



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, January 14, 2025

TIME	ITEM	PRESENTER
10:00 a.m.	Call to order	Melanie Haas, Chair
10:05 a.m.	1. <u>Swearing in Ceremony</u> 25 min <ul style="list-style-type: none"> o Mission statement (all) o Moment of silence o Pledge of allegiance (all) o Student soloist for the National Anthem o Chief Justice of the Kansas Supreme Court Marla Luckert leading a ceremonial swearing in ceremony for the entire board o Singing of Kansas State Song (all) 	
10:30 a.m.	2. Citizen's Forum 15 min	
10:45 a.m.	Roll Call 5 min	Melanie Haas, Chair
(AI) 3. Approval of agenda		
(AI) 4. Approval of minutes for December 10 & 11, 2024 Board meeting		
10:50 a.m.	Break (10 min)	
11:00 a.m.	5. Commissioner's Report 30 min	Dr. Randy Watson
11:30 a.m. (AI) 6. Board Reorganization 35 min	Election of Board Chair and Board Vice Chair Election/Discussion of Legislative Liaisons Election of Board Policy Committee members	
12 NOON	Lunch (1.5 hours)	
1:30 p.m. (DI) 7. Review/Discussion of appointments to be made by Chair, Vice Chair and Commissioner 20 min		Chair
1:50 p.m. (AI) 8. Act on appointment of Board Attorney and Board Secretary 10 min		Chair
2:00 p.m. (IO) 9. Legislative Report and Update 30 min		Dr. Frank Harwood, Deputy Commissioner, Division of Fiscal and Administrative Services

2:30 p.m.		Break (10 minutes)		
2:40 p.m.	(IO)	10. School Mental Health Presentation	30 min	Trish Backman, School Mental Health Coordinator, KSDE
3:10 p.m.	(RI)	11. Receive Annual Review and update of At-Risk evidence based practices	20 min	Dr. Ben Proctor, Deputy Commissioner, Division of Learning Services
3:30 p.m.		Break (10 minutes)		
3:40 p.m.	(IO)	12. Kansas Content Standards and Assessment Development <i>Matt Copeland, Associate Director</i> <i>Susan Martin, Director at Assessment Technology Solutions at the Assessment and Achievement Institute at the University of Kansas</i>	30 min	Beth Fultz, Director, Career, Standards and Assessment Services
4:10 p.m.	(IO)	13. Update on the Science of Reading Licensure Requirements	20 min	Shane Carter, Director, Teacher Licensure, KSDE
4:30 p.m.		Break (10 min)		
4:40 p.m.	(IO)	14. Federal Education Programs Overview	30 min	Dr. Harwood and Dr. Proctor
5:10 p.m.		Adjourn		



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Meeting Agenda Wednesday, January 15, 2025

Prior to the Board meeting, all invited to **SEAC Breakfast** in 509 (5th floor) 7:45 a.m.

TIME		ITEM	PRESENTER
9:00 a.m.		1. Call to Order	Chair
9:05 a.m.	(IO)	2. Career and Technical Student Organization (CTSO) Citizenship Day Presentations • Business Professionals of America, BPA President Rishabh Barve, Blue Valley West High School • "Distributive Education Clubs of America" DECA President Aditya Anantharaman, Blue Valley West High School • Future Business Leaders of America FBLA President Mason Lytle, Wellsville HS • Family, Career and Community Leaders of America FCCLA President Ava Gustin, Mission Valley High School • Future Farmers of America FFA State Treasurer Zoë Rhodes, Girard HS • Kansas Future Health Professionals (HOSA) President Hayan Raffi, Wichita Collegiate • SkillsUSA (skilled trades) President - Pending • National Technology Student Association TSA President Lane Lamping, Basehor-Linwood High School • Kansas Technology Student Association TSA President Arya Vilandai, Olathe North HS	55 min Natalie Clark, Assistant Director, Career, Standards and Assessment Services
10:00 a.m.		Break (10 min)	
10:10 a.m.	(IO)	3. Special Education Advisory Council Quarterly Report	Bert Moore, Director, Special Education Services
10:30 a.m.	(RI)	4. Receive FAFSA Removal (public hearing scheduled for February)	Scott Gordon, General Counsel
10:40 a.m.	(AI)	5. Act on capital improvement and bond elections	Dr. Harwood
11:05 a.m.		Break (10 minutes)	
11:15 a.m.	(AI)	6. Act on Evaluation Review Committee (ERC) recommendations	Dr. Catherine Chmidling, Teacher Licensure

11:25 a.m.	(AI) 7.	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 (LRC)		Shane Carter, Director, Teacher Licensure
		c. Act on teacher licensure waivers		Shane Carter
		d. Act on request from USD 261 Haysville, to accept a supplement to their bond application that revises the ballot question to be submitted to qualified electors of the district. The supplement is not a material change to the project. The original bond application was approved by the state board on Sept 11, 2024.		Dale Brungardt, Director, School Finance
		e. Act to approve the renewal of a special education cooperative agreement with Beloit		Scott Gordon, General Counsel
		f. Notification to the Kansas State Board of Education of the intention of four private schools to participate in the Tax Credit for Low Income Student Scholarship Program (TCLISSP)		Dale Brungardt, School Finance
		g. Act on local professional development plans		Shane Carter
		h. Act to initiate a Request for Proposal (RFP) for special populations in CTE		Natalie Clark, Assistant Director, Career, Standards and Assessment Services
		i. Act on request to contract with the Maple Leaf Technology Solutions, LLC for work on KSDE authentication process		Dr. Frank Harwood
11:35 a.m.		Chair's Report	15 min	
		a. Remarks from the Chair and <i>Board Committee Assignments</i>		
		b. Remarks from the Board Attorney		
		c. Committee Reports		
		d. Act on board travel requests (AI)		
		e. Requests for future agenda items		
11:50 a.m.		Adjourn		

- **All members invited to lunch** with the CTE Citizenship Day students from across Kansas. Will be held at the Beacon (420 SW 9th St directly west of Capitol) at 12-1pm with 1-2 pm Roundtable.
- **Board Retreat 2:30 – 4:00** (Kansas Health Institute 212 SW Eighth Ave., directly north of the Capitol) This is a public meeting but will not be livestreamed or recorded.
- **Governor's State of the State arrive at 6:00** held at the Capitol 4th floor House of Representatives Gallery.

MINUTES



Kansas State Board of Education
Tuesday, December 10, 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, December 10, 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. Chair Haas noted that in consent item *n*. there was an addition to the funds request list: Nickerson-South Hutchinson was added. It was a last minute request and not in the public board materials. Mrs. Dombrosky requested items *g*. *h*. *i*. *j*. *l*. *m*. and *n*. be taken off the consent agenda for a separate vote. Mrs. Hopkins requested a discussion about item *n*.

Agenda

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

Motion
03:40

Approval of the November 12 & 13, 2024 minutes

Mrs. Dombrosky reported she shared a few corrections with the board secretary and those will be made prior to the minutes being made public. Chair Haas asked for a motion to approve the minutes.

Mrs. Hopkins moved to accept the minutes of November 12 & 13, 2024.

Mr. Hershberger seconded the motion. Motion carried 10-0.

Motion
04:15

Commissioner's Report

Dr. Watson expressed his gratitude to the three retiring members, Mrs. Mah, Dr. Horst, and Mr. McNiece, for the excellent work they have done over many years. He noted there are individuals across the state that are doing stellar work in education: teachers working to be trainers in LTRS; the progress being made in literacy, schools who are committed to LTRS training; and he reiterated that *policy* established by the Kansas State Board of Education makes a difference.

Dr. Watson
04:41

Using the life story of the artist Van Gogh, Dr. Watson noted work can be done that is not recognized until much later. Van Gogh only sold one painting in his lifetime, *Red Vineyard*, which sold for about \$14 dollars. His work is now known worldwide and has influenced many cultures and sells for millions of dollars. There are Van Goghs in Kansas school systems. Working hard, creating, improving student outcomes, and some of them have been honored recently with the Commissioner's Award. Jim Collins wrote that great leaders preserve the core and stimulate progress, and "good enough" -- never is.

Seven superintendents were honored and joined by Zoom and in person: Scott Palser, Rick Simoncic, Marc Woofert, Lisa Gehring, Richard Spencer, Josh Meyer and Steve Joonas. Dr. Watson pointed out that these schools are not alike in terms of demographics or location. What they share is a dedication, an excitement about school improvement. They each shared insights about the schools they supervise.

Dr. Watson announced a new idea for high school assessments: no standard 10th grade assessments, but rather, looking at the student and where they may be headed, there would be a specific type of assessment, ASVAB, ACT, ACT WorkKeys, etc.

Citizen's Forum

Chair Haas opened the Citizen's Forum at 10:45. There were no citizens who wanted to speak to the Board.

Legislative Priorities

Dr. Frank Harwood led the Board through voting on the 2025 Legislative Priorities.

Legislative
Priorities
0:47:55

Academic Support Efforts:

Mrs. Mah moved 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. Motion carried 8-1-1 with Mr. Zeck voting no, Mrs. Dombrosky present not voting.

Many Motions

Mr. Porter moved to include "Reduced waiting time after retirement to return to teaching and reduce or eliminate the financial penalty" in the 2025 Legislative Priorities. Motion carried 10-0.

Dr. Horst moved to include "The goal to move Kansas school employees currently on KPERS 3 to KPERS 2" in the 2025 Legislative Priorities. Motion carried 10-0.

Mrs. Arnold moved 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. Motion carried 6-4 with Mr. Zeck, Mrs. Dombrowsky, Mrs. Hopkins and Mr. Hershberger voting no.

Health and Safety:

Mr. Porter moved to include "The legislative recommendations of the School Bus Stop Arm Violation Committee" in the 2025 Legislative Priorities." Motion carried 10-0.

Mrs. Hopkins moved to include "The efforts to reduce human trafficking in Kansas" in the 2025 Legislative Priorities. 9-0-1 with Mrs. Dombrosky present not voting.

Mrs. Arnold moved 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. Motion carried 9-0-1 with Mrs. Dombrosky present not voting.

Mr. Hershberger moved 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. Motion carried 9-1 with Mr. Zeck voting no.

Mr. Hershberger moved 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. Motion carried 9-1 with Mr. Zeck voting no.

Funding:

Mrs. Arnold moved to include “Only using public education funds for public schools” in the 2025 Legislative Priorities. Motion carried 9-1 with Mr. Hershberger voting no.

Mrs. Arnold moved to include “Following state statute and moving towards funding 92% of the excess cost of special education” in the 2025 Legislative Priorities. Motion carried 10-0.

Mrs. Arnold moved to include “Opportunities to expand and fund early childhood and kindergarten readiness” in the 2025 Legislative Priorities. Motion carried 7-2-1 with Mr. Zeck and Mrs. Hopkins voting no, Mrs. Dombrosky present not voting.

Mr. Porter moved to include “Funding transportation for all students in all unsafe situations, regardless of mileage” in the 2025 Legislative Priorities. Motion carried 8-1-1 with Mr. Zeck voting no and Mrs. Dombrosky present not voting.

Dr. Horst moved to include “Continued funding for the teacher apprenticeship program” in the 2025 Legislative Priorities. Motion carried 9-0-1 with Mrs. Dombrosky present not voting.

Mr. Porter moved to include “Increased state support on bond and interest” in the 2025 Legislative Priorities. Motion carried 8-1-1 with Mr. Zeck voting no and Mrs. Dombrosky present not voting.

Mrs. Mah moved to include “Financial support for school districts to enhance and improve their cybersecurity efforts” in the 2025 Legislative Priorities. Motion carried 8-1 with Mrs. Dombrosky voting no. Mrs. Arnold was out of the room.

Mrs. Mah moved to include “Support universal free meals for Kansas public school students” in the 2025 Legislative Priorities. Motion failed with Mrs. Dombrosky, Mrs. Hopkins, Mr. Hershberger, Mr. Zeck, Dr. Horst voting no. Mrs. Arnold was out of the room.

Education Policy Governance:

Mr. Porter moved to include

- “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”
- in the 2025 Legislative Priorities. Motion carried 9-0 with Mrs. Arnold out of the room.

Mr. McNiece moved 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. Motion carried 7-1-1 with Mr. Hershberger voting no and Mrs. Dombrosky present not voting.

Mrs. Mah moved 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. Motion carried 7-3 with Mrs. Hopkins, Mrs. Dombrosky and Mr. Zeck voting no.

Blue Ribbon Task Force on Student Screen Time Final Report

Dr. Jake Steel, Gabrielle Hull and Payton Lynn presented the final report of the task force. There was discussion affirming that the State Board is not recommending the findings of the report but is sharing the research and guidance from the task force with local districts, who will make decisions based on the needs of the students in their schools.

Mr. Porter moved that the Kansas State Board of Education accept the report of the Blue Ribbon Task Force on Student Screen time. Mr. McNiece seconded the motion. Motion carried 10-0. (Note: there was a substitute motion made by Mrs. Mah to change the word “recommendations” to “report.” This passed on a 9-0-1 with Mrs. Arnold present not voting. Subsequently, Mrs. Arnold changed her vote to a yes.)

Task Force
01:58:10

Motion
02:06:00

Jobs for America’s Graduates (JAG) presentation by students

Bev Mortimer, St. 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

Laila Horton, 2024 graduate. - Junction City High School

Raheem Melton, Career Specialist - Junction City Middle School

Lilliona Martinez, student - Junction City Middle School

JAG
03:30:24

The presenters shared the details of the JAG program is a competency based curriculum focused on career exploration and development.

Act on request from USD 468 Healy to disorganize the district

Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services

Dr. Harwood explained the situation in Healy, where there are no longer enough students to constitute a working school district. At the time of the board meeting, there were only two students. A nearby district, USD 466 Scott City, has agreed to accept the students and the territory and attach it to their district.

Mrs. Arnold moved that the Kansas State Board of Education sign an order of disorganization of USD 468 with attachment of its territory to USD 466 as contemplated in the resolutions adopted by each district's board of education. Mr. McNiece seconded the motion. Motion carried 9-1 with Mr. Zeck voting no.

USD 468

04:22:50

Motion

04:26:16

Registered Teacher Apprenticeship

Shane Carter, Director, Teacher Licensure

Mr. Carter explained this is a four-year, Competency-Based Apprenticeship. There are a series of competences based on Kansas Educator Evaluation Protocol (KEEP), which require individual to be proficient in four different areas (districts allowed to use their own teacher evaluation competencies): *Learner and learning, Content knowledge, Instructional practice and Professionalism*. The wage scale has a minimum of \$14/hr. There is a semesterly evaluation/observation, and the apprentice is working towards a bachelor's degree.

The Timeline:

August 2022 – Workgroup with multiple district, state, university stakeholders started

March 2023 – KS Legislature passes Kansas Apprenticeship Grant and Tax Act

May 2023 – Standards Approved by the Kansas Apprenticeship Council (KS is an SAA State)

May 2023 – Kansas Office of Apprenticeship and KSDE partner to apply for SAEF

Grant – KS Office Apprenticeship receives \$6mil, sub grants KSDE \$2.9m.

August 2023 – Begin pilot with 6 districts and 14 apprentices.

Fall 2024 – Open Apprenticeship Statewide – 95 apprentices in 42 districts (includes 4 special education cooperatives/interlocals and the Kansas School of the Blind).

Spring 2025 – Add 81 more apprentices and 10 additional districts.

Funding for this program comes through the Kansas Apprenticeship act (\$3 million per year) and the MeadowLark Grant (\$3 million).

After one year the number of program apprentices grew from 12 to 178.

Licensure

04:39:17

Mr. Carter introduced four districts that have been part of the pilot program: Syracuse, Salina, Tonganoxie and Dodge City. They were all present and gave feedback to the board on their experience with this innovative program.

