points for Re-licensure

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be

presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

### **4.1 Introduction**


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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

#### **4.2 Definitions**

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



IN-SERVICE EDUCATION<sup>®</sup> 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<sup>®</sup> MEANS ANY  
ACTIVITY THAT ASSISTS OTHERS IN  
ACQUIRING PROFICIENCY IN  
INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR  
CONTENT, OR THAT DIRECTLY RELATES TO  
LICENSURE OF PROFESSIONAL  
EDUCATORS, ACCREDITATION PROCESSES,  
OR PROFESSIONAL ORGANIZATIONS  
KAR 91-1-205(k)

#### **4.3 Professional Development Points and Semester Credit Hours for Licensure Renewal**

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

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

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

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

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**



#### 4.4 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
<b>Knowledge</b> 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
<b>Application</b> 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
<b>Impact</b> How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change them as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

#### **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.

### **Awarding Points in Three Levels**

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

#### **Level I – Knowledge**

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

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

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

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

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

#### **Level II – Application**

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points

are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

### Level III – Impact

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

## 4.5 Indicators for the Three Levels

### Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

#### Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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



### Level II Application Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

### Level III Impact 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.

#### **4.6 Questions about awarding PD points relative to renewal licensing**

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

##### **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 and the college/university where the credit hours were earned. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

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

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

**8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**

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

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

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

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical



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

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

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

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

#### **4.7 Awarding Professional Development Points for Purposes Related To Employment or Other Local Matters (This section not used)**

##### **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.

# Appendix A

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## Expenditures for Inservice Education Program



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

## Professional Development Regulations

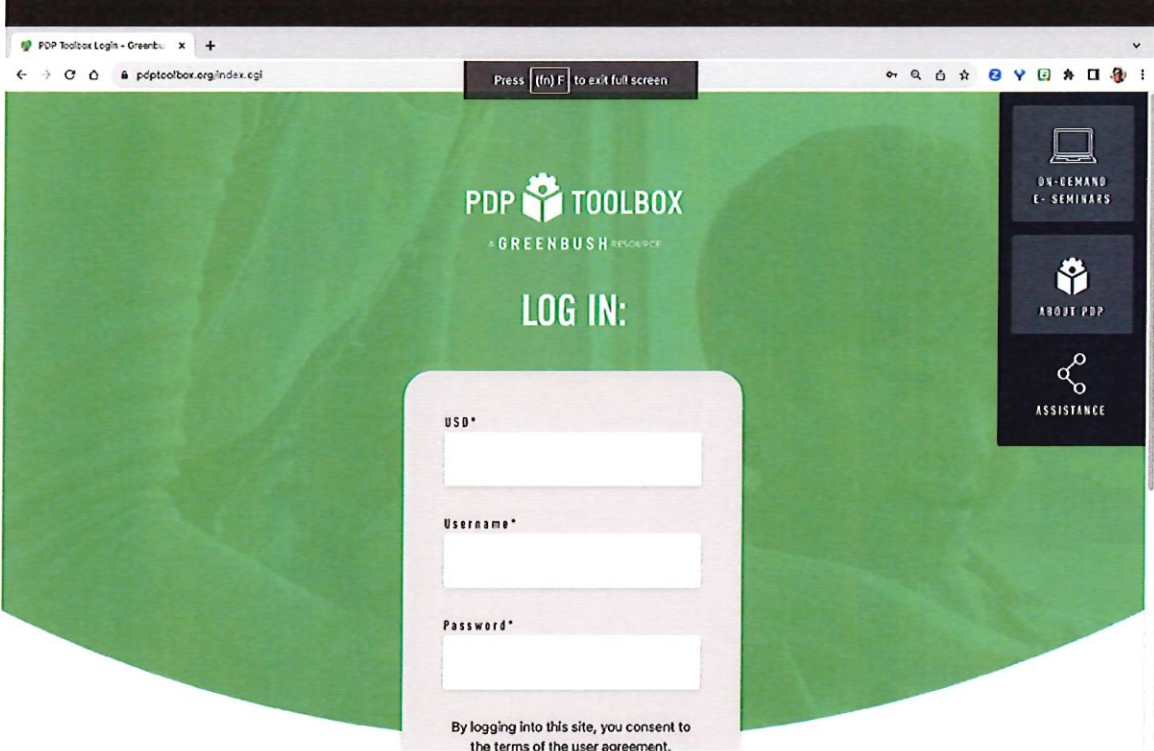
### **91-1-219. Expenditures for an in-service education program.**

- (a) Education agencies may receive in-service education funds for the following expenditures:
- (1) Consultant fees and honorariums;
  - (2) travel expenses for consultants;
  - (3) cost of materials used in training;
  - (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
  - (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
  - (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
  - (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
- (b) Education agencies shall not receive in-service education funds for the following expenditures:
- (1) Rental or facilities;
  - (2) utilities;
  - (3) equipment;
  - (4) administrative expenses; and
  - (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
- (c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

# Appendix B

## PDP Toolbox Forms and Resources

### PDP Toolbox Login Page



The screenshot shows a web browser window with the URL `pdptoolbox.org/index.cgi`. The page has a green background with a subtle leaf pattern. At the top center, the logo reads "PDP TOOLBOX" with a gear icon, and below it, "A GREENBUSH RESOURCE". The text "LOG IN:" is prominently displayed in the center. Below this, there is a light pink login form with three input fields labeled "USD\*", "Username\*", and "Password\*". At the bottom of the form, a small line of text states: "By logging into this site, you consent to the terms of the user agreement." On the right side of the page, there is a dark sidebar with three buttons: "ON-DEMAND E-SEMINARS" (with a laptop icon), "ABOUT PDP" (with a gear icon), and "ASSISTANCE" (with a share icon). A browser notification bar at the top of the window says "Press (fn) F to exit full screen".

PDP TOOLBOX  
A GREENBUSH RESOURCE

LOG IN:

USD\*

Username\*

Password\*

By logging into this site, you consent to the terms of the user agreement.

ON-DEMAND E-SEMINARS

ABOUT PDP

ASSISTANCE



## Goals for Approval on the IPDP

Greenbush Professional Dev... x +

pdptoolbox.org/staff/index.php?

PDP Toolbox: Staff

Download SMART Goals Guidelines (42K PDF)

**Personal Goal:**

Parent Goal:

Personal Goal Title:

Statement/ Outcome:

(What is the purpose of this goal?)

**Action Plan:**

Knowledge:

(What knowledge activities will you attend or implement to help support this goal?)

Knowledge Target Date:

Knowledge Resources:

Add:

### [PDPGoal Setting \(SMART Goals\)](#)

### Entering Points for Professional Development/Inservice Points

Greenbush Professional Development

pdptoolbox.org/staff/index.php?page=points\_knowledge\_form.php

NEW! Download Knowledge Form | View | Your Preferences | Resources | Sign Out

### PDP Toolbox: Staff

#### New Knowledge Level Activity

Status: **New Knowledge**

Activity Title:

Activity Description:

Points:  (Minimum: 1, Maximum: 100)

Activity Date:  (Min: 1/1/21, Max: 12/31/21)

Date and Time Description:

Points:  (Minimum: 1, Maximum: 100)

Location:

Additional Information:

Size:  (Min: 1, Max: 100)

Category:  (Min: 1, Max: 100)

College:  (Min: 1, Max: 100)

Subject Code:  (Min: 1, Max: 100)

Course Title:

Credit Hours:

Section Number:

College Name:

Check all that apply: ☐ Yes ☐ No

#### Post-Activity Information

Editor:

Activity:

Reflector:

Save Only | Submit for Approval

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Resources for the PDP Toolbox

[PDC/PDP Toolbox Resources](#)

[PDP Toolbox Resources for Teachers](#)

## Appendix C

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### Needs Assessment

[Annual Training Video](#)  
[Annual Training Slide Deck](#)  
[KSDE Annual PDC Required  
Training - Ed Kalas KSDE  
PDC Member Annual Training  
Completion Form](#)

# Professional Development Plan



Goessel USD #411

Date Plan Approved by State Board of Education: TBD  
Date of Plan Expiration: 7/31/29

# 5-year Professional Development Plan Approval

The USD 411 Professional Development Council approved the following plan, at its meeting held on \_\_\_\_\_, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: \_\_\_\_\_  
Signature Date

The USD 411 Board of Education approved the following plan, at its meeting held on \_\_\_\_\_, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: \_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Plan Updates

[illegible]

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# Section One

## Professional Development Council (PDC)

### 1.1 Introduction

#### District Vision

The goal of the Goessel USD #411 district professional development education program is to reinforce the District Mission Statement: To foster the maximum development of each student's academic, physical, and social potential and to prepare for the demands of living in a rapidly changing world. Professional learning will increase educator effectiveness and results for all students. The goal is to have all students and staff learning and performing at high levels.

### 1.2 Membership

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

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
  - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the Goessel USD #411 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The PDC chairperson is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

The members of the PDC serve on a volunteer basis for an entire school year. Officers include a chairperson and a secretary. The Chairperson is a paid position. The secretary is elected each year as determined by the council in the fall. All certified staff have the opportunity to volunteer for the PDC duties and members are sought from both the elementary and jr-sr high school to represent a cross section of the staff for all of the needs.

## Current members of the USD 411 PDC:

Name/Position	Group Represented
Mark Crawford/Superintendent	District Leader
Scott Boden/Jr-Sr High School Principal	Building Leader
Jody Schmidt/Elementary Principal	Building Leader
Janna Duerksen/District Counselor	Licensed Teacher
Russell Pauls/Jr High Math teacher	Licensed Teacher
Chrystiana Miller/Title & ELL teacher & interventionist	Licensed Teacher
Total: 6	

### 1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Elementary School	1-2
Jr./Sr. High School	1-2
Total	2-4

### 1.22 Licensed Teacher Group Selection Process:

Depending on turnover, but usually in the Spring, building principals will email their staff and will inform them a new PDC member is needed for a building. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. Principals and others may also encourage teachers to run for selection. The principals will send out the list of names, even if just one, and each staff will return his/her choice. Once someone is selected, principals will let the PDC Chair know the name of that person and they will join the team for that school year.

### 1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Elementary School	1
Jr./Sr. High School	1
District Office	1
Total	3



## 1.24 Licensed Leader Group Selection Process:

Licensed Leader Members will be selected during the June Administrative Council meeting. This will be voted on via ballot during this meeting. Ballots will be turned in to the PDC secretary and those elected will be notified by the PDC secretary. The PDC secretary will maintain documentation in the PDC binder.

## 1.25 Approved process for PDC member selection when no candidates:

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

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member(s) and will choose the new PDC member(s) from that list. The PDC Chair will email KSDE at [professionallearning@ksde.org](mailto:professionallearning@ksde.org) to inform it of this action.

## 1.3 Responsibilities

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

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Members of the PDC make commitments and contributions to the mission and goals of the school District and work closely with the KESA team. Members demonstrate leadership in the classroom, school, and profession. Responsibilities also include participating in District initiatives and professional learning, communicating with stakeholders, purposeful collaboration, and professional reflection and evaluation.

PDC council will review/approve IPDPs for all certified staff members in the fall and discuss upcoming district PD dates/plans. Also, review PD needs assessment results as well as district mission statement, strategic goals, and KESA needs.

## 1.4 Annual PDC Training

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

(b) Each council shall have the following responsibilities:

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

USD #411 professional development council sends the chairperson to the annual training provided by the service center. The chairperson will train PDC council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 and will share all updates with the licensed personnel via a shared drive

USD 411 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The trained PDC member(s) will schedule a time during in-service to provide updates to the staff for PDC and then create a shared google drive for informational documents.

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be recorded in the meeting minutes, and these will be posted in the shared google drive. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

## 1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

## 1.50 Officers

The Chairperson's duties include, but are not limited to: calling and conducting all meetings as needed, determine professional development needs and plans for certified staff, attend and share current updates from PDC annual training, insure that Individual Development Plans are completed annually, develop and maintain a district professional development 5 year plan, and carry out duties as determined by the PDC. The secretary's duties include, but are not limited to: Keeping records and minutes of meetings, distribute meeting minutes to members, post/distribute PDC minutes to all licensed personnel, and carry out duties as determined by the PDC.

## 1.51 Meetings

Meetings will be held once a quarter or as needed to plan for the half day PDC dates built into the school calendar. Notice will be given if any emergency meetings are needed.

## 1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The PDC Chair should not be used as a tie breaker except for an urgent reason.

## 1.53 Documentation

Goessel USD used Frontline to document IPD plans as well as to make requests for points and keep the transcripts up-to-date. Orientation and reminders are given at the beginning of each school year. There is a common drive with information on how to access Frontline and what is needed for each of these steps. It also contains all the PDC documentation that is not contained in Frontline.

## 1.54 Communications

Goessel PDC council uses email and a common drive to communicate information about meetings and results or other PDC activities. The PDC Chair represents the PDC to the BOE regarding the business of the PDC.

## 1.55 Approvals

All approval authority for the following activities lies within the PDC. The local board of education will also approve the Professional Development Plan.

### 5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

The USD 411 PDC will approve the five-year district Professional Development Plan as well as the Goessel BOE. The PD Plan is subject to an annual review. If changes or corrections are deemed necessary, the Professional Development Council (PDC) will make amendments following the procedure stated in Section 2.6.

### Individual Professional Development Plans

The PDC delegates its authority to allow designated supervisors to approve IPDP's for USD 411. If the designated supervisor does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.9 of this plan. Designated supervisor for IPDPs will keep the PDC informed of the progress and status of the completion of all IPDP.

### Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Bldg. Admin
2nd-	PDC Chair

The PDC delegates its authority to allow the PDC Chair to approve PD Points for USD 411. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, licensed staff may pursue an appeal as described in Section 3.9 of this plan. The PDC Chair will keep the PDC informed of the progress and status of the completion of the number and types of PD Points being approved.

# Section Two

## The District/System Professional Development Plan

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

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
  - (1) Establishment of a professional development council;
  - (2) an assessment of in-service needs;
  - (3) identification of goals and objectives;
  - (4) identification of activities; and
  - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

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

- (b) Each council shall have the following responsibilities:
  - (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



## 2.0 Introduction

### USD 411 Professional Development

The purpose of professional development for USD 411 is to provide a coherent and systematic program of learning opportunities for the licensed staff. This will be an ongoing process based on the needs and interests of the staff. The PDC program consists of a definite plan of action that promotes professional growth at the district, building, and individual level.

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#### 2.1 Assessment and prioritization of school improvement needs

PDC will use an annual survey sent to all staff to determine the needs of professional development. Activities for individual, building, and system levels are determined after the survey results have been compiled. The KESA plan and goals will align with the building level and system-wide PDC plan.

## 2.2 Identification of goals and objectives to achieve professional development needs

PDC will use survey information as well as the district KESA goals as determined by each cycle of the accreditation process. Example: our current KESA goals are in the areas of SEL, aligned curriculum, and grade level performance in reading/math.

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

PDC will use SMART goals to identify activities and actions to achieve the goals and objectives. Activities will be results based and support increased student achievement. Examples of activities to support our goals would be trauma-informed learning, MTSS strategies, personalized PD opportunities for curriculum alignment, content areas, grade levels, etc.) Annual local and state required trainings will be provided through in-service or self-learning through the Public School works system.

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

Certified staff members will be surveyed at the end of each PD activity. The PDC will look at the results of these surveys to determine if the training was successful.

The DLT will assess the progress towards the district goals by looking at student data measures as well as the KESA action plans to evaluate the success of the PD.

## 2.5 Reporting results of evaluation of in-service needs

Results of the evaluations will be reviewed by the PDC and shared with the DLT. The PDC chairperson will use these results to evaluate for ongoing PD development.

## 2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation in May shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once



an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

Amendments approved by the PDC may be submitted to the Board of Education for its approval, which will be recorded in the Plans Update form.

# Section Three

## Individual Professional Development Plans

### (IPDP)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

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

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

### 3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.



## Employee IPDP Procedures

All licensed staff will participate in the district professional development plan. All professional development points must be in the areas of Content Standards, Professional Standards, or Service to the Profession. All requests and reports will be done online at [frontlineeducation.com](http://frontlineeducation.com). In Aug/Sept each individual will update their IPDP form in Frontline. The IPDP form will be approved by the supervisor and filed online through Frontline.

### **3.1 Collaborate with a designated supervisor.**

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

- Developed in collaboration with a designated supervisor.
- Uploaded into Frontline.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

### **3.2 Assess individual needs.**

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

### **3.3 Determine individual professional development goals.**

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

### **3.4 Determine individual professional development strategies.**

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

### **3.5 Write the Individual Professional Development plan.**

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

### **3.6 Analyze progress.**

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

### **3.7 Revise the plan as necessary.**

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

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

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

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

Any licensed person who is not employed by but who works or resides within the Goessel school district is eligible to create and file a professional development plan with the district's local PDC for licensure renewal purposes. Community patrons need to contact the district office to connect to the PDC chair to receive information on using Frontline to file and receive approval for their professional development.

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

### 3.9 Appealing the non-approval of an IPDP by the PDC

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

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

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process

# Section Four

## Awarding Professional Development Points for Re-licensure

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

## 4.0 Introduction

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

The PDC will award professional development points for the re-licensure of licensed staff. One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

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## 4.1 Definitions

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



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

KAR 91-1-205(d)



SERVICE TO THE PROFESSION” MEANS ANY  
ACTIVITY THAT ASSISTS OTHERS IN  
ACQUIRING PROFICIENCY IN  
INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR  
CONTENT, OR THAT DIRECTLY RELATES TO  
LICENSURE OF PROFESSIONAL  
EDUCATORS, ACCREDITATION PROCESSES,  
OR PROFESSIONAL ORGANIZATIONS

KAR 91-1-205(k)

## 4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**

### 4.3 Awarding Points in Three Levels

<b>MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE</b>			
<b>KAR 91-1-206</b> “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
<b>Knowledge</b> 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
<b>Application</b> 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
<b>Impact</b> How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.



The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change them as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

## **Awarding Points in Three Levels**

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

### **Level I – Knowledge**

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

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

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
  - It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
  - Knowledge level can be partial points from several knowledge level activities.
- 

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

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

### **Level II – Application**

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

### **Level III – Impact**

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

## 4.4 Indicators for the Three Levels

### Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

### Level II Application Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

### Level III Impact 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.

### 4.5 Awarding Professional Development Points for purposes related to employment or other local matters (Not used)

#### **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.

### 4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

#### **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 **and the college/university where the credit hours were earned**. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. **Please be advised that many colleges/universities, particularly on the west coast and pacific**

northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

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

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

**8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**

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

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

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

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

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

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

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

## Appendix A

### Frontline Instructions

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#### Frontline (My Learning Plan) Professional Development

**Logging In:** Go to <https://app.frontlineeducation.com> and log in (Username is e-mail address in the following format: Janna.Duerksen@usd411.org and password you have made)

**IPD Plan:** Log in and find the “Fill-in Forms” section along the left side of the page. Click on IPD Plan and enter you name, plan start date (8/1/YR), plan end date (7/31/YR), current teaching assignment, and highest degree earned. Next, check the district and building goals that your plan may align to. Then, spend some time writing three personal goals for the school year (you must complete all three). Finally, submit your plan for approval if you are finished, or save it as a draft and come back to it and complete it later. At this point your request will be held in the “Awaiting Pre-Approval” section until your building administrator has approved it. Then, it will stay in the “Approved and In Progress” section for the remainder of the school year.

**Professional Development Request:** Log in and find the “Fill-in Forms” section along the left side of the page. Click on Prof Dev Request (please make these requests BEFORE you attend the activity so they can get prior approval from your administrator-this includes college classes). Next, fill out the activity information, meeting dates/times, activity provider/sponsor, estimated costs (if applicable), points/credits you intend to earn (if taking college credit, fill in zero points and number of college credits), the goal/objectives the activity meets, the purpose (\*\*you must check relicensure if you want the points to count towards your renewal). Finally, finish by submitting or saving as a draft. At this point your request will be held in the “Awaiting Pre-Approval” section until your building administrator has approved it. Then, it will be held in the “Approved and In Progress” section until the activity date has passed. At this point, you will need to click on the activity and fill out the “Knowledge: Guided Response” evaluation and then “Mark Complete” in the action section. Now, your request will be sent to “Awaiting Final Approval” and will remain there until it is approved.

**Application/Impact Level:** Log in and find the “Fill-in Forms” section along the left side of the page. Click on the Application or Impact Level tabs and fill out the information and submit for approval. These forms will also follow the above approval process.

**District In-Service:** A sign-in sheet will be made for most meetings or the PDC chair will verify attendance and enter it into the program. Your in-service will show up in the “Approved and In Progress” section and then your completed list through the MLP administration so you don't have to fill out anything.

**Questions:** Please let Janna Duerksen, Scott Boden, Jody Schmidt or Mark Crawford know if you have questions. Your PDC committee/representatives are the previously named plus Russell Pauls and Chrystiana Miller.