Dodge City USD 443 (In-Person):

Jason Scheck: Associate Superintendent of Human Resources

Brandon Miller: Northwest Elementary Principal

Apprentices: Ashlyn Lembright, Carlos Teran, Bridget Castro, Kristina Venegas

Salina USD 350 (In-Person):

Dr. Tiffany Snyder: Director of Recruitment and Retention

Apprentices: Zach Clem, Lily Acevedo

Tonganoxie USD 464 (In-Person):

Tonya Phillips: Assistant Superintendent Human Resources

Calesta Blazo: Elementary School Principal

Apprentices: Megan Alexander, Melissa Douglas, Toni Kruger

Syracuse USD 494 (Zoom):

Paul Larkin: Superintendent

Liz Plunkett: Elementary Principal

Syracuse USD 494 (2 apprentices)

- Liz Plunkett, Elementary Principal: There is a teacher shortage across the country and this program is a big help with providing schools with teachers who have training in the school and are part of the community. They are grateful to the KSDE for creating this program.
- Paul Larkin, Superintendent: There are some challenges with the program. There are details that have to be figured out, and they are struggling a little bit with the evaluation tool. The teacher apprentices shared their experiences. One of them was a paraeducator and the other came from the corporate world. Going back to school has been a challenge. Balancing life and work and school has been interesting, and they are finding out how to do that.

Salina USD 350 (12 apprentices)

- Apprentice Zack Flynn shared that this is his first year in the program. He worked as a para for five years. People encouraged him to become a teacher, but he never thought it would be possible for him. He is incredibly grateful for this program.
- Apprentice Lily Asavado, teacher assistant at Heartland and attending Wichita State. She has been working for the district for 12 years. She never thought she would be able to be a teacher. This program made it possible, and she has a village supporting her. Her mentor is very encouraging. She will have

two more years ahead of her and she loves the education world, so she is very motivated.

Dodge City USD 443 (18 apprentices)

- Jason Scheck, associate superintendent for human resources, stated his district has been working for a number of years to create a grow your own/apprenticeship program, and it was quite easy to move into the official apprenticeship program pilot. They are expanding and have 50 educators who are moving towards this type of training. They were part of the pilot, and they thank Shane Carter and his staff for listening to them and providing needed clarifications and resources.
- Brandon Miller, principal at Northwest Elementary, was positive about this program.
- Apprentice Ashlyn Lembright just graduated last year from high school. She works with first grade. She feels happy about working towards being a teacher.
- Apprentice Bridget Castro is 22, and this is her first year and she is working in 5th grade. She likes the behind the scenes, seeing how the teachers plan and what they are thinking.
- Apprentice Kristina Venegas shared that facing going back to school as an older student was a challenge, but she has found so much support. She loves the real life experience with classroom management, learning how the teachers are thinking, IEP meetings, and seeing how teachers prepare for classes.
- Apprentice Carlos Strong was originally going to Wichita State University, but he missed his community. He came back to Dodge City, and it has been an amazing opportunity to return and be engaged. He loves his job, working with his 5th graders, and admires his mentoring teacher.

Tonganoxie USD 464

- Tonya Phillips, Assistant Superintendent HR
 - Calesta Blazo, Principal at Elementary School
- They were part of the pilot program, starting with two apprentices; this year they have eight apprentices. The positive impacts are to encourage “grow their own” recruitment, provide career opportunities to staff members, and retain high-quality staff. The district has been struggling finding teachers, and often do not have any applicants for jobs.

Act on Recommendations of the Professional Practices Commission (PPC)

Scott Gordon, KSDE General Counsel

Dr. Ziegler, Vice Chair of PPC

Mr. Gordon presented the details of case 24PPC22. The recommendation is to revoke the license.

Mr. Porter moved that the Kansas State Board of Education revoke the license in the PPC case 24PPC22. Dr. Horst seconded the motion. **Motion carried 10-0.**

PPC
06:06:49

Motion 1

Mr. Gordon presented the details of case 24PPC19, and the recommendation to grant a license to this applicant.

Mrs. Hopkins 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. Mr. McNiece seconded the motion. **Motion carried 10-0.**

Motion 2

Kansas Assessment Program Balanced Assessment System

Beth Fultz, Director

Julie Ewing, Asst. Director

Mrs. Ewing went over the fundamentals of KESA: Structured Literacy, Standards Alignment, Quality Instruction and today's topic: Balanced Assessment system. There are six overall types of assessment tools: summative, formative, interim, diagnostic, universal screener, and progress monitoring. A balanced assessment system uses a collection of assessments together. Specifically formative practices are used *for* learning and interim assessments and the end of the year summative assessment come *from* learning.

Formative
Assessments
06:10:06

She focused on formative assessment, which happens during the teaching/learning process. It is not a tool for evaluation at the end of a sequence, semester or year of learning. Teachers use formative assessment within the process of teaching information. As they are in the process, they "check in" constantly to assess whether their students are following and learning, or if they are lost and need guidance. To do this the teacher and student must understand the achievement target, the teacher must observe and notice where the student is and understand how to close the gap between where a student is and where they want to be. This is more than a tool for the educator, it also builds confidence in students when they achieve understanding. Because formative assessment is a process, the educator gathers data but then must do something with it to move learning forward.

The Council of State School Officers defines formative assessment as: *"Formative assessment is a process used by educators and students during instruction that provides*

feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes."

Mrs. Ewing explained that this type of assessment will be part of a professional development opportunity for teachers around the state, through the collaboration with service centers starting in spring of 2025. In addition there will be an Assessment Conference "Connecting the Dots" on March 3-4, 2025, in Manhattan, KS. The Board is warmly invited to attend.

School Improvement (KESA) Action Plan

Dr. Jay Scott, Director, Assessments and Standards

Haley Steinlage, Research and Evaluation team KSDE

Dr. Brooke Wells, Research and Evaluation team KSDE

Dr. Scott went over the overall plan of KESA and reiterated the statement: *If we strengthen coherence across Kansas through focusing on a few high-leverage, fundamental actions, then our students will develop more knowledge and skills leading to greater opportunities and fewer limitations.*

He went over the timeline which includes 2025-2026 as a cycle to report and evaluation on compliance, evaluation the action plan and implementation of school improvement and the outcomes overall is to report. In 2026-2027 there will be an evaluation as well as a report from systems. The overall action is to "support systems in developing a plan for which they are prepared to report and demonstrate implementation."

Haley Steinlage and Dr. Wells went over the details of the action plan cycle. 41 systems have submitted their action plan. 12 systems are implementing their plans, based on feedback. 10 are revising their plans based on feedback. 19 are still in the process of being reviewed.

ERC Educator Preparation (Receive)

Dr. Catherine Chmidling, Teacher Licensure

Dr. Chmidling went over the process of how higher education institutions are reviewed. She then focused on the specific programs and recommendations (received for a vote in January 2025). Benedictine College, Fort Hays State University, Newman University, Ottawa University, University of Kansas, University of Saint Mary's, and Washburn University had programs and review which she shared in detail.

Chair Haas recessed the meeting until the following day at 10 a.m.

Action Plan
06:26:30

ERC
07:03:53

Recess



Kansas State Board of Education
Wednesday, December 11, 2024

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

Instructional Materials in Support of Quality Instruction

Dr. Ben Proctor, Division of Learning Services

Dr. Proctor began with this quote:

“THE PROBLEM IS...not the absence of goals...but the presence of too many that are...unconnected and ever-changing....resulting in overload and fragmentation. The overload results from too many...**initiatives**. The sheer volume makes it impossible for people to manage in a way that gives depth. People see little or no connection to each other or their daily work...scrambling to implement too many directions and lacking a coherent sense of how they connect results in **paralysis and frustration.**”

Michael Fullan, 2014

HQIM
02:00

Dr. Proctor focused on quality instruction, which is one of the four fundamentals in the Kansas School Improvement Model. The summation, “We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials (HQIM),” introduces the importance of HQIM. Teachers may lack access to HQIM which makes it difficult to provide standards-based instruction. Also, they may lack access to professional learning designed to align instructional practices to standards.

Expectations need to be high. Dr. Proctor referenced the Opportunity Myth, which describes the false premise that if students do what they are asked in school, they will be set up for success and can achieve their goals, dreams and aspirations. To prevent this from happening, schools must create a culture where students are expected to excel. Schools must deliver consistently good teaching and grade-level content for all students and build a coherent instructional program with clear priorities for all.

Teachers report spending seven hours per week developing or selecting instructional materials. They report creating/finding 57% of their own assignments which tend to be of lower quality than those taken from any district or state provided curriculum. Teachers turn to Google, Pinterest and “Teachers Pay Teachers” to find or supplement curriculum. Spending so much time finding

curriculum from these sources, or from “scratch is burdensome, may result in lessons of lower rigor and quality and is almost certainly a less valuable use of teacher time than studying student work, giving feedback, developing subject area expertise and building relationships with students and their families.” (The 74 (2024), 40 years after “A Nation at Risk” from Could Curriculum Reform Finally Move the Needle on Academic Improvement?

At-Risk
1:08:24

At Risk Accountability Plan Pilot Update

Dr. Harwood, Deputy Commissioner, Division of Fiscal and Administrative Services

Gabrielle Hull, Legislative Coordinator

(note: directly from the PowerPoint)

House Sub. for SB 387 requires districts to submit an At-Risk Accountability Plan beginning in 2026-2027. Each At-Risk Accountability Plan shall:

- Demonstrate the school district is using evidence-based instruction (KSA 72-5153), for the education of students identified as eligible to receive at-risk programs and services;
- Measure longitudinal academic improvement in a quantitative manner;
- Establish quantitative student academic improvement goals for cohort groups and strive to meet such goals through evidence-based instruction provided to such cohort groups above and beyond regular educational services;
- Ensure at-risk education fund moneys are expended in accordance with the law by providing services above and beyond regular educational services;
- Show academic improvement in certain student cohorts and students identified as eligible for at-risk programs.
- Failure to meet established goals for identified student cohorts will result in lower At-Risk funding than the district might otherwise be eligible for beginning in 2032-2033

The following districts were the volunteers for the pilot project:

USD 208 Trego County

USD 227 Hodgeman County

USD 234 Fort Scott

USD 265 Goddard

USD 369 Burrton

USD 376 Sterling

USD 378 Riley County

USD 385 Andover

USD 387 Altoona-Midway

USD 459 Bucklin

USD 480 Liberal
USD 489 Hays
USD 500 Kansas City

The recommendations from the Pilot Project are:

1. The mandatory grade for evaluations should be 4th grade, not 3rd grade.
2. Districts that cannot form student cohorts of at least 10 should be exempt.
3. If a cohort drops below 10 students, it should be exempt from accountability measures.
4. Reorganize the At-Risk Approved Programs and Practices list by separating approved items by approved programs and approved practices; provide the KSDE research relied upon to add a particular practice or program to the list and make the list sortable.
5. Guidance and support from KSDE is needed on the use of assessment data to set and monitor goals, permit districts to use district common assessments to monitor progress towards cohort goals and have assessments for students that do not take state assessments during cohort evaluation years.
6. Expenditures should be separated by salaries/wages, professional development and supplies/materials.
7. Accountability plans should include a narrative section, providing description of the school district and community.

Consent Items:

Mr. Porter moved that the Kansas State Board of Education approve the items on the consent calendar. Mrs. Arnold seconded the motion. Motion carried 9-1 with Mr. Zeck voting no.

Items approved:

- Receive monthly personnel report and personnel appointments to unclassified positions
- Act on recommendations of the Licensure Review Committee
- Act on teacher licensure waivers
- Act to approve Local Professional Development Plans
- Act on request from USD 263, Mulvane, for capital improvement (bond and interest) state aid
- Act on request from USD 263, Mulvane, to hold a bond election
- Act to approve the (KSD) Kansas School for the Deaf 1-year negotiated agreement with Kansas National Education Association (KNEA)

Consent items pulled:

Mr. Porter moved that the Kansas State Board of Education approve items g. h. i. j. l.

Consent
01:28:06
Motion 1

Motion 2

and m from the Consent Agenda. Dr. Horst seconded the motion. **Motion carried 9-1 with Mrs. Dombrosky voting no.**

Items approved:

- 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
- Act on request to contract with a technical service provider to align to the new modernized National Career Clusters Framework
- 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
- 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
- Act on request to contract with eScholar LLC to continue to provide maintenance and support of the Uniq-ID PK-12 Student System.
- Act on request to contract with eScholar LLC to continue to provide maintenance and support of the Uniq-ID Staff system.

There was a discussion with Shane Carter, Teacher Licensure about item n. Kansas Registered Teacher Apprenticeship Grant Funds. After which Mr. Porter moved that the Kansas State Board of Education approve item n. from the Consent Agenda. Mrs. Arnold seconded. **Motion carried. 9-1 with Mrs. Dombrosky voting no.**

Motion 3

Note: Nickerson-South Hutchinson was added to the funds request list and included in the approval.

Chair's Report

The three retiring members of the board, Mrs. Mah, Dr. Horst and Mr. McNiece, all gave eloquent remarks pertaining to their time in education and as public servants on the Kansas State Board.

Mrs. Dombrosky moved that the Kansas State Board of Education approve the travel requests presented for December 2024. Mrs. Arnold seconded the motion. Motion carried 10-0.

Travel
1:53:51

There was no other business.

Chair Haas adjourned the meeting and invited all present to join in a celebration reception for Mrs. Mah, Dr. Horst and Mr. McNiece.

Chair Melanie Haas

Board Secretary Deborah Bremer

Agenda Number: 9

Meeting Date: 1/14/2025

Item Title: Legislative Report and Update - Dr. Frank Harwood

The Kansas Legislature convenes on Monday, January 13, 2025, to begin its annual session. Dr. Harwood will briefly report on any committee assignment changes or other pertinent information during his update to the Board members.

Agenda Number: 10
Meeting Date: 1/14/2025

Item Title: School Mental Health Presentation

From: Deborah Bremer

Trish Backman, School Mental Health Coordinator, KSDE, will give brief overview of the topics and highlights of work that is going on across Kansas to support students and their families.

Agenda Number: 11

Meeting Date: 1/14/2025

Item Title: At-Risk Evidence-Based Programs and Practices

From: Dr. en Proctor

KSDE staff will present the updated At-Risk Evidence-Based Programs and Practices list as a receive item for the State Board to review. The list is updated with programs and practices that meet all legal requirements to be added to the list. Any item on the updated list is eligible for use of state at-risk funds. Additionally, the new list will be reformatted to enhance ease of use.

Agenda Number: 12

Meeting Date: 1/14/2025

Item Title: Kansas Content Standards and Assessment Development

From: Beth Fultz

Matt Copeland, Associate Director and
Susan Martin, Director at Assessment Technology Solutions (ATS)
at the Assessment and Achievement Institute (AAI) at the University of Kansas
will provide a broad overview of the process of building state assessments. The presentation will
also include collaborative work between KSDE and ATS and involvement of Kansas teachers to
develop fair and equitable tests for all students in Kansas.

Item Title: Update on the Science of Reading Licensure Requirements

From: Shane Carter

Licensure Update:

Teacher Licensure will provide a review of the Science of Reading and Licensure requirement to new board members. In addition, to the review, teacher licensure will update the board on the status of the Seal of Literacy, data collection, and new teacher mentoring as it is related to the Science of Reading.

The board will also receive an update on the Blueprint for Literacy's advisory committee's structure literacy training.

Senate Bill 438

Senate Bill 438 established the Blueprint for Literacy and the literacy advisory committee and states the Kansas Board of Regents and the State Board of Education will collaborate on development of literacy training micro-credential and professional development for Kansas educators with a goal of 100 percent of the Kansas special education, English for speakers of other languages and elementary teacher workforce to achieve a micro-credential in the science of reading and structured literacy by 2030.

Literacy Advisory Committee

The literacy advisory committee met numerous times since July 2024 to address requirements embedded withing Senate Bill 438. The intent of the training review is to seek State Board of Education approval to offer the training as an option to meet Science of Reading licensure requirements, but at this time the training has not been fully vetted through KSDE's literacy team nor has verification of third-party review and approval been received. The estimated date to receive the updated training and third-party verification is December 20, 2024. However, this date is an estimate and the training review by KSDE's literacy team and third-party verification may not be received prior to the January Board meeting.

If the State Board of Education approves the committee's training program at a future meeting, educators may complete the training and receive a Seal of Literacy on their license.

Background: Micro-credential guidance.

Since SB 438 utilizes the term micro-credential additional, guidance regarding micro-credentials from a licensure standpoint is provided below.

Micro-credentials as it pertains to licensure is:

1. A school district may allow an individual to complete a micro-credential and receive professional development points towards renewal of a professional license, but a district professional development committee must approve and award professional development points.
2. Micro-credentials are not equivalent to endorsements on a license, and completion of a micro-credential will not renew a license without conversion of the micro-credential to professional development points through a school district's professional development committee.

Micro-credential background.

In 2016-2017, the professional standards board and teacher licensure began researching micro-credentials as a possible opportunity to create individualized professional learning geared to the goals of the state board and create an additional pathway to re-licensure.

Teacher licensure partnered with Kansas State University to create a micro-credential pilot in 2018. The pilot concluded in 2019. The pilot had over 50 educators participate, and individuals who completed the pilot were allowed to use the micro-credential to renew their professional license. Of the pilot, less than 50% actually completed the micro-credential requirements. Due to the limited number of individuals who completed the pilot, the viability of the micro-credential was questioned.

Though the pilot did not lead to a change in licensure renewal requirement options, the pilot led to creation of the following guidance:

1. A micro-credential is defined as a personalized professional unit of study that is competency based and results in a credential. It can be used for formal and informal professional learning experiences.
2. The components and description of a micro-credential are as follows:
 - a. Overview.
 - i. Rationale – description.
 - ii. Hypothesis – purpose.
 - iii. Tied to personal/building/district goals.
 - b. Basis of Knowledge.

- i. Supporting Research which could include literature reviews or other resources.
 - ii. (Knowledge) what the educator uses to gain knowledge.
- c. Implementation.
 - i. Job-embedded - applied learning.
 - ii. (Application) action in classrooms, buildings, districts
- d. Impact .
 - i. Results, data, artifacts, such as sample student work, video, pictures, documents,
 - ii. (Impact) verification that the application of knowledge or skills has had an impact on student performance or educational program of the school or school district.
- e. Reflection.
 - i. Reflections on professional practice and or student learning, personal thoughts, student or staff feedback, including changes for future practices

Agenda Number: 14

Meeting Date: 1/14/2025

Item Title: Federal Education Programs Overview

From: Commissioner Watson

Dr. Proctor and Dr. Harwood will give an overview of Federal Education Programs.

Item Title: Citizenship Day CTE Students

From: Natalie Clark

Career and Technical Student Organization (CTSO) Citizenship Day Report and Presentations

Career and Technical Student Organization (CTSO) Citizenship Day offers the Kansas State Board of Education an opportunity to meet the elected state leaders of the Career and Technical Student Organizations. At the same time, these student officers are provided a unique opportunity to gain a better awareness of the individual roles, such as members of the State Board, have in Kansas public education. CTSO state leaders represent each organization and will make brief remarks about their organizations and share the opportunities they have acquired since they assumed their role as CTSO President/Officer.

Below is the list of all CTSO presidents/officers and a TSA National president speaking:

1. **BPA president:** Rishabh Barve, Blue Valley West High School
2. **DECA president:** Aditya Anantharaman, Blue Valley West High School
3. **FBLA president:** Mason Lytle, Wellsville High School
4. **FCCLA president:** Ava Gustin, Mission Valley High School
5. **FFA State Treasurer:** Zoë Rhodes, Girard High School
6. **HOSA president:** Hayan Raffi, Wichita Collegiate
7. **SkillsUSA president:** Pending election
8. **National TSA president:** Lane Lamping, Basehor-Linwood High School
9. **TSA president:** Arya Vilandai, Olathe North High School

Report

Agenda Number: 3

Staff Initiating:

Bert Moore

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Special Education Advisory Council Annual Report 2023-2024

The Special Education Advisory Council (SEAC) provides an Annual Report to the State Board of Education each year for activities that occurred during the prior year (2023-2024). The SEAC Annual Report reflects the scope of work completed by SEAC that aligns with the federal requirements for Special Education Advisory Councils. It serves as a record of events and activities conducted by SEAC that is accepted by the State Board of Education.

The Special Education Advisory Council (SEAC) is a required Council under the Code of Federal Regulations 300.167. SEAC consists of 21 State Board approved members and 7 non-voting Ex-Officio members which includes: the State Board of Education, the Disabilities Rights Center, Families Together, the Kansas Association of Special Education Administrators, the Kansas National Education Association, the Kansas State School for the Blind/Visually Impaired, and the Kansas State School for the Deaf/Hard of Hearing. SEAC must have at least 51% of the voting members as persons with disabilities or the parent of a child with a disability between the ages of birth through age 26. Kansas also has representation for the parent of a student with an exceptionality (Gifted). New members are recommended to the State Board of Education for membership through a unanimous selection by the SEAC Membership Committee consisting of the Chair, Chair-Elect, and Prior Year Chair. Consideration is given to representation of the membership from each State Board of Education region when recommending members to the State Board of Education

KANSAS SPECIAL EDUCATION ADVISORY COUNCIL



Annual Report

July 1, 2023 to June 30, 2024

Special Education & Title Services
Kansas State Department of Education
900 SW Jackson Street, Suite 620
Topeka, KS 66612
1-800-203-9462



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

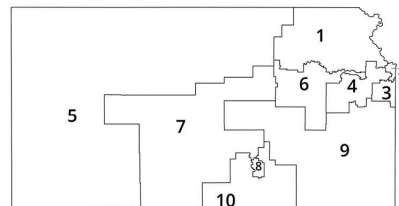
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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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EDUCATION



Dr. Randy Watson

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Dr. Frank Harwood

DEPUTY COMMISSIONER

Division of Learning Services



Dr. Ben Proctor

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

Kansas leads the world in the success of each student.

Jan. 25, 2024

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Secretary's Report

The Special Education Advisory Council (SEAC) works to ensure that the state of Kansas is engaging stakeholders on topics related to serving students with exceptionalities. Kansas uses the term students with exceptionalities to include students with disabilities as well as students with Giftedness (Kansas requirement). It is the primary responsibility of SEAC to advise, consult and provide recommendations to the Kansas State Department of Education (KSDE), Special Education and Title Services team (SETS), and the Kansas State Board of Education (KSBE) regarding matters concerning serving students with exceptionalities in Kansas.

The primary motivation for individuals to be selected to serve on SEAC is a focus on quality improvement in the Kansas education system, particularly as it relates to serving students with exceptionalities. SEAC has been productively engaged in fulfilling its legal commitments and mission on behalf of students with disabilities including students with Giftedness. The SEAC members meet a minimum of four times each year, discuss and review issues of significance related to meeting the needs of students with disabilities and Giftedness, and advise the SETS team as well as the KSBE on matters regarding programs and services for students with exceptionalities.

SEAC meetings were held Hybrid (virtual and on-site) during the school year to ensure the participation of SEAC members. SEAC continued to advocate for EACH student to receive appropriate special education services in lieu of each child's circumstances. Topics reviewed by SEAC this year included: SPP/APR Indicator data submitted in January 2024, licensure alternatives, the Differentiated Monitoring System domains that will be reviewed by the Office of Special Education Programs, how students with disabilities are meeting academic requirements while attending Virtual programs, an update on State Assessments including the English Learner Alternate Assessment, addressing Dyslexia as a "State" disability category, and preliminary discussions about a statewide Individual Education Program format.

As the Secretary for SEAC, I am proud of the accomplishments made during the 2023-2024 school year. We continued to address key issues brought by the KSDE, KSBE, and SETS to keep the focus on the needs of EACH student including a focus on post-secondary outcomes. A list of accomplishments can be found in the Council Accomplishments section of this Annual Report. SEAC provides regular updates to the KSBE at regularly scheduled State Board meetings. This keeps the KSBE apprised of the issues SEAC has reviewed, as well as the ability to directly respond to questions.

Bert Moore

Bert Moore, Secretary for the Kansas Special Education Advisory Council
State Director of Special Education and Title Services (SETS)

Kansas Special Education Advisory Council

The major responsibilities of the SEAC are to advise, consult and provide recommendations to the Kansas State Board of Education regarding matters concerning serving students with exceptionalities. The SEAC is composed of individuals in, or concerned with, the education of children with exceptionalities. The council performs such duties as specified by IDEA and as outlined in the Kansas SEAC Bylaws.

The primary role of the council is to advise and assist the KSDE to achieve excellence, equity, and lifelong learning opportunities for EACH student in Kansas. As such, it is committed to representing individuals with diverse and changing educational needs. This responsibility leads the SEAC to support the vision and mission of Kansas State Board of Education (KSBE), the Division of Learning Services (DLS), and the Special Education, and Title Services team (SETS).

SEAC advises the Kansas State Board of Education in six key areas as required by the regulations of the Individuals with Disabilities Education Act (IDEA), and Kansas statutes. These areas include:

- Advise the State Education Agency (SEA) of unmet needs within the state in the education of children and youth with exceptionalities;
- Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities;
- Advise the SEA in developing evaluations and reporting on data to the Secretary under Section 618 of the Act;
- Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act;
- Advise the SEA in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities; and
- Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.

The Kansas Special Education Advisory Council (SEAC) held five meetings during the 2023-2024 school year.

Kansas State Board of Education

Vision

Kansas leads the world in the success of each student. Kansans Can!

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.

SEAC Goal

The Kansas Special Education Advisory Council will advocate for an educational system that achieves excellence, equity, and lifelong learning for EACH student with an exceptionality in Kansas.

SEAC Beliefs

The Kansas Special Education Advisory Council is committed to lifelong learning. The SEAC believes that:

- Partnerships increase collaboration for better services.
- Visionary leadership is essential for appropriate services to meet the needs of EACH student.
- Innovation is essential to the process of lifelong learning.
- All child service systems must be provided in an integrated and collaborative manner.
- Education is an evolving process that requires innovation, continuous growth, and evaluation.
- The needs of EACH student must be met.

Council Membership

The 2023-2024 SEAC membership included the twenty-one required members and four regularly attending non-voting ex-officio members, all of whom are concerned with the education of children and youth with exceptionalities. The majority of SEAC members includes individuals with disabilities and/or parents of children with exceptionalities between birth and age 26. The 2023-2024 membership included:

Council Member	Appointm ent Expires	Representatio n	Fulfills Majority Require- ment	State Board Region	Voting member	Contact info
Lindsey Graf (Chair)	6/30/2025 (1st Term)	Administrator of Program for Exceptional Children	Yes	9	Yes	lgraf@usd244ks.org
Lena Kisner (Chair – Elect/Chair)	6/30/2024 (1st Term)	Administrator of Program for Exceptional Children	Yes	7	Yes	lkisner@rcec610.org
Marvin Miller (Past Chair)	6/30/2026 (2nd Term)	Parent of an exceptional child ages birth through 26 years	Yes	10	Yes	mjmillier@abilityed.com
Autumn Biltz	6/30/2027 (1st Term)	Individual with a disability	Yes	5	Yes	autumnbiltz@gmail.com abiltz@skacd.org
Brooke Moore	6/30/2025 (1 st Term)	Representativ e of institution of higher education that prepares special education and related services personnel	Yes	5	Yes	Brooke.moore@fhsu.edu
Jennifer King	6/30/2027 (1st Term)	Parent of a Gifted Child	Yes	10	Yes	jking7@usd259.net

Whitney George	6/30/2027 (2nd Term)	Teacher (general education)	Yes	6	Yes	whitneyg@usd383.org
Sydney Dringman	6/30/2024 (1st Term)	Representative from state agency responsible for foster care of children	No	4	Yes	Michelle.Warner@ks.gov
Sean Smith	6/30/2027 (1st Term)	Parent of a child with a disability, ages birth through 26 years. K.S.A. § 72-3408(b)(1)(A)	Yes	9	Yes	paul@paulbucklaw.com
Dr. Troy Pitsch	6/30/2025 (2nd Term)	Local education official who carries out activities under the federal McKinney-Vento homeless education act, 42 U.S.C. § 11431 et seq.	No	1	Yes	tpitsch@usd329.com
Rebekah Helget	6/30/2027 (1st Term)	Representative of other state agency involved in the financing or delivery of related services to exceptional children	Yes	9	Yes	rebekah.helget@greenbush.org
Jessica Lopez	6/30/27 (1st Term)	Representative of private schools	Yes	4	Yes	lopezj@catholicdioceseofwichita.org

Charity Porter	6/30/2026 (1 st Term)	Representative of a vocational, community or business organization, concerned with the provision of transition services to children with disabilities	Yes	4	Yes	charityporter87@gmail.com
Rebecca Shultz	6/30/2027 (2nd Term)	Individual with a disability	Yes	2	Yes	beccaada21@smsd.org
Roxanne Zillinger	6/30/2026 (1 st Term)	State Education official, including at least one state or local official who carries out activities under the federal McKinney-Vento homeless education act	No	4	Yes	rzillinger@ksde.org
Jennifer Kucinski	6/30/2026 (2nd Term)	Representative of other state agency involved in the financing or delivery of related services to exceptional children	Yes	3	Yes	jkucinski@kssdb.org

Bradley Miller	6/30/2027 (1 st Term)	Representative from the State Juvenile Corrections Agency	Yes	1	Yes	bmillerdaisy@gmail.com
Jennifer Florez	6/30/2027 (1st Term)	Teacher (Special Education)	Yes	3	Yes	jenniferflorez@smsd.org
Jennifer Kurth	6/30/2023 (1st Term)	Representative of institution of higher education that prepares special education and related services personnel	No	1	Yes	jkurth@ku.edu
Brandon Gay	6/30/2026 (2nd Term)	Representative from the state adult corrections agency	No	5	Yes	brandon.gay@colbycc.edu
Lesli Giard	Ex Officio	Official Parent Training and Information Center for Kansas				lesli@famielsttogetherinc.org
Idalia Shuman	Ex Officio	Kansas National Education Association				idalia.shuman@knea.org
Rocky Nichols/ Mike Burgess	Ex Officio	Official Protection and Advocacy System for Kansas				rocky@drckansas.org mike@drckansas.org

Ashley Enz	Ex Officio	Kansas Association of Special Education Administrator				asenz@olatheschools.org
Jon Harding	Ex-Officio	Kansas State School for the Blind				jharding@kssdb.org
Melanie Haas	Ex Officio	State Board of Education				mhaas@ksde.org
Luanne Barron	Ex Officio	State School for the Deaf/Hard of Hearing				lbarron@kssdb.org

Secretary to SEAC: Bert Moore, Director of Special Education and Title Services, KSDE

Council Leadership

Tobias Wood was nominated and elected the chair-elect at the July 26, 2022, SEAC meeting. Tobias resigned in June of 2023 due to personal reasons. The chair-elect, Marvin Miller became the chair. Lindsey Graf was voted the chair-elect at the September SEAC meeting.

Operational Standards

The SEAC's 2023-2024 meeting schedule was as follows:

Meeting Date	Location
July 27, 2023	Hyatt Regency, Wichita
September 28, 2023	Bishop Center, Topeka and Virtual
November 30, 2023	Bishop Center, Topeka and Virtual
January 24, 2024	Landon State Office, Topeka and Virtual
April 11, 2024	Bishop Center, Topeka and Virtual

The SEAC held five meetings. Official minutes of the meetings were kept, reviewed, approved, and posted on the KSDE Special Education and Title Services team website at <http://www.ksde.org/Default.aspx?tabid=561>. A public comment period was offered at each regular SEAC meeting.