## Appendix B

### IPDP form

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Individual Professional Development Plan	
<div style="border: 1px solid black; padding: 5px; margin: 5px 0;">Individual Professional Development Plans are required to be updated by certified staff annually.</div>	
<b>Personal/IPDP Information</b>	
Name	<input style="width: 90%;" type="text" value="Individual PD Plan - [Enter Name Here]"/>
Plan Start Date	<input style="width: 80%;" type="text"/>
Plan End Date	<input style="width: 80%;" type="text"/>
Current Teaching Assignment	<input style="width: 95%;" type="text"/>
Highest Degree Earned	<input style="width: 95%;" type="text"/>
<b>District and Building Professional Development Goals</b>	
<div style="border: 1px solid black; padding: 5px; margin: 5px 0;">Please select the District and building professional development goals that your individual plan will align with, below.</div>	
Select At Least One District Professional Development Goal	<div style="display: flex; flex-direction: column; gap: 5px;"> <div> <b>Goal : Reading</b>  <input type="checkbox"/> Reading         </div> <div> <b>Goal : Math</b>  <input type="checkbox"/> Math         </div> <div> <b>Goal : Writing</b>  <input type="checkbox"/> Writing         </div> <div> <b>Goal : Technology</b>  <input type="checkbox"/> Technology         </div> <div> <b>Goal : Professional Development</b>  <input type="checkbox"/> Professional Development         </div> </div>
<b>Individual Goal(s)</b>	
<div style="border: 1px solid black; padding: 5px; margin: 5px 0;">Please identify and describe your individual professional development goals</div>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <b>GOAL ONE INFORMATION</b>             Personal Goal One         </div> <div style="width: 65%;"> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: right; font-size: small;">  Characters left 2048         </div> </div> </div>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <b>GOAL TWO INFORMATION</b>             Personal Goal Two         </div> <div style="width: 65%;"> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: right; font-size: small;">  Characters left 2048         </div> </div> </div>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <b>GOAL THREE INFORMATION</b>             Personal Goal Three         </div> <div style="width: 65%;"> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="text-align: right; font-size: small;">  Characters left 2048         </div> </div> </div>	
<b>Comments</b>	



# Appendix C

## Request for Knowledge Level Points form

---

Professional Development Request For Knowledge Points	
Use this form to submit a request for approval to attend a professional development activity for knowledge points.	
<b>Activity Information</b>	
Activity Title	<input type="text"/>
Location	<input type="text"/>
Activity Format	--- Click To Select --- 
Relicensure Category	--- Click To Select --- 
Activity Description	<div><input type="text"/>  Characters left 2048</div>
Website for Description	<input type="text"/>
<b>Meeting Dates/Times</b>	
Start Date	<input type="text"/>
End Date	<input type="text"/>
<b>Activity Provider/Sponsor</b>	
Provider	--- Click To Select --- 
If not on list, enter here	<input type="text"/>
<b>Estimated Costs (if applicable)</b>	
Registration Fee	<input type="text"/>
Estimated Lodging	<input type="text"/>
Estimated Meals	<input type="text"/>
Transportation	<input type="text"/>
Other Expenses	<input type="text"/>
If other, please explain	<div><input type="text"/> </div>
<b>Points/Credit</b>	
Enter the number of Points you are seeking for this activity	
PDC Points	<input type="text"/>
College Credit Hours	<input type="text"/>
Goal(s) and Objective(s)	

Select At Least One District  
Objective

**Goal : Reading**

☐ Reading

**Goal : Math**

☐ Math

**Goal : Writing**

☐ Writing

**Goal : Technology**

☐ Technology

**Goal : Professional Development**

☐ Professional Development

**Purpose(s)**

Select a Purpose(s)

☐ Relicensure

☐ Professional Development

**Comments**

Comments



Characters left 2048

**Finish**

# Appendix D

## Request for Application Level Points form

---

Application Level Request	
Activity Information	
Activity Title	<input type="text"/>
Category	<div>--- Click To Select ---<div></div></div>
Description	<div><div></div><div>Characters left 2048</div></div>
Dates of Application Project	
StartDate (mm/dd/yy)	<input type="text"/>
End Date (mm/dd/yy)	<input type="text"/>
Provider	
Provider	<div>--- Click To Select ---<div></div></div>
If not on list, enter here	<input type="text"/>
Approval For Application	
Description of plan to demonstrate application	<div><div></div><div>Characters left 2048</div></div>
Desired Outcomes	<div><div></div><div>Characters left 2048</div></div>
Evidence used to validate application (2 required)	<div><div></div><div>Characters left 2048</div></div>
Time frame and steps for implementation	<div><div></div><div>Characters left 2048</div></div>
How will results be shared?	<div><div></div><div>Characters left 2048</div></div>

Points

The Number of Points has been DOUBLED below. Only edit this number applying less than your full knowledge points towards application.

Points

Goal(s) and Objective(s)

Goal : Reading

☐ Reading

Goal : Math

☐ Math

Goal : Writing

☐ Writing

Goal : Technology

☐ Technology

Goal : Professional Development

☐ Professional Development

Purpose(s)

Select a Purpose(s)

☐ Relicensure

☐ Professional Development

Comments

Comments







Characters left 2048

Finish

# Appendix E

## Request for Impact Level Points form

---

Impact Level Request Form	
Use this form to submit an impact level request for activities previously taken for application level.	
<b>Activity Information</b>	
Activity Title	<input type="text"/>
Description	<input type="text"/>
	 Characters left 2048
Category	<input type="text" value="--- Click To Select ---"/>
<b>Dates</b>	
StartDate (mm/dd/yy)	<input type="text"/>
End Date (mm/dd/yy)	<input type="text"/>
<b>Provider</b>	
Provider	<input type="text" value="--- Click To Select ---"/>
If not on list, enter here	<input type="text"/>
<b>Approval for Impact</b>	
What will you do to impact students or program?	<input type="text"/>
	 Characters left 2048
What results do you expect?	<input type="text"/>
	 Characters left 2048
How will you validate your results?	<input type="text"/>
	 Characters left 2048

Time line for planning and demonstrating impact



Characters left 2048

How will results be shared?



Characters left 2048

#### Points

Please Note: the points have been tripled for you below. Only adjust the hours if they differ from the original number.

Points (x3)

#### Goal(s) and Objective(s)

Select applicable district goals

Goal : Reading

☐ Reading

Goal : Math

☐ Math

Goal : Writing

☐ Writing

Goal : Technology

☐ Technology

Goal : Professional Development

☐ Professional Development

Select applicable building goals

#### Purpose(s)

Select a Purpose(s)

☐ Relicensure

☐ Professional Development

#### Comments

Comments



Characters left 2048

#### Finish

# Appendix F

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## 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)

(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)

(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)

(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.)

# **The South Central Kansas Education Service Center**

## **Orion Education and Training USD #628**

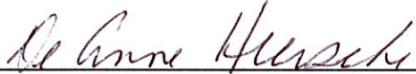
### **Professional Development Plan**



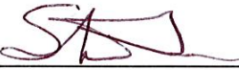
**Approved by Kansas State Board of Education: TBD**  
**Approved by Orion Board: 5/8/2024**  
**Expiration Date: 7/31/2028**

## 5-year Professional Development Plan Approval

The Orion PDC approved the following plan, at its meeting held on April 23, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair:  4/23/24  
Signature Date

Orion's Board of Directors approved the following plan, at its meeting held on May 8, 2024,, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Directors:  5/8/24  
Signature Date



## Plan Updates

[illegible]

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# Section One

## Professional Development Council (PDC)

### 1.1 Introduction

#### Orion Professional Development Plan

The purpose of the Professional Development Plan is to advance and enhance programs of instruction and professional growth.

The Professional Development Council is responsible for the creation and revision of the plan on an annual basis. The Council also meets quarterly to approve Professional Development Points for employees of Orion. Annual PDC training will occur each year during the 1<sup>st</sup> quarter PDC meeting.

Changes to the PDC Plan must be discussed by the Council at least one meeting prior to adoption of the proposed changes. A simple majority vote of the Council will approve changes.

Orion proposes that participants in the Professional Development Plan incorporate the following concepts into their annual Individual Professional Development Plan (IPDP) goals:

#### Orion Goals for Professional Development:

**Orion Vision** – is to enhance professional relationships and provide quality educational services.

**Orion Mission** – is to provide quality, cost-effective, progressive educational services that are relevant and responsive through positive relationships and open communication.

#### Orion Core Values

- **Accountability** – We believe in responsible actions that influence the lives of our customers and fellow workers.
- **Integrity** – We believe in honesty, dependability, respect and consideration

of others.

- **Leadership** – We believe in empowering people to make extraordinary things happen through progressive and innovative actions.
- **Service Excellence** – We believe in the commitment of each team member to contribute to the individual needs of our customers in a manner that exceeds their expectations.
- **Stewardship** – We believe in responsible planning and management of resources.

Individual Professional Development Plans must include goals connected to Orion's vision, mission, and core values as well as at least one individual professional goal for each licensed employee.

## 1.2 Membership

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

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

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

Members of Orion's PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

The Professional Development Council is made up of five members (4 licensed teachers/1 licensed leader), one representing each department or entity within Orion. Representatives are selected from each major program group of the certified/licensed staff. If programs are added or eliminated, the committee size would be appropriately adjusted. Vacancies will be filled by selection of a replacement by a licensed professional from the impacted department or entity using the process described below. Vacancies can be filled at any time during the school year.

The Orion PDC representatives will have terms limits of two years from the time they are appointed in August of each year until June of two calendar years following. Members may volunteer to stay on for an additional two-year term, or may choose to step down and allow another person to take their position on the Council.

## 1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Diploma Completion Programs	1
Education Consultants	1
Total	2

## 1.22 Licensed Teacher Group Selection Process:

Each of the Licensed Teacher Groups select their new PDC representative at meetings in the summer every two years, unless the existing representative has volunteered to remain on the Council and the voting members agree.

The Education Consultants select theirs at the PD Consultants Retreat, held each June or early July.

The Diploma Completion Programs and the Justice System Programs are spread out in multiple cities in Kansas and are only together once a year at the Orion Back-to-School Event each August. Each of those groups select their representatives at those meetings so that voices from all of their sites can be heard.

The names of the selected representatives are given to the PDC chair immediately after selection so that the Orion PDC email group can be updated for communication purposes.

## 1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Organizational leader	1
Total	1

## 1.24 Licensed Leader Group Selection Process:

The Organizational Leader group consists of the Executive Director, who by default, is the group's PDC representative. If more licensed leaders are added to the group, the selection process will be revised.

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

of those selected will go to the PDC chair.

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member/s and will choose the new PDC member/s from that list. The PDC Chair will email KSDE at [professionallearning@ksde.org](mailto:professionallearning@ksde.org) to inform it of this action.

## 1.3 Responsibilities

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

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

## 1.4 Annual PDC Training

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

(b) Each council shall have the following responsibilities:

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

The council receives training on PDC responsibilities at every August meeting and throughout the year at meetings. The operational procedures of the point approval process are reviewed as difficult requests are processed. The chairperson is responsible for being trained on PDC updates and information, and then provides training to the Council members.

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

The training method may vary depending on circumstances but might include in-

person, online, video, etc.

Typically, the training occurs in August at the Orion Back-to-School Event when all licensed personnel receive their PDC training. Additional training is given at the October PDC meeting when PDC points are processed for the first time in the academic year. The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in the minutes for the meeting at which the training occurred. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

## 1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

## 1.50 Officers

The Council has two officers: a chairperson and a secretary.

The Chairperson serves as facilitator at the meetings as well as the representative for the licensed personnel of Orion. The PDC chairperson is elected by the representatives on an annual basis at the June meeting. The Chairperson receives the forms as they are submitted for PDC points, so approval of points is a smooth process.

The Secretary creates the meeting minutes, which are sent to the personnel listed in the minutes as well as to the Board of Directors. The Secretary is also responsible for keeping the records of the PDC point requests, tracking PDC points, and creating transcripts for licensure.

## 1.51 Meetings

The Council meets on a quarterly basis to approve points, IPDPs and to make appropriate planning decisions. The meeting dates, times and locations are selected

at the June meeting for the upcoming school year. Quarterly meetings occur in October, January, April, and June. Annual PDC training will be held at the August Orion Back-to-School Event and continued at the October meeting each year.

Meetings are held in the Orion Staff Lounge at 3:00 on the third Thursdays of October, January, April, and June following the Administrative Council meetings. The time and location may need to change since the location of the Admin meetings may be different each month.

The meetings are held to approve points and IPDP's and to make appropriate planning decisions regarding professional development or to discuss suggested changes to procedures. Minutes of each meeting are emailed to those affected by the decisions made at each meeting within 24 hours of the meeting for review by those who have requested points.

The PDC Chairperson calls each meeting to order. If the Chairperson is unable to attend a meeting, then it is rescheduled for a time when the Chairperson and at least two other members can attend. Emergency meetings are held when licensed personnel are in need of approval of points prior to the next meeting. The chair and a minimum of two members must be present to approve points, and the use of technology may be necessary to bring all parties together. In an attempt to reduce the number of emergencies, the IPDP and all of the point request forms require personnel to state their license renewal date to keep that in front of them. The forms also ask personnel to determine if an emergency meeting is needed to approve points prior to the next meeting.

## 1.52 Decision Making

Decisions are made by consensus or simple majority of those present. Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.

If consensus is not reached, a simple majority of a quorum present will pass a motion.

Meetings can be held with as few as three members present, on the condition that the two do not represent the same department or entity.

Points must be reviewed for approval by two members of the Council who represent different departments or entities before going to the PDC. For security and assurance, PDC members are not allowed to approve their own request forms for points. Decisions made by the Council may be appealed in person or in writing at the next quarterly meeting.



If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The PDC Chair should not be used as a tie breaker except for an urgent reason. The Board of Directors may also be used.

### 1.53 Documentation

Orion PDC forms are available online through a Google Form. Orion licensed personnel access the form through the Staff Portal. One form allows for application for all three levels of points, plus Service to the Profession. The forms are submitted to the Chairperson and Secretary, ready for the Council to review at the next meeting.

When transcripts are required between the scheduled meetings, and points must be approved prior to the completion of the transcript, at least three PDC members may approve the points and they will be on the consent agenda for PDC approval at the next PDC meeting.

The PDC Secretary is responsible for keeping the PDC records.

### 1.54 Communications

PDC business is recorded by the Secretary in the minutes for each meeting. Minutes are shared with those personnel whose names appear in the Minutes, as well as the Executive Director and a Human Relations representative, both of whom are on the Council. The Board of Directors no longer required regular PDC reports, although they do ask for occasional updates, which the Chairperson is responsible for providing in-person.

### 1.55 Approvals

Approvals for IPDPs and PD points are done using the procedures described in Sections 3 and 4, respectively.

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

# Section Two

## The District/System Professional Development Plan

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

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

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

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

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

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

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

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

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

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



## 2.0 Introduction

Orion IPDP forms are available to all personnel through our closed intranet. All personnel are reminded of how to access The Hoot, the contents, and where to find the IPDP and other PDC links and materials.

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### 2.1 Assessment and prioritization of school improvement needs

Orion Education and Training is organized in such a way that uniform professional development for the members as a whole is extremely rare and difficult to apply to all personnel. Therefore, the need for professional development is guided by the Individual Professional Development Plans completed each August.

Building and department supervisors use the IPDPs that their personnel complete to determine if a group PD activity will be relevant to the group as a whole. As needs arise in the different buildings, supervisors and directors may request professional development for their buildings or departments to meet identified needs.

## 2.2 Identification of goals and objectives to achieve professional development needs

Orion personnel are expected to write three goals each year: one should be tied to the Orion Vision and/or Mission; one should be tied to Orion's Core Values; and one should be a personal professional goal. All three goals should focus on becoming better at the job and tasks the employee was hired to perform. The PDC will not approve IPDP goals that are not focused on improved job performance or not tied to Orion's stated board goals, as listed below and which appear on the IPDP form.

**Orion Vision** – is to be the innovative leader in educational solutions.

**Orion Mission** – is to provide relevant, cost-effective solutions that inspire lifelong learning and strengthen communities.

### Orion Core Values

- **Accountability** – We believe in responsible actions that influence the lives of our customers and fellow workers.
- **Integrity** – We believe in honesty, dependability, respect and consideration of others.
- **Leadership** – We believe in empowering people to make extraordinary things happen through progressive and innovative actions.
- **Service Excellence** – We believe in the commitment of each team member to contribute to the individual needs of our customers in a manner that exceeds their expectations.
- **Stewardship** – We believe in responsible planning and management of resources.

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

How is the professional development program aligned? with the mission, academic focus, and school improvement plan?

Individuals —	Individual priorities are derived from identified skills needed to improve student learning.
Buildings —	Building level priorities are identified by building/program level administrators and staff by examining academic achievement data and other educational results.
Service Center —	Service Center priorities flow directly from the Vision, Mission and Core Values established by the board.

## Who decides what the focus for staff development will be?

- Individuals — The focus for staff development is determined by the individual licensed professional in collaboration with his or her designated supervisor.
- Buildings — The building focus for staff development is determined by building staff, administration, parents, and other representatives of the particular building's community.
- Service Center — The Service Center's focus for staff development is determined by Teacher and consultants and approved by the local Board.

## How is the focus of staff development determined at each level?

- Individuals — The focus for staff development is based on individual needs identified through an analysis of staff skills related to student needs and licensure renewal requirements that include professional teaching standards.
- Buildings — The building focus for staff development is determined by comparing desired student academic targets or goals to actual student performance.
- Service Center — The needs of The Service Center are identified through collaboration with each building's staff, administration, and community.

### 2.4 Evaluative criteria to determine levels of success in meeting the in-service needs

Success of the professional development plan is determined by the level of completion of the goal activities, including implementation. This indicator is evaluated in the spring of each year by the supervisors in each building and department. Additionally, PD goals and evaluation goals are the same for all personnel. Every person employed at Orion, regardless of job type or location of work assignment, will complete an Individual Professional Development Plan that contains three goals that align with Orion's Vision and/or Mission, Core Values, and an additional Personal Professional Goal. All three goals are to be focused on how to become better at the job they were hired to do.

### 2.5 Reporting results of evaluation of in-service needs

Evaluation results are discussed at each building/department level, and with the individual employees of Orion through the evaluation process. Orion maintains its main campus in Clearwater, which houses its Professional Development consultants, Executive Director, HR department, and financial personnel, among

other licensed professionals. Diploma Completion Programs are scattered throughout the state of Kansas, providing alternative educational options for students in area schools as well as adults. They are taught by licensed personnel. Additionally, Orion is responsible for the education of the juvenile justice system in Sedgwick County as well as the adult education system at the El Dorado Correctional Facility. Again, these students are taught by licensed professionals.

All PDC points go through the same Council.

## 2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation during the term of this PD Plan (2023-2028) shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the Secretary or Chairperson will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.
2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.  
Amendments approved by the PDC may be submitted to the Board of Education for its approval, which will be recorded in the Plan's Update form.

The Orion PDC Plan will be reviewed annually as part of the evaluation of its status of meeting goals and objectives and to ensure that the system is working for the Orion employees. The PDC will determine what to do if the evaluation results show a need to amend the plan. The Council will describe the process and how it will approve the amended plan.

Part of the amendment procedure will include that any changes to the PD Plan that are made will be added by the PDC Secretary to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

# Section Three

## Individual Professional Development Plans (IPDP)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

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

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
  - (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
  - (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

## 3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.

# Individual Goal Statements for Orion's Evaluation Process

## Professional Goals for All Personnel

All employees must submit three (3) new annual goals tied to both professional development and the evaluation system on their Individual Professional Development Plans (IPDP) in August of each year, or upon employment if after August within a given year. The goals must be tied to professional responsibilities as ways to improve professional performance and be written as SMART Goals (S = Specific; M = Measurable; A = Attainable; R = Reasonable; T = Time-Bound). Goals will be used for the basis of the annual evaluation by supervisors, conducted each April.

Goal statements should be written based on the following format: Time-Bound + Specific Statement of Activity + Measurement.

Example:

**Specific Action:** I will create a spreadsheet of students in our program that will track attendance, grades, completed courses, and number of courses still required as a way to monitor student activity and behavior toward achieving their diploma

**Timeline:** April 1, 2024

**Measurement:** Monthly completion of updates for accuracy and shared with all personnel at our site

IPDP forms are available on Orion's website and will be available each August at the Orion Back-to-School meeting day for all employees. (See Appendix A)

Goals must be submitted to supervisors by October 1, to be approved and submitted to Orion's PDC for review and approval before the October PDC meeting. Rewrites of goals, as suggested by the PDC, should be re-submitted to supervisors and then to the PDC. Employees will be notified following the PDC meetings of goal-approval status. All IPDPs should be signed by both the individual and the supervisors prior to submission to the PDC. If applying online, the submission of the form replaces the need for signatures.

Once approved, the goals should be copied into the online evaluation system by February 1 to establish the basis for evaluation of the employee for that school year. Please keep documentation of progress toward achieving your goals throughout the school year for discussion purposes during the evaluation visit each April.





Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. Orion uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

### **3.1 Collaborate with a designated supervisor.**

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

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision.
- If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

### **3.2 Assess individual needs.**

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

### **3.3 Determine individual professional development goals.**

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

### **3.4 Determine individual professional development strategies.**

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

### **3.5 Write the Individual Professional Development plan.**

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

### **3.6 Analyze progress.**

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

### **3.7 Revise the plan as necessary.**

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

# **Steps to Re-licensure**

## **Ready to Complete Your Individual Professional Development Plan?**

1. Access the Employees' section of the Orion website ([www.orioneducation.org](http://www.orioneducation.org)).
2. Download or print a copy of the IPDP.
3. Complete the form, creating three professional goals: one tied to Orion's vision and mission, one tied to Orion's core values, and one professional goal tied to an area of individual need or interest.
4. Have your supervisor sign the form to indicate approval of the goals.
5. Submit form(s) to Debbie Ives via hard mail (13939 Diagonal Road, P.O. Box 160, Clearwater, Kansas 67026), email ([dives@orioneducation.org](mailto:dives@orioneducation.org)), or fax (620-584-3307) prior to the quarterly PDC meetings (held in July, October, January, and April).
6. All licensed employees must submit three new annual goals tied to both professional development and the evaluation system on their Individual Professional Development Plans in August of each year or upon employment if after August within a given year. The goals must be tied to professional responsibilities, licensure requirements, and be measurable as well as reasonable for annual evaluation. PDP forms are available on the Orion website and will be available each August at the Orion Back-to-School meeting day for all employees. IPDP's are due to supervisors by October 1 of each year. Supervisors need to submit IPDP's to Debbie Ives by October 15.

**Individual Professional Development Plans must be updated annually.**

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

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

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

Any licensed person who is not employed by but who works or resides within a unified school district is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

As a designated educational service center in Kansas, Orion does not fall under the requirements of KAR 91-1-206. Professional development plans for license renewal.

### 3.9 Appealing the non-approval of an IPDP by the PDC

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

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

Decisions of Orion's PDC not to approve an IPDP may be appealed in writing or in person at any of the regularly scheduled PDC meetings. Additional documentation may be needed for the PDC members to reconsider a previous decision. Licensed staff may also appeal to the Board of Directors with an appeal in writing if the PDC again elects not to approve an IPDP. The Board will consider the request at a regularly-scheduled meeting.

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

# Section Four

## Awarding Professional Development Points for Re-licensure

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

## 4.0 Introduction

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

## Process for Licensed Personnel Applying for Professional Development Points

1. Orion promotes continued professional learning for all licensed employees. Orion's Professional Development Council will approve points for professional learning opportunities directly connected to professional assignments of Orion's licensed employees. Points will be determined on a case-by-case basis even if no PDC goal was written for that specific topic.
2. All Orion licensed personnel are required to use Orion's PDC for professional licensure requirements rather than districts where they might live, be housed, or assigned.
3. All licensed employees of Orion must utilize the Individual Professional Development Plan to receive PDC points on an official transcript to be used for license renewal through the Kansas Department of Education, including those using college credit to renew a license. Any employee holding a bachelor's degree or above, and who must have a teaching license on file with Orion in order to perform his/her job, must use graduate hours for re-licensure. Undergraduate hours must be approved in writing by Orion's Executive Director prior to submission of points to the PDC.
4. To apply for points, participants must have an approved Individual Professional Development Plan (IPDP) on file at Orion.

Special projects for PDC points, including computer-based classes that do not include college credit, should be pre-approved by the Orion Professional Development Council at a regularly scheduled meeting prior to beginning the project to ensure support of the project for points.

5. Once a participant has accumulated a basic knowledge of new content or professional instructional practices, or developed points through service to the profession, a Level 1 Knowledge Form must be completed, signed by the employee and immediate supervisor, and submitted with a copy of the approved IPDP. All requests for points will be reviewed for approval at the quarterly meetings of the PDC. Quarterly meetings are posted on the website, but generally occur in July, October, January, and April of each year. Requests for approval for college credit must also include a Form 1 with proof of registration for a course.
6. Participants receive points based on KSDE's formula of 1 hour of learning or service to the profession equals 1 PDC point. College credit equals 20 PDC

points as converted on the transcript. Documentation to support the number of requested hours is required for point approval. Potential documentation can be found in the PDC forms located on the Orion website, Employees Section.

7. Participants wishing to double their Level 1 points through application of their new knowledge can submit a Level 2 Application Form after evidence of application is collected. Level 2 Form should be submitted following a minimum of six (6) months of implementation of the concepts identified in approved Level 1 Form.
8. Participants wishing to triple their Level 1 points through measuring impact can submit Level 3 Impact Form following the approval of Level 1, after data has been collected on student achievement.
9. Non-teaching licensed personnel can apply for Level 2 and Level 3 points through special projects.

<b>MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE</b>			
<b>KAR 91-1-206</b> "Professional development plans for license renewal"	<b>Content Endorsement Standards</b>	<b>Professional Education</b>	<b>Service to the Profession</b>
<b>Knowledge</b> 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
<b>Application</b> 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
<b>Impact</b> 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

## Earning PDC Points

- A. PDC points earned must meet the following criteria:
  1. Points will be awarded according to the KSDE guidelines
    - a. Level 1 Knowledge – One hour of "clock time" equals one professional development point.

- b. Level 2 Application – 2 times Knowledge Level points.
  - c. Level 3 Impact – 3 times Knowledge Level points.
- 2. Each college credit shall count as 20 professional development points.
- 3. Knowledge Level points have to be earned during the life of the license (or matching the KSDE’s criteria as published on its website at [www.ksde.org](http://www.ksde.org)). Application and Impact Level points may be based on knowledge earned in a previous licensure period.
- 4. Points can be earned in any of the following three areas:
  - a. Content – as defined by K.A.R. 91-1-202.
  - b. Professional Education – as defined by KSDE Professional Education Standards.
  - c. Service to the Profession – defined as 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.
- 5. Knowledge Level points must be used as baseline points for Application and Impact Level points.
- 6. Points for “Service to the Profession” can only be counted at the Knowledge Level and cannot be multiplied for Application or Impact Level points.
- 7. No limits exist as to the number of points that can be accumulated at any level within a licensure period.
- 8. Decisions of Orion’s PDC not to approve PD points may be appealed in writing or in person at any of the regularly scheduled PDC meetings. Additional documentation may be needed for the PDC members to reconsider a previous decision.

## What activities/actions are present at each level to accomplish staff development priorities?

Orion and its individual buildings are supportive of professional development that aligns with individual and Orion’s Vision, Mission, and Core Values. Individuals may participate in any of the following activities in order to accomplish their goals identified in the IPDPs:

- Professional development opportunities offered for individuals at each building site
- Service Center professional development offerings (either workshops specific to goals or agency-wide training specific to Service Center or building goals)
- Outside professional development opportunities as approved by supervisors that meet one or more identified goals
- Classroom observation of others implementing identified practices
- Journaling for a focused reflection related to a goal or area of improvement
- Book studies (either alone or as part of a group) connected to identified goal(s)
- Individual research projects related to identified goal(s)



- Individualized support in an area identified for improvement
- Other activities as approved by supervisors and the PDC

**All hard copy forms require original signatures**

## What documentation do I need to apply for points?

**Level 1: Knowledge** In addition to a detailed agenda or certificate of attendance that shows actual seat time, verification activities/actions should include the following in a 1 page typed format:

1. Handout or agenda from attended training
2. A summary of the presentation or knowledge gained
3. A personal reflection as to implementation plan of this new knowledge in your daily work

**Complete either #1 OR #2 PLUS #3.  
Handouts alone are not adequate.**

Service to the Profession=1 point per clock hour. It may take place during contractual time. See Service to the Profession Form for eligible activities.

**Level 2: Application:** “What am I doing now that is different than what I did before?” 2 x

level 1 points. Verification required may include one of the following:

1. Minutes noting contributions to meetings and time spent at meetings.
2. An explanation of time spent on a school committee, council, or team such as:
  - a. Serving as a member of the school's program development committee
  - b. Serving on a curriculum development committee.
  - c. Providing staff development.
  - d. Samples of published articles or newsletters and an explanation of the time spent in writing.
  - e. Serving on an onsite team for another school or district and an explanation of the time spent.
3. Independent observation such as:
  - a. Direct observation using trained observers or video/audio tapes.
  - b. Structured interviews with participants and their supervisors.
4. Evidence such as:
  - a. Lesson plans.
  - b. Pre and post samples of students' work.
  - c. Examination of participants' journals, portfolios or other artifacts.

Level 3: Impact: "What are the results of my professional changes?" Teacher improvement that impacts student achievement. 3 X level 1 points

For teachers:

1. Evidence of improved student academic achievement over a period of at least one semester.
2. Documentation of positive changes in related students' behaviors over a period of at least one semester, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rate.

For administrators:

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

## How are measures of the impact of staff development priorities at each level determined?

Impact is measured through:

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

## How are in-service points assigned?

Level 1: Knowledge, One hour of in-service equals one in-service point

Level 2: Application, 2 X knowledge points

Level 3: Impact, 3 X knowledge points


# Who reports what staff development results to whom, when, and in what manner?

1. Individual teachers share evidence related to each level with his/her designated supervisor when IDP points receive initial validation.
2. PDC representatives report results to PDC quarterly for committee approval.
3. PDC chairperson reports results to Orion's Board of Directors. PDC annually reviews point summaries to help guide professional development needs and opportunities for future Service Center or building level goals.
4. Twice a year, in December and May, participating staff members receive a cumulative report of the approved points.


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## 4.1 Definitions

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



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



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

## 4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

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

### 4.3 Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

#### Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

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

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
  - It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
  - Knowledge level can be partial points from several knowledge level activities.
- 

An individual does not need to earn knowledge level during the same licensure

period that application or impact level points are earned.

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

### Level II – Application

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

### Level III – Impact

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

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change them as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

## 4.4 Indicators for the Three Levels

### Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

**Level II Application Indicators:**

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

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

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

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

Evidence such as:

- Lesson plans.
- Pre- and post-samples of students' work.
- Examination of participants' journals, portfolios or other artifacts.

**Level III Impact 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.

## Distinction Between Professional Responsibility and Professional Growth:

Evaluation and PDC goals need to include new knowledge for the licensed person writing the goals as well as professional growth – becoming better at the job you have been hired to do. For evaluation purposes, professional growth is vital. For PDC purposes, the measurement is vital. Some goals will be approved by Orion's PDC for professional growth, even if they can't be measured for PDC points. At least one goal of the three required needs to be measurable for PDC points or be eligible for graduate credit.

### Ready to Learn Something New or Provide Service to the Profession?

1. Have a current Individual Professional Development Plan (IPDP) on file at Orion.
2. Request participation in the activity, professional development, or service commitment from your immediate supervisor.
3. Special projects for PDC points, including computer-based classes that do not include college credit, should be pre-approved by the Orion Professional Development Council at a regularly scheduled meeting prior to beginning the project to ensure support of the project for points. Explanations of proposed special projects should be emailed to Debbie Ives by the first of October, January, April or June prior to PDC quarterly meetings.
4. Complete the activity, collecting documentation to provide evidence of completion.

### Ready to Request PDC Points to be Added to Your Transcript? Using the new Orion PDC Google Form:

1. Access the form at [www.orioneducation.org](http://www.orioneducation.org) → Staff Portal → Licensure/PDC
2. Complete the form and submit.
3. The form will be sent to your supervisor for approval.
4. Points will be awarded following Orion quarterly PDC meetings. You will be notified by Debbie Ives of points awarded or answers to questions asked.

## Using hard copies via the Orion website:

1. Access the Employee section of the Orion website ([www.orioneducation.org](http://www.orioneducation.org)).
2. Download or print a copy of the form(s) needed.
3. Complete the appropriate form(s) and tie the activity to one or more goals listed on your IPDP.
4. Have your supervisor sign the form(s) to indicate approval of the application process.
5. Collect all supporting documentation for the activity, which might include the Service To Profession log, a copy of your approved IPDP, previous approved forms from Knowledge or Application Level (whichever the points might be based on if asking for Level 2 or Level 3 points). Acceptable documentation for each level can be found on the application forms. If your documentation is unique, please check with your PDC representative for feedback and support of use.
6. Submit form(s) to Debbie Ives via hard mail (13939 Diagonal Road, P.O. Box 160, Clearwater, Kansas 67026), email [dives@orioneducation.org](mailto:dives@orioneducation.org), or fax (620-584-3307) prior to the quarterly PDC meetings (held in October, January, April, and June).
7. Review PDC Point Summary sheets received each semester for accuracy. Only points earned during the term of the license can be used for renewal.
8. Inaccuracies should be brought to the attention of Debbie Ives [dives@orioneducation.org](mailto:dives@orioneducation.org).

## Ready to Renew Your Professional License?

1. Complete the appropriate license renewal form from KSDE (available via [www.ksde.org](http://www.ksde.org) in the teacher licensure section).
2. Request an official copy of your PDC transcript from Debbie Ives via email or phone call.
3. Request any applicable official college transcripts.
4. Submit to KSDE within 6 months of your license renewal date.

## Suggestions for Appropriate Requests

1. Unless your request for points is aligned with at least one goal on your approved IPDP, the request will not be approved.
2. Complete all sections of each form as applicable to your request.
3. Provide complete documentation in alignment with the list on each form.
4. When counting time spent in learning, do not include breaks and meals, unless a speaker presents during the mealtime.
5. Your supervisor must sign every hard copy form and approve every online form.
6. If you are turning in a log, be accurate in your time spent. Logs are accepted as documentation for committee work, study groups, special projects, classroom observations, etc. Logs are not accepted as documentation for workshops or formal professional development.



When transcripts are required between the scheduled meetings, and points must be approved prior to the completion of the transcript, at least three PDC members may approve the points and they will be on the consent agenda for PDC approval at the next PDC meeting.

## **4.5 Questions about awarding PD points relative to renewal licensing**

(Teacher Licensure updated as of 9/12/24, new language highlighted in yellow)

### **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 **and the college/university where the credit hours were earned**. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. **Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.**

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

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

### **8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable

to any educator. The PDC has flexibility in deciding “appropriate credit” when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language.

**Regulations 91-1-215(f) and 91-1-206(a)**

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

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

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

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

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

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

## 4.6 Awarding Professional Development Points for purposes related to employment

**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.

Re-licensure is a requirement for employment for all licensed personnel according to job title and responsibilities. It is the responsibility of the individual employee to maintain licensure for legal purposes.

Orion employees who are not required to have a license for their jobs must complete IPDP forms each fall for the purpose of evaluation. PDC points are not awarded, but plans are subject to PDC approval.

## **Appendix A**

# **Orion IPDP Form**

# INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

*USD 628 - Orion*

Revised July 2020

Name \_\_\_\_\_ Location \_\_\_\_\_  
Assignment \_\_\_\_\_ Educator ID# (from license) \_\_\_\_\_ Date Plan  
Submitted \_\_\_\_\_ Date Plan Approved \_\_\_\_\_

**License Renewal Date** \_/\_/\_\_\_\_

**Orion Vision** – is to be the innovative leader in educational solutions.

**Orion Mission** – is to provide relevant, cost-effective solutions that inspire lifelong learning and strengthen communities.

## **Orion Core Values**

- **Accountability** – We believe in responsible actions that influence the lives of our customers and fellow workers.
- **Integrity** – We believe in honesty, dependability, respect and consideration of others.
- **Leadership** – We believe in empowering people to make extraordinary things happen through progressive and innovative actions.
- **Service Excellence** – We believe in the commitment of each team member to contribute to the individual needs of our customers in a manner that exceeds their expectations.
- **Stewardship** – We believe in responsible planning and management of resources.

Listed below is my Individual Professional Development Plan. These goals focus on increasing my knowledge and teaching skills and are aimed at improving student performance.

## **Individual Goals for Professional Development Growth as measured through the Orion Evaluation System (Please use SMART goal format)**

### **1. Personal Goal tied to Vision/Mission:**

*Specific Action:*

*Timeline:*

*Measurement:*

### **2. Personal Goal tied to one or more Core Values:**

*Specific Action:*

*Timeline:*

*Measurement:*

### **3. Personal Professional Goal:**

*Specific Action:*

*Timeline:*

*Measurement:*

Applicant's Signature and Date \_\_\_\_\_

Supervisor's Signature and Date \_\_\_\_\_

PDC Chair's Signature and Date \_\_\_\_\_

## **Appendix B**

### **Orion Google Form PDC Forms**



# Orion Education and Training PDC Form



## Form description

This form is automatically collecting emails from all respondents. [Change settings](#)

Name \*

Short answer text

Work Location \*



1. Orion Belle Plaine DCP
2. Orion El Dorado DCP
3. Orion Rose Hill DCP
4. Orion Topeka DCP
5. Orion Wichita Parklane DCP
6. Orion Wichita Northeast DCP
7. Orion Winfield DCP

End Date of Activity \*

Month, day, year



Points Requested for this Level: \*

Knowledge Level 1=1 point per hour of seat time; Application Level 2= 2X Level 1 points approved; Impact Level 3= 3X Level 1 points approved

Short answer text

Points Approved by PDC

Don't answer this question. It will be completed by the PDC Chairperson

Short answer text



Date of Next License Renewal \*

Month, day, year



Do you need your PDC Transcript prior to the next Orion PDC meeting? (Meetings are held in October, January, April, and June of each year) \*

---

Knowledge Level 1



Description (optional)

---

As a result of attending this activity, what knowledge/skills have you acquired? \*

Long answer text

---

Describe how this activity connects to Orion's vision or mission and/or your individual personal and professional goal(s). \*

Long answer text

---

Please personally reflect as to how you plan to implement this new knowledge in your daily work. \*

Long answer text

---

Documentation: Identify the documentation needed to prove your attendance at the PD activity, then attach the appropriate documents to the end of this form. \*

☐ Certificate of Completion

---

- ☐ Mentoring Journals
- ☐ Certificate of Attendance
- ☐ Presentation Materials

After section 3 Go to section 6 (Attach Documentation) ▼

#### Section 4 of 6

Application Level 2



Description (optional)

Describe your steps from knowledge level to the application level. \*

Long answer text

Documentation \*

- ☐ Lesson Plans
- ☐ Peer Observation
- ☐ Student Product Samples

- 
- ☐ Peer Observation
  - ☐ Student Product Samples
  - ☐ Written Paper
  - ☐ Teacher Logs/Journal
  - ☐ Formal and Information Data Collection
  - ☐ Video Presentation
  - ☐ Student Achievement
  - ☐ Peer/Administrator Observations
  - ☐ Presentation
  - ☐ Project
  - ☐ Other...

After section 4   Go to section 6 (Attach Documentation)   ▼

☐ Formal Observation Form Completed By Administrator

☐ Student Product Samples

☐ Written Paper

☐ Goal Progress Form

☐ Video Documentation

☐ Sample of Student Project

After section 5 Go to section 6 (Attach Documentation) ▼

#### Section 6 of 6

Attach Documentation



Description (optional)

Please upload \*

Add file

View folder

## **Appendix C**

### **Orion Flow Chart**

**ORION EDUCATION PDC Flow Chart**  
[www.orioneducation.org](http://www.orioneducation.org) → Staff Portal → License/PDC  
PDC Application Form for Levels 1-3

Updated 11/6024

**IPDP and Knowledge Level 1**

Each February, create a new Individual Professional Development Plan based on your annual evaluation, with 3 stretch goals. Submit to your supervisor

Individual Professional Development Plan **MUST** be signed by you and your supervisor

Submit plan to Orion's PDC for approval in SMART Goal format (Meetings in October, January, April, June)

Participate in a PDC activity tied to a Goal Workshop, Meeting, Book Study, Conference, College Course, Service to the Profession

Special Projects must be pre-approved by the PDC.

Complete Knowledge Level 1 Form at [www.orioneducation.org](http://www.orioneducation.org) Staff Portal → License/PDC

**Application Level 2**

Implement the new learning in your classroom during a semester – if possible

**Document the implementation**  
Lesson plans, student work, projects, video, presentation to a PDC member, observation by another teacher or the principal

Complete Application Level 2 Form at [www.orioneducation.org](http://www.orioneducation.org) Staff Portal → License/PDC

**Impact Level 3**

**Determine the best way to measure the impact of the applied concept**  
Student achievement data, student behavior data, projects, assessments, video, presentation to a PDC member, observation by another teacher or the principal

**Document the impact** using one of the methods listed above – during a semester – if possible

Complete Impact Level 3 Form at [www.orioneducation.org](http://www.orioneducation.org) Staff Portal → License/PDC

**Licensure Renewal**

6 Months prior to your Licensure Renewal Date (as printed on your KSDE license), complete the appropriate Licensure Renewal Form from [www.ksde.org](http://www.ksde.org) teacher licensure.

All point requests must be from last renewal date to submission date. Allow time for PDC approval, transcript requests, and KSDE Response.

Contact Debbie Ives at [dives@orioneducation.org](mailto:dives@orioneducation.org) to request a PDC Transcript

Contact all colleges/universities that issued you college credit since your last renewal date for official transcripts to be sent to [dives@orioneducation.org](mailto:dives@orioneducation.org) (All college credit must be approved through PDC)

All Licensure Renewal through KSDE is now online. Please follow their guidelines for all applications. College transcripts need to be sent to Debbie Ives at [dives@orioneducation.org](mailto:dives@orioneducation.org)

Orion's PDC Meets  
October, January, April, and June of each year

**LICENSE RENEWAL IS THE  
RESPONSIBILITY OF THE  
EMPLOYEE!!!!  
LAPSED LICENSE = NO PAYCHECK  
AND DISCIPLINARY ACTION UP TO  
AND INCLUDING TERMINATION!!!!**



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 e

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 12/11/2024

Dr. Frank Harwood

Dr. Frank Harwood

Dr. Randy Watson

---

### Item Title:

Act on request from USD 263 Mulvane, 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 263 Mulvane, 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 263 Mulvane, 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 November 19, 2024.

USD 263 plans to use the bond proceeds (not to exceed **\$59,670,000**), to pay the costs to **Prop 1: \$50,390,000** (est. total cost is \$51,910,429) to (a) demolish a major portion of Mulvane Middle School and construct, equip, and furnish new educational and support spaces, secure building entrance, and construct and equip a new storm shelter area; (b) Mulvane Munson Primary School includes upgrades to restrooms, HVAC systems, electrical systems; (c) Mulvane Grade School includes construct, equip and furnish a new Administration addition, secure building entrance, improvements to existing connecting corridor, HVAC systems, and restrooms; (d) Mulvane High School includes replacing roof, upgrading auditorium lighting and sound systems, HVAC systems and restrooms. Districtwide, all classrooms will have intruder locks installed for enhanced security; and **Prop 2: \$9,280,000** (est. total cost is \$9,560,132) will pay to construct, furnish and equip a new Early Childhood Center on district property.

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 7-0.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 263 Mulvane**

Yes 6-0  
1 absent

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 architect 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.

No

10. Bond Project includes facilities that would be used primarily for Extracurricular Activities

<b>Date of Application</b> 1-Nov-24	<b>Election Date</b> 8-Apr-25	<b>Last Election</b> 1-May-2012	<b>Last Successful Election</b> 1-May-2012
--	----------------------------------	------------------------------------	---

<b>Amount of Bond</b> \$ 59,670,000	<b>Length of Bond</b> 30	<b>Mill Rate of entire bond</b> 18.545	15.375
		<b>\$ 59,670,000</b>	<b>\$ 50,390,000</b>

<b>Mail In Ballot</b> No	<b>Interest Rate</b> 4.63%
-----------------------------	-------------------------------

<b>Mill Rate of 2nd Prop</b> 3.170
<b>\$ 9,280,000</b>

<b>Project Details:</b>	<b>USD 263 Mulvane</b>
-------------------------	------------------------

### Proposition 1 - \$50,390,000

demolish a portion of <b>Mulvane Middle</b> and construct, equip, and furnish new educational and support spaces, make improvements to provide a secured entrance, new storm shelter, install intruder locks,	improvements to <b>Mulvane Munson Primary</b> : restrooms HVAC, electrical, and instal intruder locks	improvements to <b>Mulvane Grade</b> : new administration addition and secured entrance, HVAC, connecting corridor, restrooms, and intruder locks	improvements to <b>Mulvane High</b> : roof, Auditorium lighting and sound, HVAC, restrooms and intruder locks
---	---	---	---

### Proposition 2 - \$9,280,000

Construct, furnish, and equip a <b>new Early Childhood Center</b> and other improvements appurtenant thereto
--

## Summary of Appeal to State Board of Education for Capital Improvement State Aid \*

<b>Unified School District 263 Mulvane</b>	<b>County: Sedgwick</b>
--	-------------------------

1. Current equalized assessed tangible valuation *	<u>\$144,118,931</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$20,176,650</u>	
4. State Aid Percentage	<u>8%</u>	24-25 St Aid %

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$2,000,000</u>	<u>1.4%</u>
6. Amount of bond indebtedness requested	<u>\$59,670,000</u>	<u>41.4%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$61,670,000</u>	<u>42.8%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$20,176,650</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$41,493,350</u>	<u>28.8%</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	

November 8, 2024  
Date

Dale Brungardt  
Director, School Finance

Dr. Frank Harwood  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 f.

**Staff Initiating:**

Sherry Root

**Director:**

Dale Brungardt

**Commissioner:**

Randy Watson

**Meeting Date:** 12/11/2024

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**Item Title:**

Act on request from USD 263 Mulvane, Sedgwick County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 263 Mulvane, Sedgwick County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

**Explanation of Situation Requiring Action:**

See attached documents

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

Unified School District 263 Mulvane	County: Sedgwick
-------------------------------------	------------------

1. Current equalized assessed tangible valuation *	\$144,118,931	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$20,176,650	
4. State Aid Percentage	8%	24-25 St Aid %

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$2,000,000	1.4%
6. Amount of bond indebtedness requested	\$59,670,000	41.4%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$61,670,000	42.8%
8. Estimated amount of bond indebtedness authorized without approval	\$20,176,650	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$41,493,350	28.8%

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	

November 8, 2024  
Date

Dale Brungardt  
Director, School Finance  
  
Dr. Frank Harwood  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 g.

**Staff Initiating:**

Natalie Clark

**Director:**

Beth Fultz

**Commissioner:**

Randy Watson

**Meeting Date:** 12/11/2024

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### **Item Title:**

Act to request to contract with University of Kansas Medical Center to support the Kansas State Advisor of HOSA, a Career & Technical Student Organization & a state affiliate of HOSA-Future Health Pro

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with University of Kansas Medical Center to support the Kansas State Advisor of HOSA at a total amount not to exceed \$20,000.00 per year, up to a total of \$80,000.00 for the four years, from July 1, 2025 to June 30, 2029.

### **Explanation of Situation Requiring Action:**

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

The purpose of this contract is to compensate the State Advisor of Kansas HOSA for leading, maintaining and coordinating all aspects of Kansas HOSA. State Advisor duties include working with local Chapter Advisors in Kansas high schools, training state officers, and planning/managing competitive events.

1. Direct the state program of work for Kansas HOSA.
2. Provide leadership and training for State Officers and their Advisors.
3. Communicate with schools/teachers concerning the state program of work.
4. Provide professional development activities.
5. Facilitate activities of the Kansas HOSA Board of Directors which include:
  - a. Developing and annually reviewing a Constitution and By-Laws.
  - b. Establishing Board positions and term limits for these positions. The Board Treasurer must be a business/industry Board Member.
6. Manage, in conjunction with the Board of Directors, the financial activities of the state association which include:

Ensuring sound and fundamental financial practices are followed (filing state and federal taxes, maintaining tax-exempt status, basic accounting, regular audits, etc.)

7. Coordinate with business and industry sponsors and partners as well as community and service organizations for improvement of the state conference competitions.
8. Work with KSDE Education Consultants for HOSA-related Career Pathways and KBOR CTE Directors to assist schools in implementing the leadership component of programs in Kansas.
9. Work with leaders of the other CTSO's in Kansas to provide opportunities for students to



highlight the benefits of leadership development.

10. Coordinate with management of the databases for membership, conference participation and communication.

11. Coordinate and manage all regional and state HOSA events. Attend National HOSA should Kansas students qualify.

12. Coordinate activities with the National HOSA office as needed.

13. Create and maintain a Kansas HOSA website complete with events calendar and resources for student members and Chapter Advisors.

#### Funding Sources:

W704 Perkins CTE-State Leadership – Career and Technology Student Organizations (CTSOs) State General Fund 50% \$40,000.00

W705 Perkins CTE-State Leadership – CTSOs (Federal) 50% \$40,000.00

The State is required to match the Perkins federal funds as Maintenance of Effort (MOE)

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

### **§2344. State leadership activities**

#### **(a) General authority**

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

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

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

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

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and

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

## **(b) Permissible uses of funds**

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

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

(2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)(B) of this title;

(3) establishing statewide articulation agreements aligned to approved programs of study;

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study;

**(17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;**

Kansas supports eight Career and Technical Student Organizations (CTSOs) that include:

Business Professionals of America (BPA)

DECA

Future Business Leaders of America (FBLA)

Family, Career and Community Leaders of America (FCCLA)

FFA

HOSA-Future Health Professionals (HOSA)

SkillsUSA

Technology Student Association (TSA)

Full text of [20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION \(house.gov\)](https://www.congress.gov/116/plaws/publ/114/2019/plaws-pub114-114.pdf)

SEC. [20 U.S.C. 2302] DEFINITIONS.

**(6) Career and technical student organization**

**(A) In general**

The term "career and technical student organization" means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

**(B) State and national units**

An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 h.

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 12/11/2024

---

### **Item Title:**

Act on request to contract with a technical service provider to align to the new modernized National Career Clusters Framework.

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Advance CTE to provide technical assistance to the Kansas State Department of Education staff to assess, adopt, and implement the modernized National Career Clusters(R) Framework consistent with Kansas' specific workforce needs, economic sectors, and educational priorities at a cost not to exceed \$59,550.00 from January 1, 2025 to September 30, 2025.

### **Explanation of Situation Requiring Action:**

Advance CTE will provide technical assistance to the Kansas State Department of Education staff and other identified state partners to assess, adopt, and implement the modernized National Career Clusters (R) Framework consistent with Kansas' specific workforce needs, economic sectors, and educational priorities.

The technical assistance will include:

Coordination and project management to ensure high-quality deliverables;

Facilitation of alignment activities among state agencies and partners to support the successful implementation of the Framework, while ensuring that any subsequent adjustment to current practices and resources meets the diverse needs of all stakeholders;

Development of recommendations for updates and adjustments to current practices and resources based on alignment activities and overall Framework implementation goals;

Development of a communication plan to support KSDE staff in informing both internal and external stakeholders of proposed implementation activities and adopted changes to current practices.

Advance CTE will host a pre-planning call with the Kansas team to gather input to inform a detailed timeline and project plan for technical assistance. Below are the four primary phases of this project:

Phase 1: Stakeholder Landscape Analysis.

Project Timeline: Kickoff in January 2025

Projected length of each phase: 4-6 weeks

Proposed Activities:

- Initial “crosswalk” of modernized framework specific to Kansas industries.
- Facilitated discussions amongst stakeholders regarding current uses and future needs for the Framework.
- Identify practices and resources implicated by modernized Framework.
- In-depth analysis of opportunities for increased alignment amongst stakeholders and considerations for recommended updates to current practices and resources.

Planned Deliverables: Draft crosswalk, list of identified implications, and summary of stakeholder needs and goals for Framework.

Phase 2: Implementation Planning

Project Timeline: February-March 2025

Projected Length of Each Phase: 3-5 weeks

Proposed Activities:

- Review summary needs and goals with KSDE staff for additional input.
- Draft recommendations for updates to current practices and resources, including time for feedback/questions from the team.
- Begin planning for transition and communication with stakeholders.

Planned Deliverables:

1st and 2nd draft recommendation memo and initial implementation transition plan.

Phase 3:

Implementation Support

Project Timeline: March-June 2025

Projected Length of Each Phase: 3-4 months

Proposed Activities:

- Support KSDE's ongoing cluster activities (e.g., public comment period, advisory group meetings).

-Develop an implementation timeline based on finalized recommendations.

#### Planned Deliverables:

Finalized recommendations and implementation transition plan.

#### Phase 4:

##### Communication Planning

Project Timeline: April-August 2025

Projected Length of Each Phase: 3-4 months

#### Proposed Activities:

-Development of a communication plan to support KSDE in sharing recommendations and planned implementation activities with stakeholders.

-In-person training for identified stakeholders on implementation plans and activities.

-Facilitated discussion of ongoing needs amongst stakeholders.

#### Planned Deliverables:

Finalized communication plan, in-person training or train-the-trainer for the implementation plan, and a summary of the adopted recommendations and ongoing needs.

#### Funding Sources:

W705 Perkins CTE-State Leadership 100% \$59,550.00

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

§2344. State leadership activities

(a) General authority

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

#### Explanation of Situation Requiring Action:

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

(A) preparation for non-traditional fields in current and emerging professions, programs for special

populations, and other activities that expose students, including special populations, to high-skill, high wage, and in-demand occupations;

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

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and

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

(b) Permissible uses of funds

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

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

(2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)(B) of this title;

(3) establishing statewide articulation agreements aligned to approved programs of study;

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section

1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study;

(17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;

Full text of 20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION ([house.gov](https://www.house.gov))



11/21/2024

## **RE: Kansas Modernized Career Clusters Framework Technical Assistance Project**

Dear Ms. Clark,

Advance CTE is submitting the following letter and proposal to provide technical assistance for the Kansas State Department of Education as a sole source vendor.

### **Project Description and Requirements**

Advance CTE will provide technical assistance to the Kansas State Department of Education staff and other identified state partners to assess, adopt, and implement the modernized National Career Clusters<sup>(R)</sup> Framework consistent with Kansas' specific workforce needs, economic sectors, and educational priorities.

The technical assistance will include:

- Coordination and project management to ensure high-quality deliverables;
- Facilitation of alignment activities among state agencies and partners to support the successful implementation of the Framework, while ensuring that any subsequent adjustment to current practices and resources meets the diverse needs of all stakeholders;
- Development of recommendations for updates and adjustments to current practices and resources based on alignment activities and overall Framework implementation goals;
- Development of a communication plan to support KSDE staff in informing both internal and external stakeholders of proposed implementation activities and adopted changes to current practices.

### **Advance CTE Background and Expertise**

Advance CTE is the longest-standing national non-profit representing State CTE Directors and state leaders of Career Technical Education. Our mission is to support state CTE leadership in advancing high-quality CTE policies, programs, and pathways that ensure career and college success for each learner.

Advance CTE has planned and facilitated high-quality, effective training and technical assistance sessions for our members and the CTE community across all 50 states. As one of the two national organizations at the table with Congressional offices when the law was being drafted, Advance CTE possesses a thorough understanding of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), in addition to state implementation of Perkins V, the CTE landscape nationally, and adult learning best practices.

In 2002 Advance CTE, formerly NASDCTEc, unveiled the National Career Clusters Framework, to serve as an organizing tool for CTE programs, curriculum design, and instruction developed with and for states. Advance CTE released a modernized Career Clusters Framework in October of 2024, the first major update to this foundational resource in over 20 years. As the steward of the Career Clusters, Advance CTE offers direct technical assistance to states connected to Framework assessment, adoption, and implementation.

Advance CTE is submitting this proposal as a sole source provider due to our unique qualifications and expertise. Our direct involvement in leading the development of the modernized Career Clusters Framework equips us to support Kansas in transitioning its existing Career Clusters model and to raise awareness of the

Framework's potential impact across the CTE community, state agencies, and beyond. In addition, as Kansas is a member state of Advance CTE, we offer member-only discounted costs in our proposed scope of work.

### Proposed Project Scope of Work

Advance CTE will host a pre-planning call with the Kansas team to gather input to inform a detailed timeline and project plan for technical assistance. Below are the four primary phases of this project:

	Phase 1: Stakeholder Landscape Analysis	Phase 2: Implementation Planning	Phase 3: Implementation Support	Phase 4: Communication Planning
<b>Project Timeline:</b>	Kickoff in January 2025	February-March 2025	March-June 2025	April-August 2025
<b>Projected length of each phase</b>	4-6 weeks	3-5 weeks	3-4 months	3-4 months
<b>Proposed Activities:</b>	<ul style="list-style-type: none"> <li>-Initial "crosswalk" of modernized framework specific to Kansas industries.</li> <li>-Facilitated discussions amongst stakeholders regarding current uses and future needs for the Framework.</li> <li>-Identify practices and resources implicated by modernized Framework.</li> <li>-In-depth analysis of opportunities for increased alignment amongst stakeholders and considerations for recommended updates to current practices and resources.</li> </ul>	<ul style="list-style-type: none"> <li>-Review summary needs and goals with KSDE staff for additional input.</li> <li>-Draft recommendations for updates to current practices and resources, including time for feedback/questions from the team.</li> <li>-Begin planning for transition and communication with stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>-Support KSDE's ongoing cluster activities (e.g., public comment period, advisory group meetings).</li> <li>-Develop an implementation timeline based on finalized recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>-Development of a communication plan to support KSDE in sharing recommendations and planned implementation activities with stakeholders.</li> <li>-In-person training for identified stakeholders on implementation plans and activities.</li> <li>-Facilitated discussion of ongoing needs amongst stakeholders.</li> </ul>
<b>Planned Deliverables:</b>	Draft crosswalk, list of identified implications, and summary of stakeholder needs and goals for Framework.	1st and 2nd draft recommendation memo and initial implementation transition plan.	Finalized recommendations and implementation transition plan.	Finalized communication plan, in-person training or train-the-trainer for the implementation plan, and a summary of the adopted recommendations and ongoing needs.

## Budget

This deliverables-based budget includes costs associated with the planning, development, and preparation of the described activities.

Phase and Task Activity	Deliverables	Cost
Phase 1: Stakeholder Landscape Analysis	Draft crosswalk, list of identified implications, and summary of stakeholder needs and goals for Framework.	\$22,880
Phase 2: Draft Implementation Planning	1st and 2nd draft recommendation memo and initial implementation transition plan.	\$9,735
Phase 3: Implementation Support	Finalized recommendations and implementation transition plan.	\$13,100
Phase 4: Communication Planning	Finalized communication plan, in-person training for the implementation plan, and a summary of adopted recommendations and ongoing needs.	\$13,835
<b>Total Proposed Budget</b>		<b>\$59,550</b>

If you have any questions, please contact Brenna Bartlett, Director of Technical Assistance at [bbartlett@careertech.org](mailto:bbartlett@careertech.org), or me at [kkreamer@careertech.org](mailto:kkreamer@careertech.org).

Sincerely,

Kate Kreamer



Executive Director, Advance CTE

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 i

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Date: 12/11/2024

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### Item Title:

Act to request to contract with an organization to conduct a literature review, update & develop Career & Technical Education resources to Measure & Reflect Student learning & support special populations.

### Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with (AIR) American Institutes for Research to provide services to the Kansas State Department of Education to support an update to the Measuring and Reflecting Student Learning document and development of a resource that will identify common barriers to recruiting special populations and subgroups to CTE and introduce actionable strategies for improvement at a cost not to exceed \$70,565.00.00 from January 2, 2025, through September 30, 2025.

### Explanation of Situation Requiring Action:

AIR will provide services to the Kansas Department of Education to support two tasks:

Update to the Measuring and Reflecting Student Learning

Development of a resource that will identify common barriers to recruiting special populations and subgroups to CTE and introduce actionable strategies for improvement

The proposed scope of work, project timeline, and budget are described below.

### **Task 1: Update to Measuring and Reflecting Student Learning**

AIR will provide support to review and update the Kansas document, Measuring and Reflecting Student Learning, to expand inclusion of career readiness indicators that research shows leads to postsecondary success. To develop this content, the AIR team will conduct a literature review focused on career readiness indicators, develop and facilitate a set of virtual focus groups to capture input from a diverse set of interest holders, and develop recommendations for potential revisions to the Kansas resource.

### **Task 2: Common Barriers to Recruiting Special Populations and Subgroups to CTE**

AIR will develop a brief introductory document (5-7 pages) that serves as an overview of the common barriers for recruitment, Kansas's current recruitment efforts, and strategies for increasing recruitment of special populations and subgroups to CTE. To develop this content, the AIR team will conduct a literature review; analyze existing state, regional and local data; and identify promising strategies implemented both in Kansas and in other states.

Funding Sources: W705 Perkins CTE-State Leadership 100% \$70,565.00

20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION (house.gov)Full Text §2344. State leadership activities

(a) General authority From amounts reserved under section 2322(a)(2) of this title, each eligible agency shall— Explanation of Situation Requiring Action:

(1) conduct State leadership activities to improve career and technical education, which shall include support for— (A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high wage, and in-demand occupations; (B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with

disabilities; (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and (D) technical assistance for eligible recipients; and

(2) report on the effectiveness of such use of funds in achieving the goals described in section 2342(d)(2) of this title and the State determined levels of performance described in section 2323(b)(3)

(A) of this title, and reducing disparities or performance gaps as described in section 2323(b)(3)(C)(ii)(II) of this title. (b) Permissible uses of funds The State leadership activities described in subsection (a) may include— (1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources; (2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)

(B) of this title; (3) establishing statewide articulation agreements aligned to approved programs of study; (4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to— (A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations; (B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to— (i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and (ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study; (17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations; Full text of 20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION ([house.gov](http://house.gov))



Advancing Evidence.  
Improving Lives.

## Memo

**Date:** November 22, 2024  
**To:** Natalie Clark, Assistant Director Career, Standards and  
Assessment Services, Kansas State Department of Education  
**CC:** Tori Cirks, Managing Director, AIR  
**From:** Ellen Cushing, Principal Technical Assistance Consultant, AIR

---

Headquarters  
1400 Crystal Drive, 10th Floor  
Arlington, VA 22202-3289  
+1.202.403.5000  
[AIR.ORG](http://AIR.ORG)

**Re: Sole Source Letter: Scope of Work for Updating Measuring and Reflecting Student Learning**

The American Institutes for Research® (AIR®) is pleased to submit this scope of work to the Kansas Department of Education (KSDE) for a partnership to (1) update the Measuring and Reflective Student Learning: Work-based Experience Portfolio and Employability Skills Rubric and (2) develop a resource focused on common barriers to recruiting special populations and subgroups to CTE.

We believe we are uniquely positioned to support these two efforts. First, AIR facilitated the initial development of the Measuring and Reflective: Work-based Experience Portfolio and Employability Skills Rubric. We will leverage our knowledge of the Kansas context, goals, and priorities for this resource to inform our approach and increase overall project efficiencies. Second, AIR recently developed a special populations resource for the Ohio Department of Education and Workforce, and we will leverage our knowledge and experience from supporting the development of that resource in this project, further increasing project efficiencies.