Council Accomplishments

SEAC's 2023-2024 accomplishments are wide ranging and invaluable to KSDE-SETS in ensuring the education of EACH student with an exceptionality. SEAC is especially proud to have been involved in the following work:

- o Reviewed data on each of the State Performance Plan/Annual Performance Report (SPP/APR) seventeen indicators for the 2022 submission of Kansas collected data to the Office of Special Education Programs (OSEP);
- o Collaborated with the KSDE Teacher Licensure team to explore solutions to the shortage of special education teachers, substitute teachers, related service providers, and administrators;
- o Provided feedback to the KSDE Teacher Licensure team on concerns related to licensing, including the need for preparation

programs specific to “low incidence” (students with significant disabilities) licensing;

- Reviewed data on the number of students with disabilities participating in Virtual school programs;
- Discussed legislative bills that could impact the provision of special education services and support to students with exceptionalities;
- Provided feedback to KSDE-SETS on how to list Dyslexia on Individual Education Programs for students that qualify as having a learning disability with Dyslexia;
- Received information from the ex-officio members on issues and concerns about meeting the needs of students with exceptionalities;
- Received an overview of the upcoming Differentiated Monitoring System that Kansas will receive during the 2024-2025 school year with an on-site visit from OSEP planned for September 2024;
- Added Ex-Officio membership to the Kansas National Education Association (KNEA);
- Provided support for the October 9 legislative committee meeting that focused on serving students with exceptionalities;
- Celebrated KSDE receiving a federal “Transition” grant;
- Received an update from KSDE Licensure which provided information on the 11 non-traditional routes to the classroom. Also, received information on the Interstate Teacher Mobility Compact;
- Received information on how KSDE plans to implement the legislative requirement to permit “Open Borders” enrollment. The bill was approved during the 2022 legislative session and allows parents to request attendance at any Kansas school based on any open “seats”. The local district determines class sizes for K-12 and any “open” seats in any grade will be open to non-resident students through an objective selection. Students with exceptionalities must be included in the pool of potential non-resident students;
- Received information on the requirement to add Indicator 18 to the State Performance Plan/Annual Performance Report that will be submitted to the Office of Special Education Programs during the 2024-2025 school year;
- Discussed the significant discrepancy requirements tied to State Performance Plan/ Annual Performance Report Indicators 4A and 4B; and
- Celebrated the State of Kansas receiving a “Meets Requirements” for the 2022 State Performance Plan/Annual Performance Report. Kansas has “met” federal requirements for the past fourteen years.

Special Education Advisory Council Summary of Activities by Priority Area 2023-2024

The Kansas Special Education Advisory Council will advise the KSDE SETS team so Kansas has an educational system that achieves excellence, equity, and lifelong learning for students with exceptionalities by:

Code	Area of Focus	Data Source	Action Completed
1.1	PRIORITY AREA 1: Advise the State Education Agency (SEA) of unmet needs within the state in the education of children and youth with exceptionalities;		
	Increase awareness and understanding of provision of services from the public perspective.		
	An update on the work of the Kansas Association of Special Education Administrators (KASEA) was provided which included the hiring of an Executive Director, Ann Matthews; Patty Carter as the Legislative Chair; endorsing the statewide IEP concept; recruit and retain highly qualified special education staff; and the new KASEA president is Lena Kisner.	Ashley Enz	7/27/2023
	The Disability Rights Center (DRC) shared their concerns about waiting lists that are currently 10-12 years. They are advocating for more slots for adult services as part of their legislative recommendations for 23-24.	Mike Burgess	7/27/2023
	The Kansas National Education Association (KNEA) reported that 40 students from Kansas attended a national conference	Idalia Shuman	7/27/2023

	designed for students with disabilities (SWD's).		
1.1d	An Orientation session was provided to SEAC members in attendance at the July 2023 meeting and again at the September 28 meeting.	Wayne Ball, TA Provider and Bert Moore, SEAC Secretary	7/27/2023 and 9/28/2023
1.1e	A report was provided to SEAC by the Kansas University Center for Developmental Disabilities (KUCDD). Their center is one of 67 centers in the United States that provides support to students with developmental disabilities.	Jennifer Kurth	9/28/2023
1.1f	The Kansas Association of Special Education Administrators (KASEA) is recruiting new members. The KASEA Winter Conference will be held on February 20 and 21.	Ashley Enz	9/28/2023
1.1g	Jim McNiece is the current appointed State Board member. Jim told SEAC that he does not plan to run for re-election.	Jim McNiece	9/28/2023
1.1h	The Kansas Association of Special Education Administrators (KASEA) shared that they now have 200 members. They are working on a legislative platform, as well as developing a special education administrator evaluation form, and continuing to advocate that the state of Kansas fund special education at 92% of excess cost.	Ashley Enz	11/30/2023
1.1i	Lena Kisner and Marvin Miller shared information about the number of open SEAC positions. Applicants for open positions are being solicited and it is hoped that the SEAC Membership Committee will have a pool of candidates to recommend for SEAC membership at the April SEAC meeting.	Lena Kisner and Marvin Miller	1/24/2024

1.1j	The Kansas State School for the Blind (KSSB) will "Celebrate Access" on January 25 and February 29. KSSB will have a ribbon cutting for the newly constructed soccer field this spring. They are also hosting a STEM (Science, Technology, Engineering, and Mathematics) competition on April 12-14 when 6 schools will complete from across the country.	Jon Harding	1/24/2024
1.1k	The Kansas State School for the Deaf (KSSD) has assessed 133 students using the Language Assessment Program. They also just completed their 2020-2023 strategic plan. KSSD hosted a basketball tournament with 9 schools and the KSSD girls team took first place and the KSSD boys team took second place. They are hosting a regional Science, Technology, Engineering, and Math (STEM) activity in February that will include 23 schools and 125 students.	Luanne Barron	1/24/2024
1.2	Promote the role of SEAC functions to the legislature, other advisory councils, committees, parents, and organizations.		
1.2a	SEAC leadership provided an update of SEAC activities and initiatives to the Kansas State Board of Education at their June 12 meeting.	Marvin Miller, Chair-Elect	6/12/2023
1.2b	SEAC leadership provided an update of activities and initiatives to the Kansas State Board of Education including the Annual Report for 2022-2023 on January 24.	Bert Moore, SEAC Secretary	1/24/2024
1.2c	SEAC has 4 positions open that have been advertised to fill. Members were asked to solicit applicants for any of the open positions	Bert Moore, SEAC Secretary	9/28/2023

1.2d	SEAC has a Membership Committee consisting of the Chair, Chair-Elect, and Past-Chair who review all applications for open positions. Consideration is given to those applicants that have a child with a disability or are a person with a disability, and consideration is given to which State Board region that the individual lives in/works in.	Marvin Miller, Chair-Elect	9/28/2023
1.2e	The National State Advisory Panel (NASP) has resources available for interested parties including SEAC members. It can be located at https://osepdieastthatwork.org/resources-grantees/sap-sicc .	Bert Moore, SEAC Secretary	9/28/2023
1.2f	Information was shared with SEAC members about topics to be covered at the October 9th legislative committee. The committee will discuss policies related to serving students with disabilities.	Bert Moore, SEAC Secretary	9/28/2023
1.2g	The Kansas State School for the Blind (KSSB) has approximately 50 students currently attending the school. Also, 800 students receive some kind of support from KSSB within the State of Kansas. KSSB provides support to children from birth through age 21 or school completion.	Jon Harding	9/28/2023
1.2h	It was moved and seconded that 2nd terms on SEAC be approved for Whitney George, Lena Kisner, and Rebecca Schultz. The motion passed by majority vote.	Lindsey Graf	4/11/2024
1.2i	Lena Kisner was nominated by Lindsey Graf to serve as the upcoming Chair-Elect and seconded by Rebecca Schultz. The motion passed unanimously.	Lindsey Graf	4/11/2024
1.2j	Under Public Comment Bert Moore thanked Marvin Miller for his leadership as SEAC Chair during this year (July 1, 2023, through June 30, 2024).	Bert Moore, SEAC Secretary	4/11/2024

1.3	Evaluate the working conditions of special education teachers. Study relevant issues including licensure and endorsements and assist with dissemination of related information.		
1.3a	The Kansas National Education Association (KNEA) supports teachers to gain National Certification. KNEA is hosting a regional conference for research competitions.	Idalia Shuman	9/28/2023
1.3b	Kansas, along with Nebraska and Iowa provide an annual law conference in Omaha, NE. The SEAC Leadership Team has the opportunity to attend this conference paid by the SEAC budget. One of the keynotes each year is "A Year in Review" which covers major outcomes from filed complaints/due process hearings/lawsuits.	Bert Moore	11/30/2023
1.3c	Teacher licensure shared 11 options for teachers to receive licensure in Kansas.	Shane Carter	11/30/2023
1.3d	The Kansas National Education Association (KNEA) is supporting the "Educators Rising" program to promote high school students to choose the teaching profession. The second annual KNEA Conference for "support" professionals will be held April 11-12 and will focus on social-emotional topics.	Idalia Shuman	1/24/2024

1.3e	A licensure update was provided to SEAC that included information about the Registered Teacher Apprenticeship program, the Interstate Teacher Mobility Compact, the Military Mobility license, the KU low incidence Limited Residency license, and the potential for a college/university to develop an entry level Special Education program under a BA/BS program. Teacher vacancy data was shared and the two areas with the highest number of unfilled positions are special education and elementary education.	Shane Carter	4/11/2024
1.3f	Idalia Shuman provided a Kansas National Education Association (KNEA) update that included the planning for the second annual conference for educators scheduled for July 17-18. Idalia serves as the state coordinator for "Educators Rising".	Idalia Shuman	4/11/2024
	<u>PRIORITY AREA 2:</u> Comment publicly on any rules and regulations proposed by the state regarding the education of children and youth with exceptionalities;		
2.1	Study and provide comment on proposed federal and state laws and regulations and assist in implementation of changes.		
2.1a	Two KSDE SETS Team staff attended the Office of Special Education Programs (OSEP) Conference, and provided an update of information learned at the conference.	Dean Zajic	7/27/2023
2.1b	SEAC discussed the legislature's Special Education Funding Taskforce. The Taskforce will work with KSDE to solicit information on how Kansas funds special education services.	Bert Moore, SEAC Secretary	9/28/2023

2.1c	The Disability Rights Center (DRC) is focused on supported employment for persons with disabilities. They also are advocating for competitive integrated employment.	Mike Burgess	9/28/2023
2.1d	The Disability Rights Center (DRC) shared that there are 5,193 Kansans with disabilities on waiting lists for services. These individuals have to wait for adult services for 10 years or more. The DRC is advocating that the legislature add more slots.	Mike Burgess	11/30/2023
2.1e	The "Open Borders" option for parents to enroll students in other school districts begins during the 24-25 school year. Parents can place their child's name on a list showing interest in enrolling in a different district. Any open seats at a specific grade level will then be open for non-resident students to seek enrollment through an objective lottery. Open enrollment is available to families for any students, including students with disabilities.	Bert Moore, SEAC Secretary	1/24/2024
2.1f	The Kansas Association of Special Education Administrators (KASEA) has 2 legislative recommendations: 1) have the state fund the excess cost of providing special education supports and services at 92%; and 2) expand Medicaid billing for services to Infants-Toddlers. A resource was shared with SEAC on the "Cost of Special Education in Kansas".	Ashley Enz	1/24/2024
2.1g	Jim McNiece, the State Board of Education ex-officio member shared topics he thought SEAC should review. These included: open borders enrollment, and the legislative recommendations regarding opening school "activities" to virtually enrolled students which will impact the Kansas State High School Activities Association (KSHSAA) rules.	Jim McNiece	1/24/2024

2.1h	An overview of the addition of "Indicator 18" to the State Performance Plan/Annual Performance Report (SPP/APR) was provided. Indicator 18 will require KSDE to list all incidents of compliance findings and compute how many of those incidents were brought into full compliance within one year.	Brian Dempsey	4/11/2024
2.1i	The "Open Borders" will take effect during the 2024-2025 school year and SEAC reviewed some of the unintended consequences that could impact providing special education supports and services to students with disabilities. If transportation is in the IEP as a related service, the receiving school district will be responsible to provide it.	Bert Moore, SEAC Secretary	4/11/2024
2.1j	Dr. Frank Harwood provided a legislative update to SEAC. The legislature is recommending changes to special education funding for any new appropriations. This will include a mandatory transfer of funds from the local option budget.	Dr. Frank Harwood	4/11/2024
2.1k	The Kansas Association of Special Education Administrators (KASEA) provided a report on their work to achieve legislation favorable to students with disabilities. Special education administrators are working to recruit, retain, and hire staff for the upcoming school year.	Ashley Enz	4/11/2024
2.1l	The Disability Rights Center (DRC) once again shared concerns about the 11-year waiting list for adults to receive Intellectual Disability/Developmental Disability (ID/DD) services. The DRC is also advocating for a "State Employment Preference" for individuals with disabilities.	Mike Burgess	4/11/2024

3.1	<u>PRIORITY AREA 3</u> : Advise the State Education Agency (SEA) in developing evaluations and reporting on data to the Secretary under Section 618 of the Act;		
	Provide oversight of the implementation of federal and state special education laws and regulations to ensure Kansas has effective systems in place to monitor compliance and support improved achievement and outcomes for children and youth with exceptionalities.		
	The Kansas legislature added Dyslexia as a "State" category of disability at the end of the 2023 Legislative Session. SEAC reviewed the recommendation made by Bert Moore, State Director of Special Education to add a checkbox to IEPs for any student with a Learning Disability who also qualifies as eligible under the state category of Dyslexia. Dyslexia is already considered a Learning Disability under federal requirements; therefore, there is no need to create a separate disability category. This change will meet the intent of the law that Kansas includes "Dyslexia" as a "State" category of disability.	House Bill 2322 Dyslexia Presentation to SEAC by Bert Moore and Brian Dempsey	7/27/2023
	SEAC discussed the Differentiated Monitoring and Support 2.0 framework and timeline for reporting. Brian Dempsey provided an overview of the Office of Special Education Programs (OSEP) on-site monitoring that will take place next year in September 2024.	Brian Dempsey	7/27/2023
3.1a			
3.1b			
3.1c	Kansas has been reviewing options for a statewide IEP and keeping SEAC informed as discussions with various stakeholder groups take place.	Brian Dempsey and Dean Zajic	9/28/2023

3.1d	Kansas will be monitored by Office of Special Education Programs (OSEP) in September of 2024. KSDE is waiting to receive a request from OSEP for required documents. SEAC received an overview of the 8 areas that will be monitored by OSEP.	Brian Dempsey	9/28/2023
3.1e	SEAC voted to approve the new method of calculating the State Performance Plan/Annual Performance Report (SPP/APR) Indicator 4B.	Brian Dempsey	11/30/2023
3.1f	A comprehensive overview of the 8 protocols (targeted areas for monitoring) the Office of Special Education Programs (OSEP) will use to monitor Kansas next September was provided.	Brian Dempsey	11/30/2023
3.1g	A SEAC member asked about students with disabilities (SWD's) attending Virtual programs/schools. There is concern that students with disabilities attending "virtual" programs are not receiving appropriate specially designed instruction. SEAC will continue to investigate data on SWDs and Virtual programs. Lena Kisner submitted a data request to the Data Governance Council to receive data on students with disabilities attending "Virtual" schools.	Lena Kisner, SEAC Member	11/30/2023
3.1h	SEAC reviewed the plan for a Statewide Individual Education Program (IEP). Stakeholder feedback will continue to be solicited as the KSDE Committee continues to review options for a Statewide IEP.	Brian Dempsey and Dean Zajic	11/30/2023
3.1i	Trish Backman provided SEAC with information on Emergency Safety Interventions (ESIs). The total number of restraints last year was 7,291. The total number of seclusions was 8,283 with the average time of seclusion being 5 minutes.	Trish Backman	1/24/2024

3.1j	Trish Backman provided SEAC with information on incidents related to the Kansas School Safety and Security Act. There were 193 felonies reported in schools, 2,296 misdemeanors, and 89 incidents involving a "weapon".	Trish Backman	1/24/2024
3.1k	SEAC was provided with an overview of the 8 components of General Supervision that will be monitored by Office of Special Education Programs (OSEP) next September. This was a deeper look at each protocol and what data KSDE will need to support how it is meeting federal requirements for serving students with disabilities.	Brian Dempsey	4/11/2024
3.1l	KSDE is developing an alternative monitoring process for students with disabilities enrolled in "virtual" programs.	Brian Dempsey	4/11/2024
3.2	Assist in the dissemination of information in the area of early childhood and secondary transition to help ensure Kansas can demonstrate compliance with IDEA 2004 and regulations.		
3.2a	Kansas has been awarded a federal grant to support transition work. Dean Zajic provided information on how the grant will be implemented including the agency partners that will be engaged in the grant. Dean is the KSDE lead for this grant.	Dean Zajic	9/28/2023
3.2b	The Transition Grant was reviewed. KSDE will partner with the Kansas University Center on Developmental Disabilities (KUCDD) as well as 6 Centers for Independent Living (CILs). The grant is designed to strengthen partnerships, and to advance transition and employment outcomes for students with disabilities.	Dean Zajic	11/30/2023

3.3	Analyze the data on the education progress of students with exceptionalities and make recommendations to enhance their educational program, services, and achievement.		
3.3a	The Kansas State School for the Deaf (KSSD) provided a report on the Language Assessment Program (LAP). The LAP is to be given to students with deafness/hearing impairments ages birth through age 8. KSSD has been asked to assess a fee to districts to cover the cost of the LAP as it is administered by trained KSSD staff.	Luanne Barron	7/27/2023
3.3b	The Kansas State School for the Blind (KSSB) has a student sponsored "Braille Bean" coffee shop where they sell "The Best Coffee Never Seen". KSSB recently was awarded a Microsoft Founders award. KSSB has a new blind soccer field, a new sensory garden, participates in Project Search, and has provided over 250 requests for outreach services across the state of Kansas.	Jon Harding	11/30/2023
3.3c	The Kansas State School for the Deaf (KSSD) has developed a parent packet focused on strengthening student engagement in Career and Technical Education programs. KSSD will engage in 2 separate accreditation processes in 2025. It is working with KSDE Licensure to make American Sign Language an accepted World Language Program. KSSD has also hired 4 staff to conduct the Language Assessment Program (LAP) given to students with hearing impairments/deafness ages birth through age 8.	Luanne Barron	11/30/2023

3.3d	Lena Kisner received data from KSDE on "Virtual" programs that serve students with disabilities (SWD's). There were 1,574 SWD's enrolled in "Virtual" programs in the 2022-2023 school year. SEAC reviewed a list of concerns about SWD's receiving a free appropriate public education when receiving a "Virtual" delivered curriculum.	Lena Kisner	1/24/2024
3.4	As stakeholders, assist in the interpretation of Kansas data in reporting to the public and U.S. Department of Education, Office of Special Education (OSEP) programs.		
3.4a	SEAC provides KSDE with oversight for General Supervision including recommendations on the State Performance Plan/Annual Performance Report (SPP/APR) indicators and the Differentiated Monitoring and Support (DMS) monitoring that will occur next year.	Bert Moore, SEAC Secretary	9/28/2023
3.4b	Kansas was asked to review its formula for figuring significant discrepancy for excessive suspensions-expulsions through the Indicator 4B data collection and analysis. KSDE submitted a revised formula for calculating Indicator 4B. As a result, KSDE identified 29 districts as having a significant discrepancy requiring a response with possible corrective action. SEAC was asked to provide comments on this proposed change.	Brian Dempsey	9/28/2023
3.4c	SEAC reviewed the due process hearing decisions and formal complaints. KSDE has seen an increase in the number of formal complaints filed.	Brian Dempsey	11/30/2023

3.4d	KSDE provided an in-depth review of all 17 Indicators that KSDE must report for the 2022 State Performance Plan and Annual Performance Report (SPP/APR).	Brian Dempsey	1/24/2024
	KSDE provided an overview of the "compliance" indicators (4B, 9, 10, 11, 12 and 13). Compliance indicators require 100% compliance or 0% incidents. Districts not meeting the compliance requirements receive technical assistance and must complete a root cause analysis with corrective action to bring all incidents into compliance within one calendar year.	Brian Dempsey	4/11/2024
3.4e			
3.4f	KSDE provided information on the suspension-expulsion of students with disabilities reported in Indicator 4A and 4B. Since 2021 when KSDE was asked to change its identification formula, Kansas has identified multiple districts as non-compliant under Indicator 4B.	Brian Dempsey	4/11/2024
	PRIORITY AREA 4: Advise the State Education Agency (SEA) in developing corrective action plans to address findings identified in Federal Monitoring reports under Part B of the Act;		
4.1	Office of Special Education Programs (OSEP) Monitoring corrective actions as a result of a federal monitoring.		
	KSDE has no current corrective actions as a result of federal monitoring.		
NOTE			
	PRIORITY AREA 5: Advise the State Education Agency (SEA) in developing and implementing policies relating to the coordination of services for children and youth with exceptionalities;		

5.1	Enhance school-family-community partnerships by encouraging and developing coordinated programs and services.		
5.1a	SEAC provides support for stakeholder feedback to KSDE. KSDE will be asking SEAC to provide ideas on how to improve Indicator 8 - Parent Engagement data. KSDE would like to receive more feedback specifically from diverse populations.	Bert Moore	7/27/2023
5.1b	Families Together reported that between January and June they completed 2,270 consultations/trainings. The categories of disability with the most inquiries/questions were Autism, Emotional Disabilities, and Other Health Impaired. Families Together also trains and appoints Education Advocates. Their organization assigned 349 advocates and cancelled 358 advocates during this reporting period.	Lesli Girard	9/28/2023
5.1c	Families Together reported that they have provided 1,521 individualized consultations/trainings between July 2023 and the end of September 2023.	Lesli Girard	11/30/2023
5.1d	Families Together received a grant targeting Family Advocacy Support and Training (FAST) that can serve families with children from birth through age 17 as long as one child in the family has an intellectual disability or developmental delay.	Lesli Girard	1/24/2024
5.2	Improve communication and collaboration between SEAC and State Interagency Coordinating Councils (SICC's) to enhance services to children and families in Kansas.		

5.2a	Jennifer King, a current SEAC member will represent SEAC as an ex-officio member on the State Interagency Coordinating Council (SICC). The SICC represents the interests of children from birth through age 5.	Bert Moore, Secretary and Jennifer King	1/24/2024
5.3	Promote and enhance the blending of services between special and general education, including federal, state, and local programs (Title I, Special Education)		
5.3a	KSDE has developed a Dyslexia Question and Answer (Q&A) document which SEAC reviewed and approved. This included updates to the KSDE Eligibility Indicators that added Dyslexia eligibility to the Learning Disability category.	Brian Dempsy and Bert Moore	9/28/2023
5.4	Enhance the Kansas Assessment System.		
5.4a	SEAC was provided an update on the adoption by KSDE of an English Language Alternate Assessment (ELAA) which KSDE has worked to acquire for several years. It will be used during the Assessment window this school year with students that have the most significant cognitive disabilities and need an English Language Alternate Assessment version.	Bert Moore, SEAC Secretary	9/28/2023
	PRIORITY 6: Advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.		
6.1	Enhance education of eligible students with disabilities (SWD's) who have been convicted as adults and incarcerated in adult prisons.		

NOTE:	KSDE has developed a comprehensive monitoring tool to be used when monitoring special education supports and services for students with disabilities (SWD's) incarcerated in adult correction facilities, including jails.		
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Acronyms

ADA:	Americans with Disabilities Act
APR:	Annual Performance Report
CADRE:	Consortium for Appropriate Dispute Resolution In Special Education (OSEP Project)
CEIS:	Coordinated Early Intervening Services
CWDs:	Children with Disabilities
DGB:	Data Governance Board
DHH:	Deaf/Hard of Hearing
DLM:	Dynamic Learning Maps
ECLRE:	Early Childhood Least Restrictive Environment
ECO:	Early Childhood Outcomes Center
ECSETS:	Early Childhood, Special Education and Title Services
ED or USDE:	U.S. Department of Education
EDEN:	Education Data Exchange Network
EDGAR:	Education Department General Administrative Regulations
EPC:	Education Program Consultants
ESEA:	Elementary & Secondary Education Act of 1964
ESI:	Emergency Safety Interventions
ESSA:	Every Student Succeeds Act
FAPE:	Free & Appropriate Public Education
FERPA	Family Educational Rights & Privacy Act
GAO:	Government Accountability Office or U.S. General Accounting Office
ICC:	Interagency Coordinating Council
IDEA:	Individuals with Disabilities Education Act
IEE:	Independent Educational Evaluation
IEP:	Individualized Education Program

IHE:	Institution of Higher Education
IPS:	Individual Plan of Study
JJA:	Juvenile Justice Authority
KASEA:	Kansas Association of Special Education Administrators
KCCR:	Kansas College and Career Readiness
KDHE:	Kansas Department of Health and Environment
KEEB:	Kansas Education Employment Board (TASN Project)
KESA:	Kansas Education Systems Accreditation
KIAS:	Kansas Integrated Accountability System
KIDS:	Kansas Individual Data on Students
KIRC:	Kansas Instructional Resource Center (TASN Project)
KLFA:	Kansas Learning First Alliance
KLN:	Kansas Learning Network
KPIRC:	Kansas Parent Information Resource Center (TASN Project)
KSD:	Kansas School for the Deaf
KSBE:	Kansas State Board of Education
KSDE:	Kansas State Department of Education
LEA:	Local Education Agency
LETRS:	Language Essentials for Teachers of Reading and Spelling
LOD:	Levels of Determination
LRE:	Least Restrictive Environment
MOA:	Memorandum of Agreement
MOE:	Maintenance of Effort
MOU:	Memorandum of Understanding
MTSS:	Multi-Tier System of Supports
NASDSE:	National Association of State Directors of Special Education
NAESPA:	National Association of ESEA State Program Administrators
OCR:	Office of Civil Rights
OGC:	Office of General Counsel
OMB:	Office of Management and Budget
OSEP:	U.S. Department of Education's Office of Special Education Programs
OSERS:	U.S. Department of Education's Office of Special Education & Rehabilitative Services
OWS:	Outcomes Web System

PBIS:	Positive Behavior Intervention Supports
PII:	Personally Identifiable Information
PTI:	Parent Training Information Center (Families Together)
RDA:	Results Driven Accountability
RFP:	Request for Proposal
SEA:	State Education Agency
SEAC:	Special Education Advisory Council
SICC:	State Interagency Advisory Council
SPDG:	State Personnel Development Grant
SPP:	State Performance Plan
SSIP:	State Systemic Improvement Plan
TASN:	IDEA Title VI-B: Kansas Technical Assistance System Network administered by KSDE
TIP:	Targeted Improvement Plan
TLA:	Teacher Licensure and Accreditation
UGG:	Uniform Grant Guidance
	Link to Additional Acronyms - Click Here

For more information, contact:
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Agenda Number: 4

Meeting Date: 1/15/2025

Item Title: Receive proposed amendment to accreditation regulation 91-31-35 (minimum high school graduation requirements)

From: General Counsel, KSDE, Scott Gordon

When the Kansas State Board of Education amended the minimum high school graduation requirements last year, it did so with the caveat that any reference to the Free Application for Federal Student Aid (FAFSA) be removed. Removal of FAFSA from K.A.R. 91-31-35 is scheduled to be heard during a public hearing portion of the State Board's February meeting. General Counsel R. Scott Gordon will provide a summary of the proposed regulation change and will be available to answer any questions.

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

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

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

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

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

(5) one-half unit of physical education. This requirement shall be waived if the school district is provided with a statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program;

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

(7) one-half unit of financial literacy;

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

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

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

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

~~(12) one of the following filings, unless exempted by the chief administrative officer:~~

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

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

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

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

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

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

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

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution, K.S.A. 72-3235, and

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K.S.A. ~~2023~~ 2024 Supp. 72-5170; effective July 1, 2005; amended October 8, 2021; amended July 5,
2024; P-_____.)

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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 5

Staff Initiating:

Sherry Root

Director:

Dr. Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Act on requests to hold a bond election and receive capital improvement state aid.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the bond elections and capital improvement aid requests as recommended.

Explanation of Situation Requiring Action:

Due to the bond cap being exceeded with this group of bond applications, the following districts have been considered for approval under the bond cap to hold a bond election (issue bonds) and receive capital improvement state aid.

USD 235 and 231 do not count against the bond cap and will be approved.

-- USD 235 Uniontown (does not exceed 14% debt limit)

-- USD 231 Gardner Edgerton (0% state aid)

The four districts below will count against the bond cap. KSA 72-5461 provides criteria used to prioritize these applications for approval.

The following districts will be considered for approval (not in priority order):

USD 265 Goddard

USD 308 Hutchinson

USD 402 Augusta

USD 499 Galena

In this packet please find the bond/capital improvement requests from:

USD 231 Gardner Edgerton, Johnson County

USD 235 Uniontown, Bourbon County (bond only)

USD 265 Goddard, Sedgwick County

USD 308 Hutchinson, Reno County

USD 499 Galena, Cherokee County

USD 402 Augusta, Butler County

Normally these go through a committee process and are shared with the Board on the consent agenda, however, Dr. Harwood will present these as an item on Wednesday, January 15th, and he will explain the situation to the Board.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Act on request from USD 231 Gardner Edgerton, Johnson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 231 Gardner Edgerton, Johnson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 231 Gardner Edgerton, Johnson County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 231 plans to use the bond proceeds (not to exceed **\$100,000,000**) to pay the costs to (a) renovate Sunflower Elementary School into an Early Childhood Center; (b) construct, furnish and equip a new elementary school and make renovations and improvements to all elementary schools including safety and security upgrades, special education classroom improvements and playground improvements; (c) renovate and make improvements and additions at all middle schools including safety and security upgrades and accessible playgrounds; (d) renovate and make improvements and additions to Gardner Edgerton High School including commons expansion, kitchen renovation, and safety and security upgrades; (e) construct, furnish and equip a Transition Readiness And Independent Livings Skills (TRAILS) addition; (f) construct, furnish and equip a new district service center; (g) acquire and improve sites and make all other necessary improvements related thereto (collectively, the "Project"); and (h) pay fees and expenses related.

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

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

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Act on request from USD 231 Gardner Edgerton, Johnson 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 231 Gardner Edgerton, Johnson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5462 *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 231 Gardner Edgerton, Johnson 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 December 20, 2024.

USD 231 plans to use the bond proceeds (not to exceed **\$100,000,000**) to pay the costs to (a) renovate Sunflower Elementary School into an Early Childhood Center; (b) construct, furnish and equip a new elementary school and make renovations and improvements to all elementary schools including safety and security upgrades, special education classroom improvements and playground improvements; (c) renovate and make improvements and additions at all middle schools including safety and security upgrades and accessible playgrounds; (d) renovate and make improvements and additions to Gardner Edgerton High School including commons expansion, kitchen renovation, and safety and security upgrades; (e) construct, furnish and equip a Transition Readiness And Independent Livings Skills (TRAILS) addition; (f) construct, furnish and equip a new district service center; (g) acquire and improve sites and make all other necessary improvements related thereto (collectively, the "Project"); and (h) pay fees and expenses related.

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

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

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project may include facilities that will be used primarily for extracurricular activities.

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

Unified School District 231 Gardner Edgerton	County: Johnson
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1. Current equalized assessed tangible valuation *	<u>\$614,392,612</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$86,014,966</u>	
4. State Aid Percentage	<u>0%</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>\$84,740,000</u>	<u>13.8%</u>
6. Amount of bond indebtedness requested	<u>\$100,000,000</u>	<u>16.3%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$184,740,000</u>	<u>30.1%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$86,014,966</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$98,725,034</u>	<u>16.1%</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	

December 15, 2024
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Act on request from USD 235 Uniontown, Bourbon 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 235 Uniontown, Bourbon County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5462 *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 235 Uniontown, Bourbon 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 December 20, 2024.