Please direct contractual questions about this proposal to Carmen Fermin, contracts and grants specialist, at 202-403-6152 or [AIRproposals@air.org](mailto:AIRproposals@air.org). For technical questions, please contact Ellen Cushing, principal technical assistance consultant, at 401-439-5496 or [ecushing@air.org](mailto:ecushing@air.org).

Thank you for your consideration.

Sincerely,

Carmen Fermin  
Sr. Director, Pre-Award and Pricing

## Introduction

The American Institutes for Research (AIR) submits will provide services to the Kansas Department of Education (ODE) to support two tasks:

- Update to the Measuring and Reflecting Student Learning
- Development of a resource that will identify common barriers to recruiting special populations and subgroups to CTE and introduce actionable strategies for improvement

The proposed scope of work, project timeline, and budget are described below.

## Project Design

### Task 1: Update to Measuring and Reflecting Student Learning

AIR will provide support to review and update the Kansas document, Measuring and Reflecting Student Learning, to expand inclusion of career readiness indicators that research shows leads to postsecondary success. To develop this content, the AIR team will conduct a literature review focused on career readiness indicators, develop and facilitate a set of virtual focus groups to capture input from a diverse set of interest holders, and develop recommendations for potential revisions to the Kansas resource.

### Task 2: Common Barriers to Recruiting Special Populations and Subgroups to CTE

AIR will develop a brief introductory document (5-7 pages) that serves as an overview of the common barriers for recruitment, Kansas's current recruitment efforts, and strategies for increasing recruitment of special populations and subgroups to CTE. To develop this content, the AIR team will conduct a literature review; analyze existing state, regional and local data; and identify promising strategies implemented both in Kansas and in other states.

### Exhibit 1. Key Activities and Deliverables Timeline

Key Activities and Deliverables	2025								
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<b>Project Management</b>									
Hold initial project kickoff meeting	●								

Conduct monthly project meetings with client	○	○	○	○	○	○	○	○	○
<b>Update to Measuring and Reflecting Student Learning</b>									
Convene project team and KSDE team to discuss revisions	○								
Conduct literature review		○	○						
Plan and conduct focus groups			○	○	○				
Develop recommendations for revisions						○	○		
Update and finalize Kansas Measuring and Reflecting Student Learning								○	○
<b>Develop Common Barriers to Recruiting Special Populations and Subgroups to CTE Brief</b>									
Convene project team and KSDE team to discuss revisions	○								
Conduct literature review		○	○						
Inventory and analyze existing state, regional, and local data			○	○	○				
Conduct focus groups/ interviews to identify promising strategies						○	○		
Draft and finalize Common Barriers to Recruiting Special Populations and Subgroups to CTE							○	○	○

## Budget Narrative

Our price for the proposed work for the two tasks is \$70,565.

- **Task 1: Update to Measuring and Reflecting Student Learning- \$40,369**



- **Task 2: Common Barriers to Recruiting Special Populations and Subgroups to CTE – \$30,196**

The projected period of performance is from January 2, 2025, through September 30, 2025. The proposed price assumes that AIR will receive a fixed price contract for the services described. Any purchase order or contract issued in response to this proposal shall be based on mutually agreeable terms and conditions.

The budget estimate is for estimation purposes and is not a guaranteed price for services. AIR's proposal is predicated on current information from the client about the project requirements and AIR's technical approach and assumptions to fulfill these requirements. Actual costs may change once the scope of work is negotiated or finalized. AIR reserves the right to negotiate final scope of work and price. Any contract award resulting from this proposal is subject to negotiations of the final price and will be based upon mutually agreed terms and conditions between the parties.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 j.

**Staff Initiating:**

Natalie Clark

**Director:**

Beth Fultz

**Commissioner:**

Randy Watson

**Meeting Date:** 12/11/2024

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### **Item Title:**

Consent Agenda: Act to request to contract with Kansas State University to support the Kansas State Advisor of DECA, a Career and Technical Student Organization preparing emerging leaders and entrepreneurs.

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Kansas State University to support the Kansas State Advisor of DECA at a total amount not to exceed \$25,000.00 per year, up to a total of \$100,000.00 for the four years, from July 1, 2025 to June 30, 2029.

### **Explanation of Situation Requiring Action:**

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

The State Advisor role includes leading, maintaining and coordinating all aspects of Kansas DECA by:

1. Coordinating and managing the State DECA Conference events to be held on the campus of Kansas State University for the term of the contract.
2. Coordinating and managing all Regional DECA events.
3. Attending National DECA meetings as needed and should Kansas students qualify.
4. Training of State Officers.
5. Guiding and supporting local Chapter Advisors (Communications and Advisor Trainings).
6. Develop, grow, and lead the Kansas DECA Board of Directors.
7. In conjunction with the Kansas DECA Board of Directors, provide financial oversight of Kansas DECA funds, including but not limited to, regular financial reports, tax filings and audits.
8. Regular quarterly progress reports to the KSDE lead consultant, including updates on student membership, local chapter totals, results of local, district, state and national DECA events, financial reports, etc.
9. Maintain a Kansas DECA website, complete with events calendar and resources for student members and Chapter Advisors.

Funding Sources:

W704 Perkins CTE-State Leadership – Career and Technical Student Organizations (CTSOs) State

General Fund 50% \$50,000.00

W705 Perkins CTE-State Leadership – CTSOs (Federal) 50% \$50,000.00

The State is required to match the Perkins federal funds as Maintenance of Effort (MOE)

20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION ([house.gov](https://www.house.gov))Full Text

§2344. State leadership activities

(a) General authority

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

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

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

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

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and

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

(b) Permissible uses of funds

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

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

(2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)(B) of this title;

(3) establishing statewide articulation agreements aligned to approved programs of study;

(4) establishing statewide industry or sector partnerships among local educational agencies,

institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section

1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study;

(17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations; Kansas supports eight Career and Technical Student Organizations (CTSOs) that include:

Business Professionals of America (BPA)

DECA

Future Business Leaders of America (FBLA)

Family, Career and Community Leaders of America (FCCLA)

FFA

HOSA-Future Health Professionals (HOSA)

SkillsUSA

Technology Student Association (TSA)

Full text of 20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION ([house.gov](https://www.house.gov/legislation/20usc/ch44/))

SEC. [20 U.S.C. 2302] DEFINITIONS.

(6) Career and technical student organization

(A) In general the term "career and technical student organization" means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

(B) State and national units an organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 k.

Staff Initiating:

Randy Watson

Director:

Commissioner:

Randy Watson

Meeting Date: 12/11/2024

---

### **Item Title:**

Act to approve the Kansas School for the Deaf 1-year negotiated agreement with the Kansas National Education Association

### **Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Kansas School for the Deaf 1-year negotiated agreement with the Kansas National Education Association.

### **Explanation of Situation Requiring Action:**

Negotiated agreement between the Kansas School for the Deaf and the Kansas National Education Association. Negotiation was assisted by Board Attorney Mark Ferguson and Board Member Michelle Dombrosky.

**Professional Agreement**

**Between**

**Kansas School for the Deaf NEA**

**and**

**Kansas State Board of Education**

**August 1, 2024 – July 31, 2025**

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### APPENDIX A: 2024-2025 Salary Schedule

### APPENDIX B: Supplement by Department



## **Article 1. Definitions**

- A. **Association:** Kansas School for the Deaf NEA, affiliated with Kansas National Education Association and the National Education Association.
- B. **Bargaining Unit\*:**
- all classroom teachers,
  - all outreach consultants,
  - transition facilitator(s),
  - counselor(s),
  - library media specialist(s),
  - school psychologist(s),
  - speech pathologists,
  - social workers, and
  - curriculum coordinator(s)
  - employed by the Board and assigned full-time or part-time to the Kansas School for the Deaf.
- \*Bargaining Unit will be clarified further during the next negotiation year.
- C. **Board:** the Kansas State Board of Education.
- D. **Days:** working days.
- E. **Educator:** all members of the bargaining unit.
- F. **School:** Kansas School for the Deaf.
- G. **Seniority:** the period of continuous service in the school.
- H. **State:** the state of Kansas.
- I. **Superintendent:** superintendent of the Kansas School for the Deaf or designee.
- J. **Supervisor:** a person designated by the Superintendent to perform supervisory, disciplinary, and evaluative duties over a member of the bargaining unit.

## **Article 2. General Provisions**

### **A. Modification of Agreement.**

This agreement may be amended at any time by mutual consent. However, no amendment to this agreement shall be binding unless executed in writing and ratified by both the Board and the bargaining unit represented by the Association.

### **B. Savings Clause.**

Nothing in this agreement shall be construed to limit the statutory power and duty of the Board to make, amend, or execute decisions and policies that are necessary to operate and maintain the teaching program and school and to otherwise carry out its lawful rights and responsibilities. Any portion of this agreement which is contrary to law shall be null and void but the remainder of the agreement shall remain in full force and effect.

## **Article 3. Salary**

- A.** Salary shall be based upon the rate of compensation paid to educators employed by the Olathe District Schools for the preceding school year as per K.S.A. 76-11a17 and amendments.
- B.** Educators shall be placed on the salary schedule in the cell that provides the highest salary to which their years of experience, highest degree, additional semester hours, and professional development points entitle them.
- C.** Proof of completion (i.e. grade card or official transcripts) of college hours may be submitted to Human Resources for salary schedule column advancement. College credit hours that will result in column advancement in the current contract year will be credited only if official transcripts are submitted by the second paycheck of the current contract year. Failure to meet the deadline for official transcript submission after submitting proof of completion of college hours will result in retroactive salary adjustment. Transcripts for college hours submitted after the second paycheck will be credited in the following contract year.
- D.** Professional development points earned during the contract year must be submitted by May 1 for salary schedule column movement the following contract year. Professional development points earned after April 30 that will result in column advancement the following contract year will be accepted if submitted by the second paycheck of the following contract year.

- E. College credits and professional development points will be counted from the date of the last highest degree awarded. The first master's degree earned after a bachelor's degree resets the professional development points to zero.
- F. The Superintendent shall determine the initial placement of a newly hired educator on the salary schedule.
- G. Career Increment Payment
  - 1. Educators who have completed at least fifteen years of service but less than twenty years of service at the School shall have \$200 added to their annual salary.
  - 2. Educators who have completed at least twenty years of service but less than twenty-five years of service at the School shall have \$300 added to their annual salary.
  - 3. Educators who have completed at least twenty-five years of service or more at the School shall have \$500 added to their annual salary.
  - 4. Career increment payments shall be made on the final pay period in December.
- H. The 2024-2025 salary schedule is attached as Appendix A.

## **Article 4. Supplemental Assignments**

### **A. Supplemental Assignments**

Supplemental contracts are those for coaching, new teacher orientation, supervising, directing and assisting extracurricular activities, chaperoning, ticket taking, cafeteria supervision and other similar related activities.

Educators cannot be required to accept supplemental duties to maintain a primary teaching contract. Educators can resign from supplemental duties without impact to their primary contracts.

Cafeteria supervision is supplemental and cannot be involuntarily assigned. However, other supervisory duties during the lunch period, but outside the cafeteria may be assigned.

### **B. Issuance of Supplemental Contracts**

- 1. Supplemental contracts will be issued within one (1) month of approval of the Agreement by the educators and the Board.
- 2. Supplemental contracts will be paid after the duties have been completed.

3. A supplemental contract will be issued only when duties are assigned and approved by the Superintendent.

The supplemental salary schedule is attached as Appendix B.

## **Article 5. Disciplinary Procedure**

- A. Disciplinary action may result from a violation of Board policy, rules, regulations, or other good cause. Disciplinary action, with the exception of non-renewal/termination, is not meant to address an educator's effectiveness with students. Such professional issues should be addressed through the evaluation procedure.
- B. The underlying principle of discipline is correction rather than punishment. Discipline, short of discharge, should help the educator correct unacceptable actions. In these situations, the supervisor will make every effort to counsel the educator and/or suggest behavioral changes. If such counseling or suggestions fail to have a constructive effect, the supervisor shall follow this policy.
- C. In most cases, disciplinary action for repeated violations shall be progressively more severe. However, the severity of the violation will determine the initial action taken from the following options:
  1. Verbal reprimand (no written record will be placed in the educator's personnel file).
  2. Written reprimand.
  3. Suspension with pay.
  4. Suspension without pay for up to five (5) days.
  5. Non-renewal/termination
- D. Prior to any disciplinary action, the supervisor will confer with the educator. The educator may be accompanied by a representative and/or Level 4 or 5 interpreter of choice at any and all levels of the disciplinary procedure. Discussion of disciplinary actions between the educator and the supervisor shall occur within five (5) days of written notice from the supervisor or until a Level 4 or 5 interpreter is obtained.
- E. A written reprimand or letter of suspension will be placed in the educator's official Human Resource file. A copy will be provided to the educator. The educator has the right to respond in writing within ten (10) days and the response shall be attached to the reprimand/suspension documentation in the file.

- F.** Any disciplinary action taken, with the exception of a verbal reprimand or non-renewal/termination, shall be subject to the grievance procedure.
1. A grievance in regard to a written reprimand shall be filed at Step One of the grievance procedures with the appropriate supervisor.
  2. A grievance in regard to a suspension shall be filed at Step Two of the grievance procedure with the Director of Human Resources.

## **Article 6. Grievance Procedure**

### **A. Definitions**

A grievance is a statement of dissatisfaction over any condition of work which allegedly has an adverse effect on the educator. The procedure may also be used to provide redress for grievances alleging discrimination on the basis of race, color, ancestry, national origin, age, sex, sexual harassment, sexual orientation, disability, political affiliation, or veteran status. In addition to the right to file the grievance under this procedure, all employees retain the right to file civil rights complaints with the appropriate enforcement agencies.

### **B. Procedure**

1. Step One. An educator must file a grievance with the appropriate supervisor within ten days of the event causing the dispute or within ten days of the educator's knowledge of the occurrence of the event causing the dispute. The supervisor will meet with the educator and provide a written response within five days of receiving the grievance.
2. Step Two. If the educator is not satisfied with the response of the supervisor, the educator may file the grievance with the Director of Human Resources within ten days of the supervisor's response. The HR Director will meet with the educator and provide a written response within ten days of receiving the grievance.
3. Step Three. If the educator is not satisfied with the response of the Director of Human Resources, the educator may file the grievance with the Superintendent within ten days of the HR Director's response. Within ten days of receiving the grievance, the Superintendent will meet with the educator and/or appoint one or more persons as a hearing panel to gather pertinent statements and information and make recommendations to the Superintendent. Within fifteen days of receiving the grievance, the Superintendent will provide a written response.

4. Step Four. If the educator is not satisfied with the response of the Superintendent, the educator may request advisory mediation by notifying the Superintendent within ten days of the Superintendent's response. The request for advisory mediation will be jointly forwarded to the Federal Mediation Conciliation Service (FMCS) unless both parties agree to use an alternate resolution process.

### **C. General Provisions**

1. The educator may be accompanied by a representative of choice at any and all levels of the grievance procedure. Up to two non-participating observers, chosen by the educator, may attend. Disruptive behavior may be reason to terminate the meeting.
2. Discussion of a grievance between the educator and the supervisor, the HR Director, or the Superintendent shall occur at such times as the parties mutually agree.
3. Time limits as designated in this article may be extended by mutual agreement.

## **Article 7. Contract Year**

### **A. Basic Contract Year**

The educators' contract year shall be for 181 days for returning educators and 183 days for new-hire educators. There shall be no less than 1,116 student contact hours.

### **B. Calendar Parameters**

1. Two days shall be designated as new staff orientation.
2. Nine days shall be designated as professional development days; Three shall be scheduled before the first day of school.
3. Six days shall be designated as professional preparation days; one shall be scheduled before the first day of school, one at the end of each quarter, and an additional day during the school year.
  - a. All days designated as a "professional preparation day" are to be used at the discretion of the educator for activities related to instructional purposes.
4. Two half days shall be designated for parent-teacher conferences.

## **Article 8. Professional Day**

### **A. Duty Day**

Full-time educators are expected to be at work by 7:45 a.m. and end their day at 3:45 p.m. If special situations or appointments require a late arrival or early departure, arrangements may be made with the supervisor in advance. Due to neighboring districts' bell schedules, a new schedule may be revisited with consultation, feedback, and representation for the 2025-2026 school year.

### **B. Dress Code**

Appropriate professional dress demonstrates a high regard for education and the teaching profession and will present an image consistent with job responsibilities and community values and expectations. Appropriate professional dress reflects a shared vision of the School educators as motivated professionals working toward a common mission. In addition, it strengthens the community's perception of the District, public schools, and the teaching profession.

The Board encourages appropriate dress that adheres to commonly accepted business casual standards. Clothing should convey a professional image by being coordinated, modest, and appropriate for a classroom or educational setting.

Clothing not appropriate for the classroom or educational setting includes, but is not limited to:

- Torn, faded, or frayed jeans
- Rubber-soled "flip-flops" or foam shoes
- Athletic Spandex
- T-shirts or sweatshirts (shirts should have a collar or otherwise be "dress" in nature)
- Jogging/athletic suits
- Shorts (an exception would be during the ESY summer program. Must maintain an appropriate appearance)

Clothing appropriate for the classroom or educational setting includes, but is not limited to, the following:

- Neat and clean athletic shoes (Certified professional employees are encouraged to wear comfortable business casual shoes).
- Jeans are appropriate for daily wear. Must be neat in appearance and appropriate for the professional setting.

KSD staff may wear school logo t-shirts hoodies, or sweatshirts, on the following occasions:

- Every Friday, except for days designated for parent/teacher conferences.
- Special occasions as designated by the building Principal or the Superintendent.
- Teacher planning and preparation days.
- Professional Development days.
- Travel time to and from events outside the District.
- School breaks that include Fall, Winter, Spring, and Summer.

Attire should be appropriate for the educational activity to be engaged in that day and should also be appropriate for the role of the teacher or staff member in each activity (i.e., P.E. teachers wearing athletic apparel).

An educator who is uncertain about whether a clothing item is appropriate or needs to request accommodation due to medical reasons should ask the building Principal, Supervisor or the Human Resource Department.

An administrator concerned about an educator's appearance should address their concern(s) with the individual employee in an appropriate setting. Additional assistance can be requested from Human Resources.

### **C. Plan Time**

1. Educators assigned full-time to the secondary school (grades 7-12 and post-graduates) will have at least 242 minutes per week within the regular student contact hours for planning, preparation, and evaluation of instructional activities.
2. Educators assigned full-time to the elementary school (early childhood through grade 6) will have at least 225 minutes per week within the regular student contact hours excluding recess, for planning, preparation, and evaluation of instructional activities.
3. Speech therapists, school psychologists, social workers, counselors, and library media specialists may schedule time as needed and available for planning and preparation.

### **D. Professional Meetings**

Department meetings, professional learning community meetings, and professional development meetings may be scheduled within contractual times.



#### **E. Duty Free Lunch**

Educators shall have a daily, uninterrupted lunch period, free of assigned responsibility for at least twenty-five minutes duration.

#### **F. Compensation Time**

One hour of compensation time shall be granted to the counselor, school psychologist, and school social worker for each hour spent outside the defined duty day in response to an administration-approved request for services. Compensation time shall accumulate through the school year and may be used at the discretion of the educator with the approval of their supervisor. Accumulated compensation time shall be taken in no less than one-hour increments with no more than eight hours (one contract day) taken at any one time. Accumulated compensation time not used by the end of the school year will be forfeited except for any hours earned during the last week of the school year. Any hours earned during the last week of the school year. Any hours earned during the last week of school may be carried over to the following school year.

#### **G. Additional Endorsements**

Upon accepting a position at the School, newly hired classroom teachers are informed that they must obtain two endorsements: 1) content area, and 2) Deaf Education to achieve “highly qualified” status. If School administration asks a teacher to obtain additional endorsements beyond the required two, the School will cover the costs of endorsement tests. If a teacher wishes to acquire extra endorsements for their own professional growth, the teacher will be responsible for the costs.

#### **H. Extra Duties**

Teachers may be asked to consider two extra duties each school year to help spread duties out among staff. Teachers will have the election to acquire a third duty if they choose to do so. No extra duties will be asked of first-year and second-year teachers, if possible. If needed, duties for first-year and second-year teachers will be limited to one.

### **Article 9. Temporary Leaves**

#### **A. Personal Leave**

The School will annually grant three (3) days of personal time to be used during the regular school year. These Personal Days are not accumulated and will be

forfeited at the end of each school year. Administration asks that personal leave requests be made a minimum of three (3) days in advance, if possible, to allow for the development of lesson plans and related activities and to allow for ample time to secure a substitute teacher. Administration will make every effort to approve leave requests that are submitted in a timely manner.

Personal leave is not available under the following conditions unless authorized by the Superintendent:

1. The orientation period at the beginning of the school year;
2. The last five (5) contract days of the school year;
3. The last contract day before fall break, winter break, spring break, or a holiday;
4. The first contract day following fall break, winter break, spring break, or a holiday;
5. Any professional development days and professional preparation days identified on the school calendar.

## **B. School Closure**

The Superintendent of the School has the exclusive right to declare when the School is closed for any reason.