USD 235 plans to use the bond proceeds (not to exceed **\$1,250,000**) to pay the costs to: to pay the costs to construct, furnish and equip: (a) replacement of the District's Pre-K facility; (b) ADA and secure entry improvements at West Bourbon Elementary School; (c) fire alarm system improvements at the Uniontown Junior/Senior High School; and (d) all other necessary improvements related thereto (collectively the "Project").

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

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

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

Unified School District 235 Uniontown	County: Bourbon
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1. Current equalized assessed tangible valuation *	<u>\$24,847,177</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$3,478,605</u>	
4. State Aid Percentage	<u>30%</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>\$2,195,000</u>	<u>8.8%</u>
6. Amount of bond indebtedness requested	<u>\$1,250,000</u>	<u>5.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$3,445,000</u>	<u>13.9%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$3,478,605</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>-\$33,605</u> below 14% AV	<u>-0.1%</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	

December 15, 2024
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Act on request from USD 265 Goddard, Sedgwick County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 265 Goddard, Sedgwick County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 265 Goddard, Sedgwick County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 265 plans to use the bond proceeds (not to exceed **\$196,000,000**) to pay the costs to: (a) construct, equip and furnish two new K-4 elementary schools within the District; (b) renovate, equip and furnish the existing Oak Street attendance center to serve as a Pre-K facility for the District; (c) make renovations and improvements to District attendance centers for enhanced safety and security, improved teaching and learning environments, educational and operational efficiencies, ADA and other code compliance, and improved student, staff, and patrons accessibility; (d) acquire and install technology improvements District wide; (e) make improvements, repairs or upgrades to District buildings as needed for roofing, mechanical and other infrastructure systems, building interiors and exteriors, playgrounds, parking lots, and physical education/athletic facilities within the District; (f) acquire sites and make all other necessary improvements appurtenant thereto (the "Project").

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

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

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Act on request from USD 265 Goddard, 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 265 Goddard, Sedgwick County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5462 *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 265 Goddard, 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 December 20, 2024.

USD 265 plans to use the bond proceeds (not to exceed **\$196,000,000**) to pay the costs to: (a) construct, equip and furnish two new K-4 elementary schools within the District; (b) renovate, equip and furnish the existing Oak Street attendance center to serve as a Pre-K facility for the District; (c) make renovations and improvements to District attendance centers for enhanced safety and security, improved teaching and learning environments, educational and operational efficiencies, ADA and other code compliance, and improved student, staff, and patrons accessibility; (d) acquire and install technology improvements District wide; (e) make improvements, repairs or upgrades to District buildings as needed for roofing, mechanical and other infrastructure systems, building interiors and exteriors, playgrounds, parking lots, and physical education/athletic facilities within the District; (f) acquire sites and make all other necessary improvements appurtenant thereto (the "Project").

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

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

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

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

Unified School District 265 Goddard	County: Sedgwick
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1. Current equalized assessed tangible valuation *	<u>\$513,217,281</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$71,850,419</u>	
4. State Aid Percentage	<u>12%</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>\$87,890,000</u>	<u>17.1%</u>
6. Amount of bond indebtedness requested	<u>\$196,000,000</u>	<u>38.2%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$283,890,000</u>	<u>55.3%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$71,850,419</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$212,039,581</u>	<u>41.3%</u>

Forms Requested

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

December 15, 2024
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Act on request from USD 308 Hutchinson, Reno County, to hold a bond election

Recommended Motion:

Due to statutory limits to the total amount of bonds the state board can fully approved, it is moved that the Kansas State Board of Education issue an Order to tentatively authorize USD 308 Hutchinson, Reno County, to hold an election on or after July 1, 2025, on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 308 Hutchinson, Reno County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 308 plans to use the bond proceeds (not to exceed **\$109,530,000**) to pay the costs to construct, furnish and equip improvements at six elementary schools, including safety and security improvements, storm shelter improvements, and additional classrooms and multipurpose spaces; (b) construct, furnish and equip a new grade 6-8 middle school facility including a new practice field; (c) construct, furnish and equip renovations to repurpose the existing middle school building and create an Early Learning Center and student services facility; (d) relocate baseball and soccer fields; (e) other necessary renovations and improvements to District facilities.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Several buildings are being consolidated under this proposal.
10. Bond project may include facilities that will be used primarily for extracurricular activities.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Act on request from USD 308 Hutchinson, Reno 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 308 Hutchinson, Reno 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 308 Hutchinson, Reno 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 December 20, 2024.

USD 308 plans to use the bond proceeds (not to exceed **\$109,530,000**) to pay the costs to construct, furnish and equip improvements at six elementary schools, including safety and security improvements, storm shelter improvements, and additional classrooms and multipurpose spaces; (b) construct, furnish and equip a new grade 6-8 middle school facility including a new practice field; (c) construct, furnish and equip renovations to repurpose the existing middle school building and create an Early Learning Center and student services facility; (d) relocate baseball and soccer fields; (e) other necessary renovations and improvements to District facilities.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Several buildings are being consolidated under this proposal.
10. Bond project may include facilities that will be used primarily for extracurricular activities.

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

Unified School District 308 Hutchinson	County: Reno
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1. Current equalized assessed tangible valuation *	<u>\$291,326,352</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$40,785,689</u>	
4. State Aid Percentage	<u>17%</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>\$21,165,000</u>	<u>7.3%</u>
6. Amount of bond indebtedness requested	<u>\$109,530,000</u>	<u>37.6%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$130,695,000</u>	<u>44.9%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$40,785,689</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$89,909,311</u>	<u>30.9%</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 27, 2024
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Act on request from USD 499 Galena, Cherokee County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 499 Galena, Cherokee County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 499 Galena, Cherokee County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 499 plans to use the bond proceeds (not to exceed **\$7,500,000**) to pay the costs to construct, furnish and equip: (a) Liberty Elem repairs to renovate aging facility, including roof repairs, HVAC replacement, window and elevator replacement, gym remodel/upgrades; (b) improve existing covered walkway connecting Liberty Elem to High School, including new canopy for safety and ADA access; (c) remove modular trailers at Spring Grove and construct a new Early Childhood facility, to include storm shelters and playgrounds; (d) remove modular trailers east of Liberty Elem and renovate space in existing library for addition of new classroom spaces for special ed programs.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Act on request from USD 499 Galena, Cherokee 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 499 Galena, Cherokee County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5462 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 499 Galena, Cherokee 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 December 20, 2024.

USD 499 plans to use the bond proceeds (not to exceed **\$7,500,000**) to pay the costs to construct, furnish and equip: (a) Liberty Elem repairs to renovate aging facility, including roof repairs, HVAC replacement, window and elevator replacement, gym remodel/upgrades; (b) improve existing covered walkway connecting Liberty Elem to High School, including new canopy for safety and ADA access; (c) remove modular trailers at Spring Grove and construct a new Early Childhood facility, to include storm shelters and playgrounds; (d) remove modular trailers east of Liberty Elem and renovate space in existing library for addition of new classroom spaces for special ed programs.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

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

Unified School District 499 Galena	County: Cherokee
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1. Current equalized assessed tangible valuation *	<u>\$28,928,626</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$4,050,008</u>	
4. State Aid Percentage	<u>48%</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>\$2,760,000</u>	<u>9.5%</u>
6. Amount of bond indebtedness requested	<u>\$7,500,000</u>	<u>25.9%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$10,260,000</u>	<u>35.5%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$4,050,008</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$6,209,992</u>	<u>21.5%</u>

Forms Requested

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

November 20, 2024
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Act on request from USD 402 Augusta, Butler County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 402 Augusta, Butler County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 402 Augusta, Butler County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 402 plans to use the bond proceeds (not to exceed **\$55,000,000**) to pay the costs to construct, furnish and equip: (a) improvements, additions and renovations to Augusta High School, including additional classrooms, Fine Arts improvements, Career and Technical Education improvements, gymnasium and athletic improvements, HVAC, roof, and interior and exterior building improvements; (b) improvements, expansions and renovations to Augusta Middle School, including classrooms, HVAC and lighting improvements; (c) improvements, additions and renovations to Garfield, Ewalt, and Lincoln Elementary Schools, including classroom renovations, band and music improvements, HVAC and lighting improvements, and playground improvements; (d) safety and security improvements to District facilities; (e) other necessary renovations and improvements to District facilities.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 1/15/2025

Item Title:

Act on request from USD 402 Augusta, Butler County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 402 Augusta, Butler County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5462 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 402 Augusta, Butler County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held December 20, 2024.

USD 402 plans to use the bond proceeds (not to exceed **\$55,000,000**) to pay the costs to construct, furnish and equip: (a) improvements, additions and renovations to Augusta High School, including additional classrooms, Fine Arts improvements, Career and Technical Education improvements, gymnasium and athletic improvements, HVAC, roof, and interior and exterior building improvements; (b) improvements, expansions and renovations to Augusta Middle School, including classrooms, HVAC and lighting improvements; (c) improvements, additions and renovations to Garfield, Ewalt, and Lincoln Elementary Schools, including classroom renovations, band and music improvements, HVAC and lighting improvements, and playground improvements; (d) safety and security improvements to District facilities; (e) other necessary renovations and improvements to District facilities.

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

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

10. Bond project does not include facilities that will be used primarily for extracurricular activities.

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

Unified School District 402 Augusta	County: Butler
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1. Current equalized assessed tangible valuation *	<u>\$158,688,132</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$22,216,338</u>	
4. State Aid Percentage	<u>12%</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>\$25,200,000</u>	<u>15.9%</u>
6. Amount of bond indebtedness requested	<u>\$55,000,000</u>	<u>34.7%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$80,200,000</u>	<u>50.5%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$22,216,338</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$57,983,662</u>	<u>36.5%</u>

Forms Requested

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

December 12, 2024
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:

Catherine Chmidling

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

1/15/2025

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for 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.

Explanation of Situation Requiring Action:

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 were presented as a Receive item in December.



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

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-12, 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.)



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

Item Title: Personnel Report

From: Kaley Taylor, Wendy Fritz

Personnel Report:

Total employees 286 as of pay period ending 12/7/2024. 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
Total New Hires	5	10	3	0	1	3						
Unclassified	5	9	3	0	1	2						
Unclassified Regular (leadership)	0	1	0	0	0	1						
Total Separations	4	4	1	0	2	1						
Classified	0	0	0	0	0	0						
Unclassified	4	2	1	0	2	0						
Unclassified Regular (leadership)	0	2	0	0	0	1						
Recruiting (data on 1st day of month)	6	4	3	2	2	1						
Unclassified	6	4	2	2	1	1						
Unclassified Regular (leadership)	0	0	1	0	1	0						

The following personnel appointments are presented this month:

Ryan Kurtenbach to the position of IT Director on the Information Technology team, effective December 9th, at an annual salary of \$126,957.74. This position is funded by the State General Fund.

Carrie Hurd to the position of Public Service Administrator on the Career, Standards, & Assessment Services team, effective December 10th, at an annual salary of \$46,945.60. This position is funded by the State General Fund and Federal Assessments Grant.

Kirsten Angell to the position of Public Service Executive on the Child Nutrition and Wellness team, effective December 18th, at an annual salary of \$65,000. This position is funded by the CNP Admin fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7 b.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

1/15/2025

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

Case # 3522

Requests initial Kansas licensure for Building Leadership (PRK-12).

Review for the license is required due to ineligibility for standard out of state building leadership license.

Applicant completed a Missouri state approved building leadership coursework program with Lindenwood University in 2015. Applicant only holds a Missouri license for School Counselor and current Missouri regulations require an applicant to hold a professional-level Missouri teaching license.

Applicant has met all other Kansas requirements for this initial school leadership license.

The Licensure Review Committee recommends approval of the license. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 3523

Applicant requests initial license for School Psychologist PRK-12. Review for the license is required due to completion of an out of state preparation program for School Psychologist that is organized differently than Kansas programs.

The out of state program does not award the terminal degree and initial school specialist license first with the internship completed during the term of the initial license. Applicant is therefore ineligible for a Kansas initial school specialist license but needs one issued in order to complete their internship and satisfy their out of state licensure requirements.

The Licensure Review Committee recommends approval of the license. Moved by Allen, seconded by Anita and approved unanimously.

Case #3524

Applicant requests initial Kansas licensure for Building Leadership PRK-12.

Review for the license is required due to not meeting the five years of accredited teaching experience requirement to qualify for the initial school leadership license.

Applicant completed the following years of unaccredited experience:

2016-2024 with Elyria Christian School in McPherson, Kansas—served as assistant principal and athletic director.

Applicant has met all other requirements for the Kansas initial school leadership license.

The Licensure Review Committee recommends approval of the license. Moved by Jessica, seconded by Anita and approved unanimously.

Case #3525

Applicant requests a professional Kansas license for School Psychologist (PRK-12). Review for the license is required due to having never held an initial school specialist license despite completing an approved Kansas program, including the post-program supervised internship.

Current regulations require the internship to be completed during the term of the initial school specialist license. The applicant is therefore ineligible to upgrade their initial school specialist license and cannot repeat the internship.

The Licensure Review Committee recommends approval of the license. Moved by Allen, seconded by Jessica and approved unanimously.

Content Test Appeal Cases

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

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

4) Applicant interview with the Licensure Review Committee

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

Case # 9040

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

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7 c.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

1/15/2025

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
D0203	Piper-Kansas City	Amanda	Braithwaite	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Elyse	Hunt	Gifted	Approved	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
D0450	Shawnee Heights	Taylor	Hawkins	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Camryn	Blanton	Early Childhood Special Education	Approved*	ELEMENTARY EDUCATION UNIFIED (K-6)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7 d.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 1/15/2025

Sherry Root

Randy Watson

Item Title:

Act on request from USD 261, Haysville, to accept a supplement to their bond application that revises the ballot question to be submitted to qualified electors

Recommended Motion:

It is moved that the Kansas State Board of Education accepts the supplement to a bond application from USD 261 Haysville (Sedgwick Co) that revises the April 8, 2025, ballot question to be submitted to qualified electors of the District. The original bond application was approved by the state board on September 11, 2024, and the supplement is not a material change to the project.

Explanation of Situation Requiring Action:

USD 261 Haysville has submitted a supplement to their original bond application that will revise the ballot. It is not a material change to the project. The election will be held on April 8, 2025.

Below is an excerpt from the **supplement to the original application** filed pursuant to a resolution adopted by the Board on December 9, 2024, under the authority of K.S.A. 72-5458 *et seq.*, as amended.

To the Electors of Unified School District No. 261, Sedgwick County, Kansas (Haysville):

You are hereby notified that the Board of Education (the "Board"), of Unified School District No. 261, Sedgwick County, Kansas (Haysville) (the "District"), will make and file its supplement to its original application with the State Board of Education, Topeka, Kansas, together with proof of publication of this Notice, for permission to vote general obligation bonds (the "Bonds") in excess of the District's general bond debt limitation for the propose of providing funds to pay a portion of the estimated \$80,150,000 costs to: (a) construct, equip and furnish additions to existing buildings within the District; (b) make improvements, repairs or upgrades to District buildings as needed for roofing, mechanical and other infrastructure systems, and building interiors and exteriors; (c) make needed improvements to District playgrounds and parking lots; (d) construct and equip improvements to existing physical education/athletic facilities within the District; (e) make all other necessary improvements appurtenant thereto (the "Project"); and pay financing costs of issuance affiliated with the general obligation bonds of the District. A portion of the costs of the Project will be payable from proceeds of the Bonds in an amount not to exceed \$79,725,000; the balance of the costs shall be paid with interest earned on the reinvestment of bond proceeds prior to expenditure.