## **C. School Absences**

Educators are encouraged to report for work to ensure adequate supervision of students. However, if the employee finds it is not possible to report to work, the educator who chooses to remain at home must promptly notify their immediate supervisor. The missed day will be deducted from one of the following: (a) personal leave, (b) sick leave, (c) discretionary day, or (d) unpaid leave.

## **Article 10. Educator Evaluation**

Licensed KSD educators adhere to Marzano Focused Teacher Evaluation Model, a teacher evaluator model that aligns with the Kansas State Department of Education requirements.

## **Article 11. Access to Files**

An educator has the right to examine their own personnel file. Educators may review their files only while in the presence of someone from the Human Resources department. No additions or removals may be made without a written request to the Human Resources Director and approval by the Superintendent.

## **Article 12. Reduction in Force**

In the event of severe budget constraints and/or severe declines in enrollment, a reduction in force other than what can be achieved by normal attrition may be necessary to ensure the viability of the School. In that situation, the Board has the right to determine if it is in the best interest of the School to reduce its workforce. This decision shall be made after consultation between the Board and the School administration.

### **A. Procedure**

1. Reduction of professional educators shall first be accomplished by normal attrition through resignation or retirement of educators.
2. If further reduction is necessary, probationary educators (as defined by KSA 76-11a13) will be non-renewed before any non-probationary educators are non-renewed due to a reduction in force.
3. If further reduction is necessary, the Board shall consider the following factors in determining which educators shall be non-renewed due to a reduction in force:
  - a. Licensure/endorsement.
  - b. Educator qualifications.  
(including highly qualified status, American Sign Language/English Bilingual Professional [AEBPD] training, and other professional development experience).
  - c. American Sign Language and written English skills.
  - d. Seniority.
  - e. Recent evaluations.
4. The Board shall indicate to any educator selected for non-renewal due to a reduction in force the reasons why they were selected based upon the above factors.
5. An educator selected for non-renewal may appeal the decision as per KSA 76-1106 et seq.

## **B. Recall of Professional Educators**

1. If a vacancy occurs within two (2) years for which any educator who was non-renewed due to a reduction in force is qualified, the position shall be offered to the most recently reduced educator.
2. No educator will forfeit or lose the right to recall because the educator has secured other employment during the period in which they have a right to recall.

## **Article 13. Association Rights**

- A. The Association shall have the right to post notices of activities and matters of Association concern on official employee bulletin boards.
- B. The Association shall have access to teacher mailboxes and to school email addresses for communication of Association business.
- C. The Association shall have access to school facilities when such facilities are not otherwise in use.
- D. The Association shall be provided with the names and assignments of all bargaining unit members and each September shall be provided with the placement of each on the salary schedule.
- E. The Association shall be provided with up to five days of Association leave per year at no cost to the Association. The Association president shall provide notification of such leave at least one week before the leave.

## **Article 14. Duration**

This shall be a one-year agreement.

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<b>Kansas State Board of Education Chair</b>	<b>Date</b>
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<b>Nancy Frazier KSD NEA President</b>	<b>Date</b>
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## APPENDIX A:

### Kansas School for the Deaf Professional Pay Salary Schedule 2024-2025 (181 Days)

Bachelor Columns			
Step	BS Salary	BS+12 Salary	BS+24 Salary
1	\$ 44,524.06	\$ 45,859.79	\$ 47,195.51
2	\$ 45,214.19	\$ 46,570.24	\$ 47,927.25
3	\$ 45,914.96	\$ 47,292.30	\$ 48,669.64
4	\$ 46,626.37	\$ 48,025.01	\$ 49,424.61
5	\$ 47,349.41	\$ 48,770.30	\$ 50,190.24
6	\$ 48,083.09	\$ 49,526.25	\$ 50,968.44
7	\$ 48,828.38	\$ 50,293.80	\$ 51,758.26
8	\$ 49,585.29	\$ 51,072.97	\$ 52,560.66
9		\$ 51,864.73	\$ 53,375.64
10		\$ 52,668.10	\$ 54,202.24
11		\$ 53,485.02	\$ 55,042.39
12		\$ 54,313.55	\$ 55,896.09
13			\$ 56,762.37
14			\$ 57,642.21
15			\$ 58,535.59
16			\$ 59,442.53

Master Columns							
Step	MS Salary	MS+12 Salary	MS+24 Salary	MS+36 Salary	MS+48 Salary	MS+60 Salary	PhD Salary
1	\$ 50,757.43	\$ 51,647.91	\$ 52,538.40	\$ 53,428.88	\$ 54,319.36	\$ 55,209.84	\$ 56,990.80
2	\$ 51,544.35	\$ 52,448.38	\$ 53,352.41	\$ 54,257.41	\$ 55,161.44	\$ 56,065.48	\$ 57,874.51
3	\$ 52,342.88	\$ 53,261.43	\$ 54,179.98	\$ 55,097.56	\$ 56,016.11	\$ 56,934.66	\$ 58,770.80
4	\$ 53,153.99	\$ 54,087.06	\$ 55,019.16	\$ 55,952.23	\$ 56,884.33	\$ 57,817.40	\$ 59,682.57
5	\$ 53,978.65	\$ 54,925.27	\$ 55,871.89	\$ 56,819.48	\$ 57,766.10	\$ 58,713.69	\$ 60,606.93
6	\$ 54,814.93	\$ 55,777.04	\$ 56,738.18	\$ 57,700.28	\$ 58,661.42	\$ 59,623.53	\$ 61,546.78
7	\$ 55,664.76	\$ 56,641.39	\$ 57,618.01	\$ 58,594.64	\$ 59,571.26	\$ 60,547.89	\$ 62,500.17
8	\$ 56,527.17	\$ 57,519.28	\$ 58,510.43	\$ 59,502.54	\$ 60,494.65	\$ 61,485.80	\$ 63,469.05
9	\$ 57,403.13	\$ 58,410.73	\$ 59,417.36	\$ 60,424.96	\$ 61,431.59	\$ 62,439.19	\$ 64,453.42
10	\$ 58,293.61	\$ 59,315.73	\$ 60,338.82	\$ 61,360.94	\$ 62,384.02	\$ 63,407.11	\$ 65,452.31
11	\$ 59,196.68	\$ 60,235.25	\$ 61,273.82	\$ 62,312.40	\$ 63,350.97	\$ 64,389.54	\$ 66,466.68
12	\$ 60,114.26	\$ 61,169.29	\$ 62,223.35	\$ 63,278.37	\$ 64,333.40	\$ 65,387.46	\$ 67,496.55
13	\$ 61,046.36	\$ 62,116.88	\$ 63,188.36	\$ 64,258.87	\$ 65,330.35	\$ 66,400.87	\$ 68,542.86
14	\$ 61,992.02	\$ 63,079.95	\$ 64,167.89	\$ 65,254.86	\$ 66,342.79	\$ 67,430.73	\$ 69,605.63
15	\$ 62,953.16	\$ 64,057.55	\$ 65,161.94	\$ 66,266.33	\$ 67,370.72	\$ 68,475.11	\$ 70,684.86
16	\$ 63,928.81	\$ 65,050.63	\$ 66,172.44	\$ 67,294.25	\$ 68,415.10	\$ 69,536.91	\$ 71,779.57
17	\$ 64,919.96	\$ 66,059.19	\$ 67,197.46	\$ 68,336.70	\$ 69,475.93	\$ 70,615.17	\$ 72,892.67
18	\$ 65,926.59	\$ 67,083.25	\$ 68,239.90	\$ 69,395.59	\$ 70,552.25	\$ 71,708.91	\$ 74,022.22
19	\$ 66,947.74	\$ 68,122.79	\$ 69,296.87	\$ 70,471.91	\$ 71,645.99	\$ 72,821.04	\$ 75,170.17
20	\$ 67,985.34	\$ 69,178.78	\$ 70,371.25	\$ 71,563.72	\$ 72,757.16	\$ 73,949.63	\$ 76,334.57
21	\$ 69,039.40	\$ 70,251.23	\$ 71,462.09	\$ 72,672.95	\$ 73,884.78	\$ 75,095.64	\$ 77,518.33
22	\$ 70,109.91	\$ 71,340.13	\$ 72,569.39	\$ 73,799.60	\$ 75,029.82	\$ 76,260.04	\$ 78,719.51
23	\$ 71,196.88	\$ 72,445.49	\$ 73,694.10	\$ 74,943.68	\$ 76,192.29	\$ 77,441.87	\$ 79,940.05
24	\$ 72,300.30	\$ 73,568.27	\$ 74,837.21	\$ 76,105.18	\$ 77,374.11	\$ 78,642.08	\$ 81,178.98
25	\$ 73,420.18	\$ 74,708.48	\$ 75,996.77	\$ 77,285.06	\$ 78,573.36	\$ 79,860.68	\$ 82,437.27
26	\$ 73,861.55	\$ 75,156.62	\$ 76,452.66	\$ 77,748.70	\$ 79,044.73	\$ 80,339.80	\$ 82,931.88
27	\$ 74,303.89	\$ 75,607.67	\$ 76,911.45	\$ 78,215.23	\$ 79,519.01	\$ 80,821.82	\$ 83,429.39
28	\$ 74,750.10	\$ 76,061.62	\$ 77,373.14	\$ 78,684.67	\$ 79,996.19	\$ 81,306.75	\$ 83,929.80
29	\$ 75,198.24	\$ 76,517.51	\$ 77,836.78	\$ 79,156.04	\$ 80,475.31	\$ 81,794.58	\$ 84,433.11
30	\$ 75,650.26	\$ 76,977.27	\$ 78,304.28	\$ 79,631.29	\$ 80,958.30	\$ 82,285.31	\$ 84,940.30
31	\$ 76,103.24	\$ 77,438.96	\$ 78,773.72	\$ 80,109.44	\$ 81,444.19	\$ 82,779.91	\$ 85,449.42
32	\$ 76,560.10	\$ 77,903.56	\$ 79,247.03	\$ 80,589.52	\$ 81,932.99	\$ 83,276.45	\$ 85,962.42
33	\$ 77,019.86	\$ 78,371.06	\$ 79,722.27	\$ 81,073.48	\$ 82,424.69	\$ 83,775.90	\$ 86,478.32
34	\$ 77,481.55	\$ 78,841.47	\$ 80,200.42	\$ 81,559.37	\$ 82,919.29	\$ 84,278.25	\$ 86,997.12
35	\$ 77,947.12	\$ 79,313.81	\$ 80,681.48	\$ 82,049.14	\$ 83,416.80	\$ 84,784.47	\$ 87,518.82
36	\$ 78,414.62	\$ 79,790.03	\$ 81,165.43	\$ 82,541.81	\$ 83,917.21	\$ 85,292.62	\$ 88,044.40
37	\$ 78,885.03	\$ 80,269.14	\$ 81,652.29	\$ 83,036.41	\$ 84,420.53	\$ 85,804.65	\$ 88,572.88
38	\$ 79,358.34	\$ 80,750.20	\$ 82,143.03	\$ 83,534.89	\$ 84,926.75	\$ 86,319.58	\$ 89,104.27

**Educator Longevity Pay for Applicable Educators (also referred to as Career Increment Payment in the KNEA Agreement):**  
 - at least 15 years of service but less than 20 years of service: \$200 added to the annual salary  
 - at least 20 years of service but less than 25 years of service: \$300 added to the annual salary  
 - 25 or more years of service: \$500 added to the annual salary

- KSD career increment payments are paid on the final pay period of December  
 - KSSB career increment payments are paid via a Supplemental Contract

Note: for Masters thru Doctorate columns, each step of schedule (beyond 38) will increase by an index of 0.006.

Contracts shorter or longer than 181 days are calculated by multiplying the daily rate times the actual number of contract days.

To calculate the schedule's daily rate:  
 Take the base 181-day salary and divide it by 181 (days) to determine the daily rate.

Updated 04.30.2024

## **APPENDIX B:**

### **Kansas School for the Deaf Supplemental Contracts by Department**

<b>GENERAL: ALL DEPARTMENTS</b>		
<b>Position</b>	<b>Salary</b>	<b>Notes</b>
New Teacher Summer Work	\$150.00	Per Day
Cafeteria Supervision	\$500.00	Per School Year
Mentor: First Year Collegial	\$1,000.00	Per School Year
Mentor: Second Year Collegial	\$500.00	Per School Year
Summer Curriculum Work	\$150.00	Per Day
Extended School Year (ESY)	\$150.00	Per Day

<b>HIGH SCHOOL ATHLETICS</b>	
<b>Sport &amp; Position</b>	<b>Annual Salary</b>
<b>FOOTBALL:</b>	
Head Football Coach	\$3,980.00
Assistant Football Coach	\$2,625.00
Football Assistant (over 25 athletes)	\$2,625.00
<b>VOLLEYBALL:</b>	
Head Volleyball Coach	\$3,980.00
Assistant Volleyball Coach	\$2,625.00
Volleyball Assistant (over 25 athletes)	\$2,625.00
<b>BASKETBALL:</b>	
Head Basketball Coach (Boys)	\$4,674.00
Assistant Basketball Coach (Boys)	\$3,012.00
Basketball Assistant (over 25 athletes) (Boys)	\$3,012.00
Head Basketball Coach (Girls)	\$4,674.00
Assistant Basketball Coach (Girls)	\$3,012.00
Basketball Assistant (over 25 athletes) (Girls)	\$3,012.00
<b>TRACK:</b>	
Head Track Coach	\$3,314.00
Assistant Track Coach	\$2,165.00
Track Assistant (over 25 athletes)	\$2,165.00
<b>CHEERLEADING (including Pep Club):</b>	
Head Cheerleading Coach	\$3,430.00
Assistant Cheerleading Coach	\$2,245.00

HIGH SCHOOL ACADEMIC SUPPORT	
Position	Annual Salary
<b>SPONSORS:</b>	
Senior Class Sponsor	\$100.00
Junior Class Sponsor	\$100.00
Student Body Council Head Sponsor	\$875.00
Student Body Council Assistant Sponsor	\$610.00
Junior KAD Sponsor	\$300.00
Scholars (Academic Bowl) Head Sponsor	\$2,000.00
Scholars (Academic Bowl) Assistant Sponsor	\$1,320.00
Drama Head Sponsor	\$350.00
Yearbook Head Sponsor	\$350.00
ASL Bowl Head Sponsor	\$1,000.00
Secondary Oratorical Bowl Head Sponsor	\$500.00
ASL Bowl/Secondary Oratorical Bowl Assistant Sponsor	\$610.00
Special Olympics Sponsor (per sport)	\$100.00
BIPOC Coordinator	\$300.00
Graduation Coordinator	\$300.00
Robotics Head Sponsor	\$2,000.00
Robotics Assistant Sponsor	\$1,320.00

MIDDLE SCHOOL ATHLETICS	
Sport & Position	Annual Salary
<b>FOOTBALL:</b>	
Head Football Coach	\$2,361.00
Assistant Football Coach	\$1,139.00
<b>VOLLEYBALL:</b>	
Head Volleyball Coach	\$2,361.00
Assistant Volleyball Coach	\$1,139.00
<b>BASKETBALL:</b>	
Head Basketball Coach (Boys)	\$2,745.00
Assistant Basketball Coach (Boys)	\$1,845.00
Head Basketball Coach (Girls)	\$2,745.00
Assistant Basketball Coach (Girls)	\$1,845.00
<b>TRACK:</b>	
Head Track Coach	\$1,903.00
Assistant Track Coach	\$1,060.00



MIDDLE SCHOOL ACADEMIC SUPPORT	
Position	Annual Salary
<b>SPONSORS:</b>	
Student Body Council Middle School Head Sponsor	\$150.00
Special Olympics Sponsor (per sport)	\$100.00
Battle of the Books	\$1,000.00
Math Bowl	\$1,000.00

ELEMENTARY SCHOOL ACADEMIC SUPPORT	
Position	Annual Salary
<b>SPONSORS:</b>	
Special Event (per event)	\$100.00
Youth Activity (per sport)	\$300.00
Special Olympics Sponsor (per sport)	\$100.00

# **Professional Agreement**

**Between**

**Kansas School for the Deaf NEA**

**and**

**Kansas State Board of Education**

**~~August 1, 2022 – July 31, 2024~~**

**August 1, 2024 – July 31, 2025**

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**APPENDIX A: ~~2022-2023~~2024-2025 Salary Schedule**

**~~APPENDIX B: 2023-2024 Salary Schedule~~**

**APPENDIX ~~CB~~: Supplement by Department**

## Article 1. Definitions

A. **Association:** Kansas School for the Deaf NEA, affiliated with Kansas National Education Association and the National Education Association.

B. **Bargaining Unit\*:** ▲

- all classroom teachers,
- all outreach consultants,
- transition facilitator(s),
- counselor(s),
- library media specialist(s),
- -school psychologist(s),
- speech pathologists,
- and social workers, and
- curriculum coordinator(s)

B. •

employed by the Board and assigned full-time or part-time to the Kansas School for the Deaf.

\*Bargaining Unit will be clarified further during the next negotiation year.

C. **Board:** the Kansas State Board of Education.

D. **Days:** working days.

E. **Educator:** all members of the bargaining unit.

F. **School:** Kansas School for the Deaf.

G. **Seniority:** the period of continuous service in the school.

H. **State:** the state of Kansas.

I. **Superintendent:** superintendent of the Kansas School for the Deaf or designee(s).

J. **Supervisor:** a person designated by the Superintendent to perform supervisory, disciplinary, and evaluative duties over a member of the

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bargaining unit.

## Article 2. General Provisions

### A. Modification of Agreement.

This agreement may be amended at any time by mutual consent. However, no amendment to this agreement ~~shall shall will~~ be binding unless executed in writing and ratified by both the Board and the bargaining unit represented by the Association.

### B. Savings Clause.

Nothing in this agreement ~~shall shall will~~ be construed to limit the statutory power and duty of the Board to make, amend, or execute decisions and policies that are necessary to operate and maintain the teaching program and school and to otherwise carry out its lawful rights and responsibilities. ~~—.~~ Any portion of this agreement which is contrary to law ~~shall shall will~~ be null and void but the remainder of the agreement shall remain in full force and effect.

## Article 3. Salary

- A. Salary ~~shall shall must~~ be based upon the rate of compensation paid to educators employed by the Olathe District Schools for the preceding school year as per K.S.A. 76-11a17 and amendments.
- B. Educators ~~shall shall must~~ be placed on the salary schedule in the cell that provides the highest salary to which their years of experience, highest degree, additional semester hours, and professional development points entitle them.
- C. Proof of completion (i.e. grade card or official transcripts) of college hours may be submitted to ~~the~~ Human Resources ~~office~~ for salary schedule column advancement. College credit hours that will result in column advancement in the current contract year will be credited only if official transcripts are submitted by the second paycheck of the current contract year. Please contact Human Resources for the exact date due to payroll processing. ~~Failure to meet~~

the deadline for official transcript submission after submitting proof of completion of college hours will result in retroactive salary adjustment. Transcripts for college hours submitted after the second paycheck will be credited in the following contract year.

**Commented [AM1]:** This language conflicts with the next sentence.

- D. Professional development points earned during the ~~contract contract school~~ year must be submitted by May 1 for salary schedule column movement the following contract year. Professional development points earned after April 30 that will result in column advancement the following contract year will be accepted if submitted by the second paycheck of the following contract year.

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- E. College credits and professional development points will be counted from the date of the last highest degree ~~conferred~~ awarded. ~~The first master's degree earned after a bachelor's degree resets the professional development points to zero. After a master's degree, professional development points start over towards movement on the salary columns.~~

- F. The Superintendent ~~shall and Human Resources shall will~~ determine the initial placement of a newly hired educator on the salary schedule.

G. Career Increment Payment

1. Educators who have completed at least fifteen years of service but less than twenty years of service at the School ~~shall will~~ have \$200 added to ~~the their~~ annual salary.
2. Educators who have completed at least twenty years of service but less than twenty-five years of service at the School ~~shall shall will~~ have \$300 added to ~~the their~~ annual salary.
3. Educators who have completed at least twenty-five years of service or more ~~years of service~~ at the School ~~shall shall will~~ have \$500 added to ~~the their~~ annual salary.
4. Career increment payments ~~shall will shall~~ be made on the final pay

period in December.

- H. The ~~2022-2023 and 2023-2024-2024-2025~~ salary schedules ~~is are~~ attached as Appendix A ~~and B~~.

## Article 4. Supplemental Assignments

### A. Supplemental Assignments

Supplemental contracts are ~~those provided those~~ for coaching, new teacher orientation, ~~supervising, directing and assisting extracurricular activities, chaperoning, ticket taking, cafeteria supervision and other similar related activities, cafeteria supervision, activities associated with extracurricular activities, including supervising, directing, and assisting extracurricular activities, chaperoning, ticket taking, cafeteria supervision, and other similar and related activities.~~

Educators cannot be required to accept supplemental duties ~~in order to~~ maintain a primary teaching contract. Educators can resign ~~from~~ supplemental duties without ~~impact to affecting~~ their primary contracts.

~~Cafeteria supervision~~ ~~Supervision of the cafeteria~~ is supplemental and cannot be involuntarily assigned. However, other supervisory duties during the lunch period, but outside the cafeteria may be assigned.

### B. Issuance of Supplemental Contracts

1. Supplemental contracts will be issued within one (1) month of approval of the ~~Professional~~ Agreement by the ~~teachers-educators~~ and the ~~Kansas State Board of Education~~ Board.
2. ~~Supplemental contracts will be paid after the duties have been completed. Payment of a supplemental contract will be made upon completion of the duties covered.~~
3. A supplemental contract will be issued only when duties are assigned and approved by the Superintendent.

- C. The supplemental salary schedule is attached as Appendix ~~CB~~.

## Article 5. Disciplinary Procedure

- A. Disciplinary action may result from a violation of Board policy, rules, regulations, or other good cause. Disciplinary action, with the exception of non-renewal/termination, is not meant to address an educator's effectiveness with students. Such professional issues should be addressed through the evaluation procedure.
- B. The underlying principle of discipline is correction rather than punishment. Discipline, short of discharge, should help the educator correct unacceptable actions. In these situations, the supervisor will make every effort to counsel the educator and/or suggest behavioral changes. If such counseling or suggestions fail to have a constructive effect, the supervisor shall follow this policy.
- C. In most cases, disciplinary action for repeated violations shall be progressively more severe. However, the severity of the violation will determine the initial action taken from the following options:
1. Verbal reprimand (no written record will be placed in the educator's personnel file).
  2. Written reprimand.
  3. Suspension with pay.
  4. Suspension without pay for up to five (5) days.
  5. Non-renewal/termination
- D. Prior to any disciplinary action, the supervisor will confer with the educator. The educator may be accompanied by a representative and/or Level 4 or 5 interpreter of choice at any and all levels of the disciplinary procedure. Discussion of disciplinary actions between the educator and the supervisor shall occur within five (5) days of written notice from the supervisor or until a Level 4 or 5 interpreter is obtained.
- E. A written reprimand or letter of suspension will be placed in the educator's official Human Resource file. A copy will be provided to the educator. The educator has the right to respond in writing within ten (10) days and the response shall be attached to the reprimand/suspension documentation in the file.
- F. Any disciplinary action taken, with the exception of a verbal reprimand or non-renewal/termination, shall be subject to the grievance procedure.
1. A grievance in regard to a written reprimand shall be filed at Step One of the grievance procedures with the appropriate supervisor.



2. A grievance in regard to a suspension shall be filed at Step Two of the grievance procedure with the Director of Human Resources.

~~A. Disciplinary action may result from a violation of Board policy, rules, regulations, or other good cause. Disciplinary action, with the exception of except for non renewals and/or termination, is not meant to address an educator's effectiveness with students. Educator effectiveness with students will be addressed. Such professional issues should be addressed through the evaluation procedure.~~

~~B. The underlying principle of discipline is to make corrections and not punish. correction rather than punishment. Except for termination, discipline. Discipline, short of discharge, should help the educator correct unacceptableunsatisfactory behaviors and actions. In these situations, the supervisor will make every effort to counsel the educator and/or work the educator to make suggest appropriate behavioral changes. If such counseling does not provide position changes, or suggestions fail to have a constructive effect, the supervisor shall must follow this policy.~~

~~C. In most cases, disciplinary action for continued repeated violations shall will become more severe progressively more severe. However, the severity of the violation will determine the initial action taken from the following options:~~

~~1. Verbal w a r n i n g reprimand (no written record will be placed in the educator's personnel file, but the supervisor may keep a record of the discussion).~~

~~2. Written warningreprimand.~~

~~3. Suspension with pay.~~

~~4. Suspension without pay for up to five (5) days.~~

~~5. Non renewal of contract and/ or/termination.~~

~~D. Prior toBefore any disciplinary action, the supervisor will meetconfer with the educator. The educator may be accompanied by a representative and/or a Level 4 or 5 interpreter of their choice at any and allany levels step of the~~

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~~disciplinary procedure. Discussion of disciplinary actions between the educator and the supervisor shall will occur within five (5) days of written notice from the supervisor or until a Level 4 or 5 interpreter is obtained.~~

~~E. A written warning reprimand or letter of suspension will be placed in the educator's official personnel file in Human Resources file. A copy will be provided to the educator. The educator has the right to respond in writing within ten (10) days and the response willshall be attached to the reprimandwarning orsuspension documentation in the file.~~

~~F. Any disciplinary action taken, with the exception ofexcept for a verbal reprimand warning or non-renewal and/or /termination, willshall be subject to the grievance procedure.~~

~~1. A grievance in regard toregarding a written reprimand shallwarning will be filed at Step One of the grievance procedures with the appropriate supervisor.~~

~~2. A grievance in regard toregarding a suspension willshall be filed at Step Two of the grievance procedure with the Director of Human Resources.~~

## Article 6. Grievance Procedure

### A. Definitions

A grievance is a statement of dissatisfaction over any condition of work which allegedly has an adverse effect on the educator. The procedure may also be used to provide redress for grievances alleging discrimination on the basis of race, color, ancestry, national origin, age, sex, sexual harassment, sexual orientation, disability, political affiliation, or ~~veteran's~~veteran status. In addition to the right to file the grievance under this procedure, all employees retain the right to file civil rights complaints with the appropriate enforcement agencies.

### B. Procedure

1. Step One. An educator must file a grievance with the appropriate

supervisor within ten days of the event causing the dispute or within ten days of the educator's knowledge of the occurrence of the event causing the dispute. The supervisor will meet with the educator and provide a written response within five days of receiving the grievance.

2. Step Two. If the educator is not satisfied with the response of the supervisor, the educator may file the grievance with the Director of Human Resources within ten days of the supervisor's response. The HR Director will meet with the educator and provide a written response within ten days of receiving the grievance.
3. Step Three. If the educator is not satisfied with the response of the Director of Human Resources, the educator may file the grievance with the Superintendent within ten days of the HR Director's response. Within ten days of receiving the grievance, the Superintendent will meet with the educator and/or appoint one or more persons as a hearing panel to gather pertinent statements and information and make recommendations to the Superintendent. Within fifteen days of receiving the grievance, the Superintendent will provide a written response.
4. Step Four. If the educator is not satisfied with the response of the Superintendent, the educator may request advisory mediation by notifying the Superintendent within ten days of the Superintendent's response. The request for advisory mediation will be jointly forwarded to the Federal Mediation Conciliation Service (FMCS) unless both parties agree to use an alternate resolution process.

#### C. General Provisions

1. The educator may be accompanied ~~to-by~~ a representative of choice at any and all levels of the grievance procedure. Up to two non-participating observers, chosen by the educator, may attend. Disruptive behavior may be reason to ~~be reason to~~ terminate the meeting.
2. Discussion of a grievance between the educator and the supervisor, the HR Director, or the Superintendent shall ~~shall will~~ occur at such times

~~as the parties mutually agree. mutually agreed upon times. such times~~  
~~as the parties mutually agree.~~

3. Time limits as designated in this article may be extended by mutual agreement.

## Article 7. Contract Year

### A. Basic Contract Year

The ~~base~~-educators' contract year ~~shall will shall~~ be for 181 days for returning educators and 183 days for ~~new-new~~-hire educators. There ~~shall will shall~~ be no less than 1,116 student contact hours.

### B. Calendar Parameters

1. Two days ~~shall will shall~~ be designated as new staff orientation.
2. Nine days ~~shall will shall~~ be designated as professional development days; Three ~~shall will shall~~ be scheduled ~~prior to before~~ the first day of school.
3. Six days ~~shall shall will~~ be designated as professional preparation days; one ~~shall shall will~~ be scheduled ~~prior to before~~ the first day of school, one at the end of each quarter, and an additional day during the school year.
  - a. All days designated as a "professional preparation day" are to be used at the discretion of the educator for activities related to instructional purposes.
4. Two half days ~~shall shall will~~ be designated for ~~parent-parent~~-teacher conferences.

## Article 8. Professional Day

### A. Duty Day

~~Full-time Full-time educators staff members~~ are expected to be at work by 7:45 a.m. and end ~~their day~~ at 3:45 p.m. If special situations or appointments

require a late arrival or early departure, arrangements may be made with the supervisor in advance. Due to neighboring districts' bell schedules, a new schedule may be revisited with consultation, feedback, and representation for the 2025-2026 school year.

## **B. Dress Code**

Appropriate professional dress demonstrates a high regard for education and the teaching profession and will present an image consistent with job responsibilities and community values and expectations. Appropriate professional dress reflects a shared vision of the ~~KSD-School educators~~staff as motivated professionals working toward a common mission. In addition, it strengthens the community's perception ~~toward of~~ the District, public schools, and the teaching profession.

The Board encourages appropriate dress that adheres to commonly accepted business casual standards. Clothing should convey a professional image by being coordinated, modest, and appropriate for a classroom or educational setting.

Clothing not appropriate for the classroom or educational setting includes, but is not limited to, ~~the following~~:

- Torn, faded, or frayed jeans
- ~~Rubber-soled~~Rubber-soled "flip-flops" or ~~Crocs~~foam shoes
- Athletic Spandex
- T-shirts or sweatshirts (shirts should have a collar or otherwise be "dress" in nature)
- Jogging/athletic suits
- Shorts (an exception would be during the ESY summer program. Must maintain an appropriate appearance)

Clothing appropriate for the classroom or educational setting includes, but is not limited to, the following:

- Neat and clean athletic shoes (Certified professional employees are encouraged to wear comfortable business casual shoes).
- Jeans are appropriate for daily wear. Must be neat in appearance and appropriate for the professional setting.

KSD staff may wear school logo t-shirts hoodies, or sweatshirts, on the following occasions:

- Every Friday, ~~with the exception of~~except for days designated for parent/teacher conferences.

- Special occasions as designated by the building Principal or the Superintendent.
- Teacher planning and preparation days.
- Professional Development days.
- Travel time to and from events outside the District.
- School breaks that include Fall, Winter, Christmas, Spring, and Summer.

Attire should be appropriate for the educational activity to be engaged in that day and should also be appropriate for the role of the teacher or staff member in each activity (i.e., P.E. teachers wearing athletic apparel).

An educator-KSD staff member who is uncertain about whether a clothing item is appropriate or needs to request accommodation due to medical reasons should ask the building Principal, Supervisor or the Human Resource Department.

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~~An educator-KSD staff member who is uncertain about whether a clothing item is appropriate should contact their Administrator or building Principal. Human Resources should be contacted for any requests for clothing or needs to request accommodations due to medical or religious reasons should ask the building Principal, Supervisor or the Human Resource Department.~~

An administrator concerned about an educator's employee's appearance should address his/her/their concern(s) with the individual employee in an appropriate setting. Additional assistance can be requested from the Human Resources Department.

### C. Plan Time

1. Educators assigned full-time to the secondary school (grades 7-12 and post-graduates) will have at least 242 minutes per week within the regular student contact hours for the purpose of planning, preparation, and evaluation of instructional activities.
2. Educators assigned full-time to the elementary school (early childhood through grade 6) will have at least 225 minutes per week within the regular student contact hours excluding recess, for the purpose of planning, preparation, and evaluation of instructional activities.

3. Speech therapists, school psychologists, social workers, counselors, and library media specialists ~~may -may will~~ schedule time as needed and available for ~~the purpose of~~ planning and preparation.

**D. Professional Meetings**

Department meetings, professional learning community meetings, and professional development meetings ~~may -may will~~ be scheduled within contractual times.

**E. Duty Free Lunch**

Educators shall have a daily, uninterrupted lunch period, free of assigned responsibility for ~~a period of~~ at least twenty-five minutes duration.

**F. Compensation Time**

One hour of compensation time shall be granted to the counselor, school psychologist, and school social worker for each hour spent outside the defined duty day in response to an ~~administration approved~~ administration-approved request for services. ~~—~~ Compensation time shall accumulate through the school year and may be used at the discretion of the educator with the approval of ~~his/her~~ their supervisor. Accumulated compensation time shall be taken in no less than one-hour increments with no more than eight hours (one contract day) taken at any one time. ~~—~~ Accumulated compensation time not used by the end of the school year will be forfeited except for any hours earned during the last week of the school year. ~~—~~ Any hours earned during the last week of the school year. ~~—~~ Any hours earned during the last week of school may be carried over to the following school year.

**G. Additional Endorsements**

Upon accepting a position at ~~the School~~ KSD, newly hired ~~classroom teachers~~ education staff are informed that they must obtain two endorsements: 1) content area, and 2) Deaf Education ~~deaf education, in order to~~ achieve “highly qualified” status. If ~~School KSD~~ administration asks a teacher to obtain additional endorsements beyond the required two, ~~KSD-the School~~ will cover the costs of endorsement tests. If a teacher wishes to acquire extra endorsements for their own professional growth, the teacher will be responsible for the costs ~~costs will be borne by the teacher.~~

## H. Extra Duties

Teachers may be asked to consider two extra duties each school year to help spread duties ~~with the goal of spreading out duties~~ amongst staff. Teachers will have the election to acquire a third duty if they choose to do so. No extra duties will be asked of ~~first-year-~~ and ~~second-year~~ second-year teachers, if possible. If needed, duties for first-year and second-year teachers will be limited to one.

## Article 9. Temporary Leaves

### A. Personal Leave

~~KSD The School~~ will annually grant three (3) days of personal time to be used during the regular school year. These Personal Days ~~shall not be~~ are not accumulative-accumulated and will be forfeited at the end of each school year. Administration asks that personal leave requests be made a minimum of three (3) days in advance, if possible, to allow for the development of lesson plans and related activities and to allow for ample time to secure a substitute teacher. Administration will make every effort to approve leave requests that are submitted in a timely manner. ~~in a timely manner promptly.~~

Personal leave is not available under the following conditions ~~(otherwise known as Black-Out Days)~~ (otherwise known as Black-Out Days) unless authorized by the Superintendent:

1. The orientation period at the beginning of the school year;
2. The last five (5) contract days of the school year;
3. The last contract day ~~prior to~~ before ~~Thanksgiving-fall~~ break, winter break, spring break, or a holiday;
4. The first contract day following ~~Thanksgiving-fall~~ break, winter break, spring break, or a holiday;
5. Any professional development days and professional preparation days identified on the school calendar.

### B. School Closure



~~The Superintendent of the School~~ ~~The KSD Administration~~ has the exclusive right to declare when ~~the School KSD~~ is closed for any reason.

#### C. School Absences

Educators are encouraged to report for work to ensure adequate supervision of students. However, if the employee finds it is not possible to report to work, the educator who chooses to remain at home must promptly notify their immediate supervisor. The missed day will be deducted from one of the following: (a) personal leave, (b) sick leave, (c) discretionary day, or (d) unpaid leave. ~~is unable to report to work, finds it is not possible to report to work, the educator who chooses to remain at home must promptly notify his/her/their immediate supervisor.~~

~~The missed day will be deducted from one of the following: (a) personal leave, (b) sick leave, (c) discretionary day, or (d) unpaid leave.~~

### Article 10. Educator Evaluation

Licensed KSD educators adhere to Marzano Focused Teacher Evaluation Model, a teacher evaluator model that aligns with the Kansas State Department of Education requirements.

### Article 11. Access to Files

An educator has the right to examine ~~his/her/their~~ own personnel file—. Educators may review their files only while in the presence of someone from the Human Resources department. No additions or removals may be made without a written ~~Nothing may be added or deleted without making a written~~ request to the Human Resources Director and ~~approved~~ approval by the Superintendent.

### Article 12. Reduction in Force

In the event of severe budget constraints and/or severe declines in enrollment, a reduction in force other than what can be achieved by normal attrition may be necessary to ensure the viability of the School. In that situation, the Board has the right to determine if it is in the best interest of the School to reduce its workforce. This decision shall be made after consultation between the Board and the School administration.

#### A. Procedure

1. Reduction of professional educators shall first be accomplished by normal attrition through resignation or retirement of educators.
2. If further reduction is necessary, probationary educators (as defined by KSA 76-11a13) will be non-renewed before any non-probationary educators are non-renewed due to a reduction in force.
3. If further reduction is necessary, the Board shall consider the following factors in determining which educators ~~shall~~ ~~shall will~~ be non-renewed due to a reduction in force:
  - a. Licensure/endorsement.
  - b. Educator qualifications.  
(including highly qualified status, American Sign Language/English Bilingual Professional [AEBPD] training, ~~and~~ other professional development experience).
  - c. American Sign Language and written English skills.
  - d. Seniority.
  - e. Recent evaluations.
4. The Board ~~shall~~ ~~shall must~~ indicate to any educator selected for non-renewal due to a reduction in force the reasons why ~~he/she they were~~ ~~was~~ selected based upon the above factors.
5. An educator selected for non-renewal may appeal the decision as per KSA 76-1106 et seq.

**B. Recall of Professional Educators**

1. If a vacancy occurs within two (2) years for which any educator who was non-renewed due to a reduction in force is qualified, the position ~~shall~~ ~~shall must~~ be offered to the most recently reduced educator.
2. No educator will forfeit or lose the right to recall because the educator has secured other employment during the period in which they have a right to recall.

### Article 13. Association Rights

- A. The Association ~~shall~~ ~~shall will~~ have the right to post notices of activities and matters of Association concern on official employee bulletin boards.
- B. The Association ~~shall~~ ~~shall will~~ have access to teacher mailboxes and to school email addresses for communication of Association business.
- C. The Association ~~shall~~ ~~shall will~~ have access to school facilities when such facilities are not otherwise in use.
- D. The Association ~~shall~~ ~~shall will be~~ provided with the names and assignments of all bargaining unit members and each September ~~shall~~ ~~shall will~~ be provided with the placement of each on the salary schedule.
- E. The Association ~~shall~~ ~~shall will~~ be provided with up to five days of Association leave per year at no cost to the Association. The Association president ~~shall~~ ~~shall will~~ provide notification of such leave at least one week ~~prior to~~ ~~before~~ the leave.

### Article 14. Duration

This ~~shall~~ ~~will~~ ~~shall~~ be a ~~two~~ one-year agreement.

~~Jim Porter~~ Melanie Haas \_\_\_\_\_ Date  
Kansas State Board of Education Chair

Nancy Frazier \_\_\_\_\_ Date  
KSD NEA President

**APPENDIX A:**  
**Kansas School for the Deaf**  
**Professional Pay Salary Schedule**  
**2024-2025 (181 Days)**

Bachelor Columns			
Step	BS Salary	BS+12 Salary	BS+24 Salary
1	\$ 44,524.06	\$ 45,859.79	\$ 47,195.51
2	\$ 45,214.19	\$ 46,570.24	\$ 47,927.25
3	\$ 45,914.96	\$ 47,292.30	\$ 48,669.64
4	\$ 46,626.37	\$ 48,025.01	\$ 49,424.61
5	\$ 47,349.41	\$ 48,770.30	\$ 50,190.24
6	\$ 48,083.09	\$ 49,526.25	\$ 50,968.44
7	\$ 48,828.38	\$ 50,293.80	\$ 51,758.26
8	\$ 49,585.29	\$ 51,072.97	\$ 52,560.66
9		\$ 51,864.73	\$ 53,375.64
10		\$ 52,668.10	\$ 54,202.24
11		\$ 53,485.02	\$ 55,042.39
12		\$ 54,313.55	\$ 55,896.09
13			\$ 56,762.37
14			\$ 57,642.21
15			\$ 58,535.59
16			\$ 59,442.53