Below is the **original ballot language** the school board at USD 261 adopted on August 19, 2024: Language highlighted in yellow was revised.

Shall the following be adopted?

Shall Unified School District No. 261, Sedgwick County, Kansas (Haysville), issue general obligation bonds in an amount not to exceed \$79,725,000 to pay a portion of the estimated \$80,150,000 costs to: (a) construct, equip and furnish new buildings or additions to existing buildings within the District; ~~(b) acquire and improve a site or sites for new construction;~~ (b) make improvements, repairs or upgrades to District buildings as needed for roofing, mechanical and other infrastructure systems, and building interiors and exteriors; ~~(c) make needed improvements to District playgrounds and parking lots;~~ (c) make needed improvements to District playgrounds and parking lots; ~~(d) construct and equip new physical education/sports facilities and make improvements to existing sports facilities within the District;~~ (d) construct and equip new physical education/sports facilities and make improvements to existing sports facilities within the District; (e) make all other necessary improvements appurtenant thereto (the "Project"); and pay financing costs of issuance affiliated with the general obligation bonds of the District; all pursuant to the provisions of K.S.A. 10-101 et seq., K.S.A. 25-2018(t), K.S.A. 72-5457, and K.S.A. 72-5458 et seq.? The balance of the estimated costs of the Project will be paid with interest earned on the reinvestment of bond proceeds prior to expenditure.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7 e.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:

1/15/2025

Item Title:

Act to approve renewal of the Beloit Special Education Cooperative Agreement

Recommended Motion:

It is moved that the Kansas State Board of Education approve amendment to the Beloit Special Education Cooperative Agreement.

Explanation of Situation Requiring Action:

Pursuant to K.S.A. 72-8230 and 12-2901, the boards of two or more school districts within or outside the state may make and enter into agreements providing for cooperative operation and administration in providing special education and related services for exceptional children on a shared-cost basis, subject to approval by the Kansas State Board of Education. The school boards of USDs 273, 107, 272, 298, and 299 wish to continue to operate and participate in the Beloit Special Education Cooperative. The attached agreement has been reviewed by KSDE's General Counsel. The agreement complies with all statutory and regulatory requirements for the continuation of said cooperative.

BELOIT SPECIAL EDUCATION COOPERATIVE AGREEMENT

This Agreement is entered into by the Unified School Districts hereinafter mentioned for the purpose of a Cooperative Program to make related services (as defined in KSA 72-3404(s)) available to the students of the Cooperative. In the event a participating district chooses to operate a virtual school program, the Superintendents of the Sponsoring district and the member districts shall discuss possible revisions to this cooperative agreement to meet the needs of the student population at that time. This Agreement shall be binding on all Districts of the Cooperative and shall be subject to approval by resolution of all member district Boards of Education.

In consideration of the mutual promises, covenants, terms and conditions, the designated Unified School Districts hereby agree as follows:

1. Unified School District #273, Beloit, Kansas, is designated as the Sponsoring District and will be referred to as the Sponsoring District. Until otherwise determined, the Board of Education for the Sponsoring District shall serve as the Board of Directors for the special education cooperative created by this agreement (hereinafter referred to as the Cooperative). The Board of Education for the Sponsoring District will be responsible for the operation and administration of the Cooperative.
2. The Participating Cooperative Member School Districts are Rock Hills, Unified School District #107; Waconda, Unified School District #272; Lincoln, Unified School District #298; and Sylvan /Lucas Unified School District #299. They will be referred to as the Member Districts when referenced as a whole and the Member District when referenced individually.
3. The Cooperative shall provide a special education program that includes all of the necessary special education services to:
 - a. Assure that the Sponsoring District and each Member District provide the appropriate screening and identification procedures as required by state and federal statutes, state and federal regulations, and the Kansas State Department of Education Special Education Handbook, and any amendments thereto; and
 - b. Provide free, appropriate, special education services for all qualified exceptional children residing in or attending public or private school within the Sponsoring District or the Member Districts.
4. This Agreement is entered into in order to comply with K.S.A. 72-3403 et seq. and amendments thereto, which requires that school districts provide educational services that are in compliance with the Individuals with Disabilities Education Act.
5. The Cooperative shall provide services to all qualified exceptional children residing in or attending public or private school within the Sponsoring District or the Member Districts to facilitate the following: The provision of a free appropriate public education (FAPE) for

exceptional children as defined in K.S.A. 72-3404(s) and amendments thereto. Children who are evaluated and determined to be exceptional will be given specially designed instruction to meet their unique needs. The nature of the special education services shall vary as necessary to meet each child's Individualized Education Plan (IEP) and shall comply with 34 C.F.R. 300.39, and amendments thereto; K.S.A. 72-3420 and amendments thereto (Least Restrictive Environment); and K.A.R. 91-40-17, and amendments thereto.

6. The Member District or Sponsoring District shall provide for the necessary transportation for all of its exceptional children at its own expense, for the provision of special education services. The transportation expenses incurred by each Member District and the Sponsoring District shall not be included in the Cooperative's annual budget.
7. Any special transportation needs shall be identified on this child's IEP. When a child with exceptionality needs special transportation to another school district to provide the needed specially designed instruction, both sending and receiving districts will be provided opportunity for input on developing that IEP and the specially designed instruction. In the event that the IEP team determines supervision during transportation is needed, that supervision will be the member districts responsibility.
8. The Board of Directors for the Cooperative shall appoint a Director to manage the operation of the Cooperative.
9. The Cooperative shall be funded as follows:
 - a. The Sponsoring District shall establish a separate fund for the operation of the Cooperative, with a simple accounting of interest on idle funds reported monthly.
 - b. The Sponsoring District and each Member District shall pay into the separate fund all of the moneys received from any source for the benefit of special education. Such moneys shall be paid into the special fund within 10 days of when the Sponsoring District or member district receives the moneys.
10. The expenses for the Cooperative shall be paid as follows:
 - a. The Director shall be responsible for preparing a budget for each fiscal year that includes all of the salaries, material costs, and other operational costs necessary for operating the Cooperative in compliance with the Individuals with Disabilities Education Act, (20 U.S.C. 1400 et seq., 34 C.F.R. 300.100 et seq.) and any amendments thereto; the Special Education for Exceptional Children Act (K.S.A. 72-3403 et seq., K.A.R. 91-40-1 et seq.) and amendments thereto; and the standards and criteria established by the Kansas State Board of Education in the KSDE Special Education Handbook. All income from state and federal sources shall be identified as to how they would impact the proposed budget.
 - b. Budgeted expenses incurred in the operation of the Cooperative that exceed income shall be shared on a pro rata basis with the Sponsoring District and each Member District paying a percentage of the excess costs, which is determined by dividing the number of eligible children from the Sponsoring District or Member District by the total number of eligible children served by the Cooperative. The number of eligible children from the

Sponsoring District or each Member District shall be based on the September 20th audited enrollment figures from the previous school year.

- c. The Cooperative will bill the Sponsoring District and each Member District on the fourth Friday of each month for one-tenth of their pro rata share. The bill is due on the 15th of each month or the Friday before if the 15th falls on a weekend.
 - d. Additional expenses incurred against the direction of the Director, and or against the Law, and or against the IEP Team shall be assessed against the Sponsoring District or member District in June of the school-year in which the expense occurred. The Sponsoring District or Member District shall be responsible for paying for any incremental expenditure assessed against it. The payment of such incremental expenditures may be divided into 10 incremental payments with the partial payment being added to the monthly payment described in paragraph 10(c). If the Sponsoring District or Member District fails to pay the amount of the incremental expenditures in full after one year, the Cooperative will assess a 10% service charge to the unpaid balance.
11. Carry-over funds shall be limited to \$450,000 or two times the previous year's average monthly expenditures (whichever is larger). Any additional carry-over will be used to reduce the local assessments the following school year. The director shall regulate the budget to assure the maintenance of the carry-over amount, reporting to the superintendents at least quarterly.
12. The Sponsoring District shall receive a fee for services. Each Member District shall pay \$5,000 per school year to the Sponsoring District.
13. Purchases, maintenance, inventory and disposal of all instructional materials, equipment and property (over \$1,000) shall be the responsibility of the Director in agreement with the appropriate Member District. In the event of partial or complete dissolution of the Cooperative, the property shall be disposed as follows:
- a. The cooperative may dispose of any materials, equipment, or property it purchased through the special fund;
 - b. The Sponsoring District or any Member District may dispose of any materials, equipment, or property, it purchased and provided to the Cooperative.
14. The agreement shall become effective July 1, 2024, providing the following:
- a. The school board for the Sponsoring District and each Member District shall review and accept this Agreement as written.
 - b. The Sponsoring District and each Member District agree to adhere to all procedural due process requirements as stated in the KSDE Special Education Plan and in accordance to state and federal laws and regulations governing the provision of special education services, (K.S.A. 72-3403 et. seq.).
 - c. If a lawsuit, action, claim, garnishment, execution, or demand is brought against the Sponsoring District in its capacity as the Board of Directors for the Cooperative, the Member Districts agree that the Sponsoring District, may employ attorneys of its own selection to address such lawsuit, action, claim, garnishment, execution, or demand and that the Member Districts and the Sponsoring District shall share the costs of such representation on the same pro-rata basis as described in paragraph 10(b). The

Sponsoring District, as the Board of Directors for the Cooperative, shall be the sole authority for directing the actions of any attorneys hired on behalf of the Cooperative and the sole judge of the acceptability of any compromises or settlements that may arise.

- d. The Sponsoring District and each Member District shall be responsible for paying any expenses, liabilities, losses, damages, judgments, garnishments, or executions for any lawsuit, action, claim, demand, or costs arising out of or caused by that particular Sponsoring District or Member District, including any actions or omissions of any agent or employee thereof.
 - e. The Sponsoring District and each Member District shall share any expenses, liabilities, losses, damages, judgments, garnishments, or executions for any lawsuit, action, claim, demand, or costs arising out of or caused by the Cooperative, including any actions or omissions of any agent or employee thereof, on a pro-rata basis as described in paragraph 10(b).
 - f. In the event of a dispute over the interpretation of any part of this Agreement, the parties to any such dispute shall meet, identify, and put into writing the disputed matter to be presented to the Director, who shall meet with each party to clarify their concerns. The Director shall then meet jointly with the parties to resolve said concerns. This process should not exceed sixty (60) days. If the dispute cannot be resolved in that time period, the matter in dispute as set forth in writing shall be submitted to the Board of Directors for review and resolution. The Board of Directors shall provide recommendations to resolve said disputed matter to the Director.
15. This agreement may be partially or fully terminated as set forth in K.S.A. 72-3412 and amendments thereto.
- a. This Agreement will be in effect in perpetuity and may be changed upon mutual agreement of the Sponsoring District and the Member Districts. Any modification is subject to the approval of the State Board of Education.
 - b. The Sponsoring District and the Member Districts are affirmative action and equal opportunity employers.
 - c. The Sponsoring District and the Member Districts shall adhere to the procedural due process as outlined in our state special education plan.
 - d. This Agreement shall be approved by the Kansas State Board of Education, (K.S.A. 72-3412).
16. Mandatory Provisions
- a. In accordance with K.S.A. 72-1148 and amendments thereto, the mandatory contract provisions prescribed by the Kansas Department of Administration in form DA-146a, as amended, are hereby incorporated by reference and attached.
 - b. Pursuant to K.S.A. 72-1146, the unified school districts and boards of education privy to this contract shall be responsible solely for the districts' or boards' actions or failure to act under this Agreement. This agreement shall be governed by and interpreted in accordance with the laws of the State of Kansas, as required by K.S.A. 72-8201b.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by the President of the Board of Education of their respective districts.

Signature of Board President of USD #273, Beloit
(Sponsoring District)

Date

Signature of Board President of USD #107, Rock Hills
(Cooperating District)

Date

Signature of Board President of USD #272, Waconda
(Cooperating District)

Date

Signature of Board President of USD #298, Lincoln
(Cooperating District)

Date

Signature of Board President of USD #299, Sylvan /Lucas Unified
(Cooperating District)

Date

Approved by

Signature of Chairperson, Kansas State Board of Education

Date: _____

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

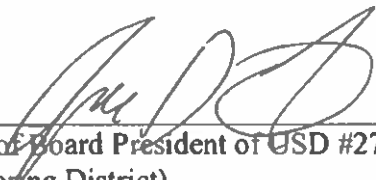
The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the

13th day of May, 2024.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, *et seq.*) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor;

(e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.


6. **Acceptance of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.



Signature of Board President of USD #273, Beloit
(Sponsoring District)

5/13/2024
Date

This is to certify that the above resolution was duly adopted by the Board of Education of
Unified School District No. 273 Mitchell County, Kansas.



Clerk of the Board of Education



Signature of Board President of USD #107, Rock Hills
(Cooperating District)

5/13/2024

Date

This is to certify that the above resolution was duly adopted by the Board of Education of
Unified School District No. 107 Jewell County, Kansas.



Clerk of the Board of Education



Signature of Board President of USD #272, Waconda
(Cooperating District)




Date

This is to certify that the above resolution was duly adopted by the Board of Education of
Unified School District No. 272 Mitchell County, Kansas.



Clerk of the Board of Education


Signature of Board President of USD #298, Lincoln
(Cooperating District)

5-13-24
Date

This is to certify that the above resolution was duly adopted by the Board of Education of
Unified School District No. 298 Lincoln County, Kansas.


Clerk of the Board of Education



Signature of Board President of USD #299, Sylvan/Lucas
(Cooperating District)

5-13-24
Date

This is to certify that the above resolution was duly adopted by the Board of Education of
Unified School District No. 299 Lincoln County, Kansas.



Clerk of the Board of Education

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7 f.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 1/15/2025

Sherry Root

Randy Watson

Item Title:

Notification to the Kansas State Board of Education of the intention of four private schools to participate in the Tax Credit for Low Income Student Scholarship Program (TCLISSP)

Recommended Motion:

n/a Notification only

Explanation of Situation Requiring Action:

Four private schools listed below **meet the requirements** and this is to ***notify the Kansas State Board of Education*** of their intention to participate in the Tax Credit Low Income Student Scholarship Program (TCLISSP).

- a) Faith Lutheran School – Derby, Kansas
- b) Linn Lutheran School – Linn, Kansas
- c) Trinity Lutheran School – Winfield, Kansas
- d) Khan Lab School – Wichita, Kansas

The Tax Credit for Low Income Scholarship Students Program (TCLISSP), KSA 72-4351 requires that the State Board receive notification when there are schools and student scholarship granting organizations intending to participate in the TCLISSP.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7 g.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

1/15/2025

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 plan for the following district/system:

USD 202 Turner

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 USD 202 Turner's five-year professional development plan using the standards and criteria determined by the State Board of Education and recommend it be approved.

Turner Unified School District Professional Development Plan

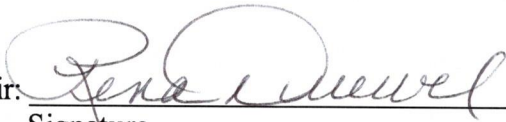


Turner USD #202

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

5-year Professional Development Plan Approval

The USD 202 Professional Development Council approved the following plan, at its meeting held on, 12.02.2024 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: 
Signature

December 2, 2024
Date

The USD 202 Board of Education approved the following plan, at its meeting held on, 11.19.2024 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: 
Signature

11/19/24
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC
Plan updated with new Strategic Plan goals and strategies	Summer 2021
Plan updated with new template	Summer 2023
Plan reviewed and updated with KSDE	Summer 2024

Add pages as needed

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Section One

Professional Development Council

Introduction

The Turner Unified School District (TUSD) Professional Development Council (PDC) writes, coordinates, and administers this District Professional Development Plan and is responsible for the development and management of policy and procedures regarding individual, building, and district-level professional and staff development.

This group of educators represents both certified teachers and leadership. Each member is selected by the school or department they represent. Teachers can outnumber leadership, but leadership cannot outnumber teachers. The PDC has 14 members and follows the Operational Procedures below.