Master Columns							
Step	MS Salary	MS+12 Salary	MS+24 Salary	MS+36 Salary	MS+48 Salary	MS+60 Salary	PhD Salary
1	\$ 50,757.43	\$ 51,647.91	\$ 52,538.40	\$ 53,428.88	\$ 54,319.36	\$ 55,209.84	\$ 56,990.80
2	\$ 51,544.35	\$ 52,448.38	\$ 53,352.41	\$ 54,257.41	\$ 55,161.44	\$ 56,065.48	\$ 57,874.51
3	\$ 52,342.88	\$ 53,261.43	\$ 54,179.98	\$ 55,097.56	\$ 56,016.11	\$ 56,934.66	\$ 58,770.80
4	\$ 53,153.99	\$ 54,087.06	\$ 55,019.16	\$ 55,952.23	\$ 56,884.33	\$ 57,817.40	\$ 59,682.57
5	\$ 53,978.65	\$ 54,925.27	\$ 55,871.89	\$ 56,819.48	\$ 57,766.10	\$ 58,713.69	\$ 60,606.93
6	\$ 54,814.93	\$ 55,777.04	\$ 56,738.18	\$ 57,700.28	\$ 58,661.42	\$ 59,623.53	\$ 61,546.78
7	\$ 55,664.76	\$ 56,641.39	\$ 57,618.01	\$ 58,594.64	\$ 59,571.26	\$ 60,547.89	\$ 62,500.17
8	\$ 56,527.17	\$ 57,519.28	\$ 58,510.43	\$ 59,502.54	\$ 60,494.65	\$ 61,485.80	\$ 63,469.05
9	\$ 57,403.13	\$ 58,410.73	\$ 59,417.36	\$ 60,424.96	\$ 61,431.59	\$ 62,439.19	\$ 64,453.42
10	\$ 58,293.61	\$ 59,315.73	\$ 60,338.82	\$ 61,360.94	\$ 62,384.02	\$ 63,407.11	\$ 65,452.31
11	\$ 59,196.68	\$ 60,235.25	\$ 61,273.82	\$ 62,312.40	\$ 63,350.97	\$ 64,389.54	\$ 66,466.68
12	\$ 60,114.26	\$ 61,169.29	\$ 62,223.35	\$ 63,278.37	\$ 64,333.40	\$ 65,387.46	\$ 67,496.55
13	\$ 61,046.36	\$ 62,116.88	\$ 63,188.36	\$ 64,258.87	\$ 65,330.35	\$ 66,400.87	\$ 68,542.86
14	\$ 61,992.02	\$ 63,079.95	\$ 64,167.89	\$ 65,254.86	\$ 66,342.79	\$ 67,430.73	\$ 69,605.63
15	\$ 62,953.16	\$ 64,057.55	\$ 65,161.94	\$ 66,266.33	\$ 67,370.72	\$ 68,475.11	\$ 70,684.86
16	\$ 63,928.81	\$ 65,050.63	\$ 66,172.44	\$ 67,294.25	\$ 68,415.10	\$ 69,536.91	\$ 71,779.57
17	\$ 64,919.96	\$ 66,059.19	\$ 67,197.46	\$ 68,336.70	\$ 69,475.93	\$ 70,615.17	\$ 72,892.67
18	\$ 65,926.59	\$ 67,083.25	\$ 68,239.90	\$ 69,395.59	\$ 70,552.25	\$ 71,708.91	\$ 74,022.22
19	\$ 66,947.74	\$ 68,122.79	\$ 69,296.87	\$ 70,471.91	\$ 71,645.99	\$ 72,821.04	\$ 75,170.17
20	\$ 67,985.34	\$ 69,178.78	\$ 70,371.25	\$ 71,563.72	\$ 72,757.16	\$ 73,949.63	\$ 76,334.57
21	\$ 69,039.40	\$ 70,251.23	\$ 71,462.09	\$ 72,672.95	\$ 73,884.78	\$ 75,095.64	\$ 77,518.33
22	\$ 70,109.91	\$ 71,340.13	\$ 72,569.39	\$ 73,799.60	\$ 75,029.82	\$ 76,260.04	\$ 78,719.51
23	\$ 71,196.88	\$ 72,445.49	\$ 73,694.10	\$ 74,943.68	\$ 76,192.29	\$ 77,441.87	\$ 79,940.05
24	\$ 72,300.30	\$ 73,568.27	\$ 74,837.21	\$ 76,105.18	\$ 77,374.11	\$ 78,642.08	\$ 81,178.98
25	\$ 73,420.18	\$ 74,708.48	\$ 75,996.77	\$ 77,285.06	\$ 78,573.36	\$ 79,860.68	\$ 82,437.27
26	\$ 73,861.55	\$ 75,156.62	\$ 76,452.66	\$ 77,748.70	\$ 79,044.73	\$ 80,339.80	\$ 82,931.88
27	\$ 74,303.89	\$ 75,607.67	\$ 76,911.45	\$ 78,215.23	\$ 79,519.01	\$ 80,821.82	\$ 83,429.39
28	\$ 74,750.10	\$ 76,061.62	\$ 77,373.14	\$ 78,684.67	\$ 79,996.19	\$ 81,306.75	\$ 83,929.80
29	\$ 75,198.24	\$ 76,517.51	\$ 77,836.78	\$ 79,156.04	\$ 80,475.31	\$ 81,794.58	\$ 84,433.11
30	\$ 75,650.26	\$ 76,977.27	\$ 78,304.28	\$ 79,631.29	\$ 80,958.30	\$ 82,285.31	\$ 84,940.30
31	\$ 76,103.24	\$ 77,438.96	\$ 78,773.72	\$ 80,109.44	\$ 81,444.19	\$ 82,779.91	\$ 85,449.42
32	\$ 76,560.10	\$ 77,903.56	\$ 79,247.03	\$ 80,589.52	\$ 81,932.99	\$ 83,276.45	\$ 85,962.42
33	\$ 77,019.86	\$ 78,371.06	\$ 79,722.27	\$ 81,073.48	\$ 82,424.69	\$ 83,775.90	\$ 86,478.32
34	\$ 77,481.55	\$ 78,841.47	\$ 80,200.42	\$ 81,559.37	\$ 82,919.29	\$ 84,278.25	\$ 86,997.12
35	\$ 77,947.12	\$ 79,313.81	\$ 80,681.48	\$ 82,049.14	\$ 83,416.80	\$ 84,784.47	\$ 87,518.82
36	\$ 78,414.62	\$ 79,790.03	\$ 81,165.43	\$ 82,541.81	\$ 83,917.21	\$ 85,292.62	\$ 88,044.40
37	\$ 78,885.03	\$ 80,269.14	\$ 81,652.29	\$ 83,036.41	\$ 84,420.53	\$ 85,804.65	\$ 88,572.88
38	\$ 79,358.34	\$ 80,750.20	\$ 82,143.03	\$ 83,534.89	\$ 84,926.75	\$ 86,319.58	\$ 89,104.27

**Educator Longevity Pay for Applicable Educators (also referred to as Career Increment Payment in the KNEA Agreement):**  
- at least 15 years of service but less than 20 years of service: \$200 added to the annual salary  
- at least 20 years of service but less than 25 years of service: \$300 added to the annual salary  
- 25 or more years of service: \$500 added to the annual salary

- KSD career increment payments are paid on the final pay period of December  
- KSSB career increment payments are paid via a Supplemental Contract

Note: for Masters thru Doctorate columns, each step of schedule (beyond 38) will increase by an index of 0.006.

Contracts shorter or longer than 181 days are calculated by multiplying the daily rate times the actual number of contract days.

To calculate the schedule's daily rate:  
Take the base 181-day salary and divide it by 181 (days) to determine the daily rate.

Updated 04.30.2024

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**APPENDIX B:**  
**Kansas School for the Deaf**  
**Supplemental Contracts by Department**

GENERAL: ALL DEPARTMENTS		
Position	Salary	Notes
New Teacher Summer Work	\$150.00	Per Day
Cafeteria Supervision	\$500.00	Per School Year
Mentor: First Year Collegial	\$1,000.00	Per School Year
Mentor: Second Year Collegial	\$500.00	Per School Year
Summer Curriculum Work	\$150.00	Per Day
Extended School Year (ESY)	\$150.00	Per Day

HIGH SCHOOL ATHLETICS	
Sport & Position	Annual Salary
<b>FOOTBALL:</b>	
Head Football Coach	\$3,980.00
Assistant Football Coach	\$2,625.00
Football Assistant (over 25 athletes)	\$2,625.00
<b>VOLLEYBALL:</b>	
Head Volleyball Coach	\$3,980.00
Assistant Volleyball Coach	\$2,625.00
Volleyball Assistant (over 25 athletes)	\$2,625.00
<b>BASKETBALL:</b>	
Head Basketball Coach (Boys)	\$4,674.00
Assistant Basketball Coach (Boys)	\$3,012.00
Basketball Assistant (over 25 athletes) (Boys)	\$3,012.00
Head Basketball Coach (Girls)	\$4,674.00
Assistant Basketball Coach (Girls)	\$3,012.00

Basketball Assistant (over 25 athletes) (Girls)	\$3,012.00
<b>TRACK:</b>	
Head Track Coach	\$3,314.00
Assistant Track Coach	\$2,165.00
Track Assistant (over 25 athletes)	\$2,165.00
<b>CHEERLEADING (including Pep Club):</b>	
Head Cheerleading Coach	\$3,430.00
Assistant Cheerleading Coach	\$2,245.00

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HIGH SCHOOL ACADEMIC SUPPORT	
Position	Annual Salary
<b>SPONSORS:</b>	
Senior Class Sponsor	\$100.00
Junior Class Sponsor	\$100.00
Student Body Council Head Sponsor	\$875.00
Student Body Council Assistant Sponsor	\$610.00
Junior KAD Sponsor	\$300.00
Scholars (Academic Bowl) Head Sponsor	\$2,000.00
Scholars (Academic Bowl) Assistant Sponsor	\$1,320.00
Drama Head Sponsor	\$350.00
Yearbook Head Sponsor	\$350.00
ASL Bowl Head Sponsor	\$1,000.00

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Secondary Oratorical Bowl Head Sponsor	\$500.00
ASL Bowl/Secondary Oratorical Bowl Assistant Sponsor	\$610.00
Special Olympics Sponsor (per sport)	\$100.00
BIPOC Coordinator	\$300.00
Graduation Coordinator	\$300.00
Robotics Head Sponsor	\$2,000.00
Robotics Assistant Sponsor	\$1,320.00

MIDDLE SCHOOL ATHLETICS	
Sport & Position	Annual Salary
<b>FOOTBALL:</b>	
Head Football Coach	\$2,361.00
Assistant Football Coach	\$1,139.00
<b>VOLLEYBALL:</b>	
Head Volleyball Coach	\$2,361.00
Assistant Volleyball Coach	\$1,139.00
<b>BASKETBALL:</b>	
Head Basketball Coach (Boys)	\$2,745.00
Assistant Basketball Coach (Boys)	\$1,845.00
Head Basketball Coach (Girls)	\$2,745.00
Assistant Basketball Coach (Girls)	\$1,845.00
<b>TRACK:</b>	
Head Track Coach	\$1,903.00
Assistant Track Coach	\$1,060.00

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MIDDLE SCHOOL ACADEMIC SUPPORT	
Position	Annual Salary
SPONSORS:	
Student Body Council Middle School Head Sponsor	\$150.00
Special Olympics Sponsor (per sport)	\$100.00
Battle of the Books	\$1,000.00
Math Bowl	\$1,000.00

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ELEMENTARY SCHOOL ACADEMIC SUPPORT	
Position	Annual Salary
SPONSORS:	
Special Event (per event)	\$100.00
Youth Activity (per sport)	\$300.00
Special Olympics Sponsor (per sport)	\$100.00

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## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 I.

Staff Initiating:

Sherry Root

Director:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 12/11/2024

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### **Item Title:**

Act on request to contract with eScholar LLC to continue to provide maintenance and support of the Uniq-ID PK-12 Student System.

**Recommended Motion:** It is moved that the Kansas State Board of Education authorize the Commissioner of Education to negotiate a contract with eScholar LLC for renewal of the maintenance and support necessary for the generation and tracking of Student IDs in an amount not to exceed \$280,000.00 over a three-year period (June 15, 2025 - June 14, 2028).

### **Explanation of Situation Requiring Action:**

In April of 2007, KSDE requested and received sole source approval to purchase software through eScholar LLC to leverage its capability to assign a *unique identifier*\* to students. Every student is assigned a unique identifier the first time he/she enrolls in a school district accredited by the State Board of Education. The same unique identifier remains with each student throughout PK-12th grade. The unique identifier allows for longitudinal reporting, including data collection, evaluation, analysis and compliance with state and federal reporting. The Uniq-ID for PK-12 Student System software is integrated into KSDEs data collection and reporting source systems. KSDE cannot maintain or assign new student ids without this software. This action is for the renewal of annual maintenance and support plus any adjustment in the Consumer Price Index. This contract will address the required annual fees.

*\*unique identifier = a unique identifier assigned to an individual based on unique person attributes (legal last name, legal first name, date of birth, etc.). Examples of common unique identifiers include social security and driver's license numbers.*

Attachments:

- 1) eScholar Student Prior Auth 10.2024;
- 2) eScholar Student 3 year Quote 10.2024;



## 3-YEAR RENEWAL PROPOSAL QUOTE

eScholar LLC – A Harris Computer Company  
2429 Military Road, Suite 300  
Niagara Falls, NY 14304

QUOTE DATE  
10/15/2024

QUOTE NO.  
KSDE20241015-02

**PROJECT**  
KSDE Uniq-ID for Student 3-year renewal:  
11/1/2024 – 10/31/2029

To	Kansas State Department of Education 900 SW Jackson Street Topeka, KS 66612 Attn: Dr. Frank Harwood Deputy Commissioner Division of Fiscal and Administrative Services	<b>THIS IS NOT AN INVOICE</b> The actual invoice will be issued within 60 days prior to the start of the annual period of service.
		<b>Invoice Payment Terms are:</b> Due on Receipt of Invoice

Doc Type	For The Period	Agency Ticket Number	Proposal Expiration Date
Renewal	06/15/2025 – 06/14/2028	n/a	06/01/2025

Item	Description	Quantity	Rate	Amount
ESCHOLAR-SUBSCRIPTION UID	eScholar Uniq-ID PK-12 for Students Support and Maintenance - 06/15/2025 to 06/14/2026	1	\$89,421.66	\$89,421.66
<b>Total 2025-2026 (Year 1)</b>				<b>\$89,421.66</b>
ESCHOLAR-SUBSCRIPTION UID	eScholar Uniq-ID PK-12 for Students Support and Maintenance - 06/15/2026 to 06/14/2027	1	\$89,421.66*	\$89,421.66*
<b>Total 2026-2027 (Year 2)</b>				<b>\$89,421.66*</b>
ESCHOLAR-SUBSCRIPTION UID	eScholar Uniq-ID PK-12 for Students Support and Maintenance - 06/15/2027 to 06/14/2028	1	\$89,421.66*	\$89,421.66*
<b>Total 2027-2028 (Year 3)</b>				<b>\$89,421.66*</b>
Please return one signed copy indicating agreement with and acceptance of this proposal no later than the proposal expiration date.				
Please direct questions to: Marc Hoffmeister, Director, Client Services 914-729-3022   <a href="mailto:mhoffmeister@escholar.com">mhoffmeister@escholar.com</a>				
Agreed To and Accepted By:		Date:	Title:	

\*For subsequent years 2 and 3, the amounts are subject to annual adjustment in accordance with the Consumer Price Index. The annual CPI calculation will be provided by KSDE mid-year for the following year then reviewed and accepted by eScholar.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4 m.

Staff Initiating:

Sherry Root

Director:

Dr. Frank Harwood

Commissioner:

Dr. Randy Watson

Meeting Date: 12/11/2024

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### **Item Title:**

Act on request to contract with eScholar LLC to continue to provide maintenance and support of the Uniq-ID Staff system.

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to negotiate a contract with eScholar LLC for renewal of the maintenance and support necessary for the generation and tracking of Educator IDs in an amount not to exceed \$126,000.00 over a three-year period (June 15, 2025 - June 14, 2028).

### **Explanation of Situation Requiring Action:**

In April of 2007, KSDE requested and received sole source approval to purchase software through eScholar LLC to leverage its capability to assign a *unique identifier*\* to educators. Every educator is assigned a unique identifier the first time he/she is issued an educator license in Kansas. The same unique identifier remains with each educator throughout his/her career in Kansas. The unique identifier allows for longitudinal reporting, including data collection, evaluation, analysis and compliance with state and federal reporting. The Uniq-ID for Staff System software is integrated into KSDEs data collection and reporting source systems. KSDE cannot maintain or assign new licenses without this software. This action is for the renewal of annual maintenance and support plus any adjustment in the Consumer Price Index. This contract will address the required annual fees.

*\*unique identifier = a unique identifier assigned to an individual based on unique person attributes (legal last name, legal first name, date of birth, etc.). Examples of common unique identifiers include social security and driver's license numbers.*

Attachments:1) eScholar Staff Prior Auth 10.2024 12-24; 2) eScholar Staff 3 year Quote 10.2024 12-24



## 3-YEAR RENEWAL PROPOSAL QUOTE

eScholar LLC – A Harris Computer Company  
2429 Military Road, Suite 300  
Niagara Falls, NY 14304

QUOTE DATE  
10/15/2024

QUOTE NO.  
KSDE20241015-01

**PROJECT**  
KSDE Uniq-ID for Staff 3-year renewal:  
11/1/2024 – 10/31/2029

To	Kansas State Department of Education 900 SW Jackson Street Topeka, KS 66612 Attn: Dr. Frank Harwood Deputy Commissioner Division of Fiscal and Administrative Services	<b>THIS IS NOT AN INVOICE</b> The actual invoice will be issued within 60 days prior to the start of the annual period of service.
		<b>Invoice Payment Terms are:</b> Due on Receipt of Invoice

Doc Type	For The Period	Agency Ticket Number	Proposal Expiration Date
Renewal	06/15/2025 – 06/14/2028	n/a	06/01/2025

Item	Description	Quantity	Rate	Amount
ESCHOLAR-SUBSCRIPTION UID	eScholar Uniq-ID PK-12 for Staff Support and Maintenance - 06/15/2025 to 06/14/2026	1	\$38,846.72	\$38,846.72
		Total 2025-2026 (Year 1)		\$38,846.72
ESCHOLAR-SUBSCRIPTION UID	eScholar Uniq-ID PK-12 for Staff Support and Maintenance - 06/15/2026 to 06/14/2027	1	\$38,846.72*	\$38,846.72*
		Total 2026-2027 (Year 2)		\$38,846.72*
ESCHOLAR-SUBSCRIPTION UID	eScholar Uniq-ID PK-12 for Staff Support and Maintenance - 06/15/2027 to 06/14/2028	1	\$38,846.72*	\$38,846.72*
		Total 2027-2028 (Year 3)		\$38,846.72*
Please return one signed copy indicating agreement with and acceptance of this proposal no later than the proposal expiration date.		Please direct questions to: Marc Hoffmeister, Director, Client Services 914-729-3022   <a href="mailto:mhoffmeister@escholar.com">mhoffmeister@escholar.com</a>		
Agreed To and Accepted By:		Date:	Title:	

Please direct questions to:  
Marc Hoffmeister, Director, Client Services  
914-729-3022 | [mhoffmeister@escholar.com](mailto:mhoffmeister@escholar.com)

\*For subsequent years 2 and 3, the amounts are subject to annual adjustment in accordance with the Consumer Price Index. The annual CPI calculation will be provided by KSDE mid-year for the following year then reviewed and accepted by eScholar.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Agenda Number:** WED 4 n

**Staff Initiating:**

Shane Carter

**Director:**

Shane Carter

**Commissioner:**

Dr. Watson

**Meeting Date:**

**12/11/2024**

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### **Item Title:**

Act to approve Kansas Registered Teacher Apprenticeship MeadowLARK Grant Funds.

### **Recommended Motion:**

It is moved that the Kansas State Board of Education approve grant awards for the Kansas Registered Teacher Apprenticeship Program Districts who added apprentices to the Spring 2025 Cohort.

### **Explanation of Situation Requiring Action:**

The Kansas Apprenticeship Council approved KSDE's application to start a Registered Teacher Apprenticeship program in May 2023. The Teacher Licensure team implemented a small pilot during the 2023-2024 school year and opened the program state-wide during the 2024-2025 school year. Currently, there are 95 apprentices participating in the Registered Teacher Apprenticeship program. The Spring 2025 cohort will add 81 apprentices to the program for a total of 176 apprentices.

To sustain the Registered Teacher Apprenticeship program, funding sources are required. The teacher licensure team collaborated with the Department of Commerce's Office of Registered Apprenticeships and other state agencies to participate in the MeadowLARK – (Leading Apprenticeship Results in Kansas) initiative to expand the state's Registered Apprenticeship opportunities. The Kansas Office of Registered Apprenticeships was awarded a grant from the Department of Labor for a total \$6,331,847. The Kansas Office of Registered Apprenticeships awarded the Registered Teacher Apprenticeship program a total of \$3 million to use through June 2026.

The Teacher Licensure Team requests grants be approved for the Spring 2025 Cohort. The grant awards cover tuition costs and mentor teacher stipends for the Spring 2025 cohort. Districts will receive a total \$5,750 per apprentices to cover Spring 2025 and Summer 2025 tuition, and \$750 per apprentice to cover Spring 2025 mentor stipend payments. The attached excel spreadsheet details the grant award by district breakdown.

Bonner Springs/Edwardsville	3	\$	17,250.00
Clearwater Public Schools	1	\$	5,750.00
Colby Public Schools	1	\$	5,750.00
De Soto School District	2	\$	11,500.00
Dexter Schools	1	\$	5,750.00
Dodge City	11	\$	63,250.00
Eudora School District	2	\$	11,500.00
Eureka	1	\$	5,750.00
Fort Scott	1	\$	5,750.00
Geary County Schools	1	\$	5,750.00
Nickerson-South Hutchison	1	\$	5,750.00
Hoisington	1	\$	5,750.00
Kaw Valley	3	\$	17,250.00
Lyons	3	\$	17,250.00
Maize	3	\$	17,250.00
Marion County Special Education Cooperative - Iterlocal	3	\$	17,250.00
McLouth	1	\$	5,750.00
Minneola	1	\$	5,750.00
Pike Valley Unified School District 426	1	\$	5,750.00
Reno County Education Cooperative	2	\$	11,500.00
Salina Public Schools	4	\$	23,000.00
South Brown County Public Schools	1	\$	5,750.00
Southeast Kansas Special Education Interlocal	1	\$	5,750.00
Southwest Kansas Area Cooperative District	2	\$	11,500.00
Spearville School District	2	\$	11,500.00
Sumner County Educational Services	2	\$	11,500.00
Tonganoxie Unified School District	3	\$	17,250.00
Topeka Public Schools	11	\$	63,250.00
Turner Unified School District	5	\$	28,750.00
Ulysses	2	\$	11,500.00
Wellington	4	\$	23,000.00
Weskan	1	\$	5,750.00
Quinter	1	\$	5,750.00
Brown County Special Education Interlocal	1	\$	5,750.00
	<b>83</b>	<b>\$</b>	<b>477,250.00</b>