Turner Unified School District

Mission

Achieving success by expecting the best from everyone.

Vision

TUSD 202 will be recognized as a collective and collaborative community that demonstrated continuous growth, expects excellence, and empowers every Individual.

Beliefs

Turner students come first
Understand, accept, and appreciate diversity
Recognize and celebrate achievement
Nurture a safe and caring environment
Embrace change and persistence
Require high expectations for all

Turner Unified School District Professional Development Council

Mission

In order to increase student achievement, the Turner School District will provide professional learning opportunities that empower highly qualified staff.

Vision

With an emphasis on student achievement, the Turner Professional Development Council will design and facilitate innovative, results-based professional learning that supports and invests in staff growth at the individual, build, and district levels.

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

Members of the USD 202 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 Dean of Student Services 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.

Composition

- Teachers – at least one representative from each building and one representative from special education
- Administrators – an elementary administrator, a secondary administrator, two administrators from the district office.

Note: Although not always selected members, the superintendent, curriculum leaders, other staff, and, possibly, liaisons from the Board, provide needed expertise and knowledge for the PDC to make the decisions in the areas under its authority.

Selection

- Teachers – Elected by the buildings or departments that they represent
- Administrators – Selected by and from the licensed leaders in the District Office.

Term of Office

Annually (beginning in May for the upcoming school year and ending the following May)

Resignations/Vacancies

The Council is empowered to request the resignation of a member for the good of the Council based on poor performance in their buildings. After counseling and training, if performance does not improve, the Council may move and vote for a removal.

In the event a vacancy occurs, the method of selecting another member to serve out the remainder of the term will follow the selection guidelines below

Licensed Teacher Groups Represented:

Groups Represented	Number
Junction Elementary	1
Midland Trail Elementary	1
Oak Grove Elementary	1
Turner Elementary	1
Turner Sixth Grade Academy	1
Turner Middle School	1
Turner High School	2
Journey School of Choice	1

Special Education	1
Total	10

Licensed Teacher Group Selection Process:

In the spring of each school year, building principals will email their staff to inform them of the process for nominating and voting for a new PDC member for the following school year. 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. Principals will submit the names to the Dean of Student Services, who will create a survey for each individual school to vote on the nominees. The Dean of Student Services will collect the data, then provide that information to the newly selected building PDC representative, building principal, and district administration. The Dean of Student Services will provide the data collection and documentation used in the selection process to the Assistant Superintendent.

Licensed Leader Groups Represented:

Groups Represented	Number
Elementary Schools	1
Secondary Schools	1
District-office	2
Total	4

Licensed Leader Group Selection Process:

In the spring (or fall) of each school year, building administrators (principals, assistant principals, curriculum coordinators, and associate principals) will convene. At the meeting, the Dean of Student Services will inform them that new PDC members are needed to represent elementary administration and secondary administration. The district-office leaders are, by default, PDC members unless, or until, more leaders are added to this group and the process is adjusted. The administrative team may volunteer or nominate (with permission of nominee) to be on the selection list that is submitted to the Dean of Student Services, who will compile the list for a vote. The Dean of Student Services will collect the data, then provide that information to the newly selected administrative PDC representative, building principal, and district administration. The Dean of Student Services will provide the data collection and documentation used in the selection process to the Assistant Superintendent.

Approved process for PDC member selection when no candidates:

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

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

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.

Responsibilities of Membership

- Inform certified staff on the decisions and actions of the Council
- Assist certified staff in creating and managing individual plans
- Advise in the development of building plans and activities
- Advocate and represent their respective buildings
- Lead professional learning experiences at either the building or district level

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.

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

Professional Development Council Training Annual Training

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. Training is required annually for members of district/system Professional Development Councils (PDC), who can provide the training themselves, use an educational service center that offers the training, or contract with an experienced professional (KSDE).

Training Platform

- The training platform used is provided by Greenbush - The Educational Service Center
- Annual training occurs in August of the new school year and is conducted by the TUSD Coordinator of Professional Learning/PDC Chair.
- Each PDC member reviews the Greenbush Video and Greenbush Slide Deck.
- Once the annual training is concluded, each member completes a questionnaire through Microsoft Forms and is stored in a repository of documented annual PDC training.
- <https://www.greenbush.org/educator-professional-development/school-improvement-services/annual-required-trainings/>

The Dean of Student Services 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 <https://forms.office.com>. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

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.

Professional Development Council Procedures

Officers

- Chair 1 – Elected by the Professional Development Council from its membership
- Chair 2 – Elected by the Professional Development Council from its membership
- Secretary – Elected by the Professional Development Council from its membership

Officer Election Process

At the summer PDC retreat members may nominate officers from the membership body. If there are multiple nominations, the PDC members will vote on their selection.

Responsibility of Chairs

- Presiding over meetings
- Preparing documents for the Board of Education
- Generating Professional Development transcripts
- Maintaining all files associated with the professional development plans at all levels
- Calendar committee
- Handling most PDC correspondence

Secretary

- Keeping and distributing the minutes of all meetings
- Handling some PDC correspondence
- Maintain a file of all minutes and correspondence

Meeting

- Monthly; the meetings will be held on the first Monday of the month unless school is not in session. Then the meeting will move to the second Monday of the Month.
- All members are expected to attend each meeting.
- A new member training meeting in the spring or summer for the upcoming year
- Annual training for the membership on professional learning practices and standards
- Meetings may be held electronically.
- Emergency meetings may be called with prior notice sent from the Dean of Student Services or Assistant Superintendent

Voting Decision-making

- To call for, conduct and document PDC voting for PD Points, IGAPS 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 8 members, with 3 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.

Documentation

- The annually elected secretary will keep and distribute, through a shared format, the minutes of all meetings. All TUSD staff are trained to utilize Microsoft, Frontline and Schoology management systems with fidelity through initial onboarding and annual training opportunities.
- The Dean of Student Services established(s) the original location to store the documents for shared use.
- An electronic file of all agendas and minutes will be kept in the current district management systems (Microsoft, Frontline, Schoology)
- PD Plan
 - Monthly Agendas
 - Emails and Calendar invites for monthly meetings
 - Minutes
 - Form/Survey for annual selection and voting
 - Form/Survey for annual PDC Training
 - Frontline: Professional Growth for PD points and IGAP (growth plan

Communication

- Annually, calendar invites for monthly PDC meetings are sent from the PDC chair.
- A member of the TUSD BOE is a mutual representative from the BOE to the PDC and from the PDC to the BOE.

The Dean of Student Services sends out all calendar invites for the monthly meeting, creates the monthly agendas, and shares those out prior to the meetings to each member.

Approvals

All approval authority for the following activities lies within the PDC. The local board of education 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.

Sequence of Approvers (before final PDC approval)	Position/Title of Approver
1st-	Building PDC Representative
2nd-	Building Administrator
3rd-	Dean of Student Services

Individual Growth Action Plan (IGAP), a.k.a. Professional Development Plans

The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's for USD 202. If the designated position does not approve an IGAP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IGAP 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. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

Professional Development (PD) Points

The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve PD points for USD 202. 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 at the end of Section 3. The final approver will 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.

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.

(a) 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.

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.

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.

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

Each area professional development center providing in-service education for licensure renewal shall provide the in- service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

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

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Assessment and prioritization of school improvement needs

Professional Learning at the Individual, Building, and District Levels

	Focus	Results-based Focus
Individual	<ul style="list-style-type: none">• Based on individuals needs as related to the goals of the building or district• Developed in collaboration with supervisor• Progress towards an advanced degree or additional license	<ul style="list-style-type: none">• Individual goals, objectives, procedures, and assessment are written in an Individual Growth Action Plan• Procedures should outline the actions taken at the knowledge, application, and impact levels
Building	<ul style="list-style-type: none">• School Improvement Plans (SIP) stating achievement goals are created based on student achievement data• SIP interventions outline the research-based strategies that will be implemented school wide• Professional learning activities are designed to help teachers implement strategies	<ul style="list-style-type: none">• School Improvement Plans (SIP) stated achievement goals are created based on student achievement data
District	<ul style="list-style-type: none">• The Strategic Plan is created based on an analysis of student achievement, perception, contextual, and demographic data• Strategic Plan is created in collaboration with stakeholders that address all aspects of the district and the impact on improved student achievement. It is based on an analysis of student achievement, perception, contextual, and demographic data	<ul style="list-style-type: none">• The Strategic Plan identifies five goal areas, strategies within each goal area, and action steps to achieve identified goals

Identification of goals and objectives to achieve in-service needs.

Annually, a needs assessment is sent to all certified employees to provide an opportunity for them to share the professional learning needs that they may have. The data from the survey is disaggregated and shared with the TUSD PDC to determine if the requests are viable and comply with the TUSD Strategic Plan. The data is then turned into learning cohorts that are designed to follow structured protocols for two consecutive years. The first year is knowledge level for baseline learning. Year two is application. This was designed to ensure that the learning was being applied in the appropriate areas, (schools, classrooms,

small group, curriculum, special service, and support staff). This is a holistic approach to meeting the needs of the employee's growth.

The goals and objectives to achieve the professional learning/in-service needs are a translation of student goals and needs into educator and support staff goals and needs. Certified staff enter professional learning with a diverse set of needs, skillsets and experiences.

Identification of activities and actions to achieve goals and objectives.

Creating individualized or co-learning professional learning addresses the professional learning/in-service needs and establishes the framework to differentiate opportunities and methods of learning while meeting the goals and objectives of each individual certified staff member. This framework creates the learning protocols utilized to present the goals and objectives for each learning module which produces actions steps for staff to take the learning from knowledge level, to application, to impact.

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

Opportunities are built into each professional learning day (individual cohorts) as a formative assessment to gauge the pulse of learning in the smaller group setting. Informal and formal observations, peer and leader reflections, and effective feedback is used to determine if the knowledge and interventions were successful. An additional survey is sent to all certified staff to assess the overall learning of the day from district, building, and individual learning.

Reporting results of evaluation of in-service needs

The results from the formative assessments are analyzed by the cohort leader(s). The overall survey is analyzed by the PDC and then shared with district and building administration. It is determined at that time if follow-up is necessary by any administrator or PDC member. These results are used to enhance professional learning at all levels.

Amending the Professional Development Plan

The professional development plan is reviewed annually with the PDC members. This is two-fold. It allows the current PDC members a refresher of the plan that guides the professional learning in TUSD and affords the new members the opportunity to read, reflect, and inquire about the information. If the annual evaluation in spring shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. If an amendment to the plan is necessary, the PDC members discuss the reasoning behind the change and how the change would enhance the growth of staff and students.

Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5 Once an amendment is approved, the Dean of Student Services 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 Growth Action Plans (IGAP)

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

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

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

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

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

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.

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

Developing an Individual Growth Action Plan (IGAP), also known as an Individual Professional Development Plan (IPDP), requires the same basic steps used in the Professional Development Plan. USD 202 uses the following steps to collaborate with licensed staff in creating their IGAP.

Collaborate with a designated supervisor.

The Individual Growth Action 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 IGAP 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.

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.

Determine individual professional development goals.

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

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.

Write the Individual Professional Development plan.

The Individual Growth Action 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.

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.

Revise the plan as necessary.

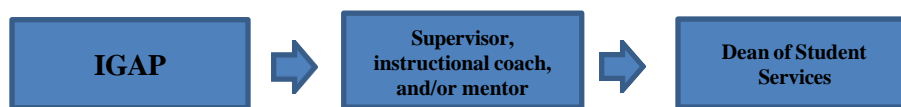
Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Individual Growth Action Plan (Current Employee)

The Individual Growth Action Plan (IGAP) is what everyone creates professional learning goals, objectives, procedures for reaching the learning goals, and assessment of the learning through. Each goal must align with the Strategic Plan.

1. Procedure for Submission and Approval of the Individual Growth Action Plan (IGAP)
2. Individual collaborates with their supervisor, instructional coach, and/or mentor to write the IGAP.
3. The plan should align with the goals of the district strategic plan and school improvement plan.
4. The plan can be written for one to three years. If a multiple year plan is written, included

- in the procedures section the individual must note what objectives, activities, and assessments will occur in each year.
5. Individuals submit their plan through the online system, Frontline - Professional Growth. Each certified member is trained on the implementation process in Frontline. This is done in their respective schools or departments by a PDC Member.
 6. Plans must be completed prior to any knowledge point request submission or within 10 days of the teacher's evaluation.
 7. Approval of the individual plans will come from the Dean of Student Services and then sent to the PDC as a consent agenda item for approval. If an Individual Growth Action Plan goal is denied by the Dean of Student Services, the plan will be added as a discussion item at the next full PDC meeting.
 8. If the PDC does not approve the plan, please see the "Appealing the non-approval of an IGAP by the PDC" section below.



Assignment of Points

There are no limits to the number of points that may be awarded at any level.

Level 1 – Knowledge: One hour of professional learning equals one point.

Level 2 – Application: 2 X knowledge points

Level 3 – Impact: 3 X knowledge points

Validation of Activities at Each Level (See Chart below.)

To validate an activity **one of the following at each level** must be completed.

Level 1 – Knowledge:

- Complete the reflection in Frontline - Professional Growth.
- College transcript.
- Certificates of completion.
- Attendance records and meeting agendas.

Level 2 – Application:

- Practice with documented and dated feedback from an instructional coach or supervisor with a minimum of three separately dated occurrences
- Video or audio recordings of practice with documented and dated reflection, from three separately dated occurrences submitted to instructional coach or supervisor
- Lesson plans with documented and dated feedback from an instructional coach or supervisor with a minimum of three separately dated occurrences

Level 3 – Impact:

- Evidence that applied strategy positively improved student achievement over 1 academic school year.
- Evidence that applied strategy positively improved student behaviors over one academic school year.

Goal 1 – Student Achievement: In TUSD 202, we will increase the performance of every student as measured by district assessments, state assessments, and post-secondary data by providing teacher clarity in curriculum, creating rigorous and collaborative learning activities, increasing student efficacy, and personalizing learning.

- Strategy I: USD 202 will ensure teacher clarity of the PK-12 Bullseye Curriculum to enhance student learning.
- Strategy II: USD 202 teachers will use relevant instructional practices that promote rigorous collaborative learning for all students in the classroom.
- Strategy III: USD 202 will empower all students to reach their full potential by setting goals, providing specific feedback, intervention, and enrichment to further their growth and development.

	Teachers All instructional staff will:	Administrators All instructional leaders will:	Evidence
Knowledge	Participate in curriculum instruction, and assessment training, and collaboration including, but not limited to, Inquiry Strategies, differentiated instruction, project-based learning, and higher order thinking. Participate in learning promoting teacher clarity in curriculum		<ul style="list-style-type: none"> • Complete the reflection in Frontline (MLP) • Grade in college course • Certificates of completion • Attendance records and meeting agendas
Application	Develop and Implement curriculum and evidence-based rigorous collaborative learning for all, personal learning, using data to inform instruction.		<ul style="list-style-type: none"> • Practice with documented and dated feedback from an instructional coach or supervisor with a minimum of three separately dated occurrences. • Video or audio recordings of practice with documented and dated reflection, from three separately dated occurrences submitted to instructional coach or supervisor. • Lesson plans with documented and dated feedback from an instructional coach or supervisor with a minimum of three separately dated occurrences.
Impact	Analyze on student achievement to determine if curriculum and instruction is improving student performance.		<ul style="list-style-type: none"> • Evidence of improved parent and community engagement over one academic year

Goal 2 – Community Connection: In TUSD 202, we will collaborate with a diverse group of community stakeholders to enhance educational opportunities and increase engagement in our schools through mutually beneficial partnerships, opportunities for input and feedback, and community outreach.

- Strategy III: USD 202 will provide multiple avenues and types of communication to the Turner Community that encourages increased engagement and pride in our schools.

	Teachers All instructional staff will:	Administrators All instructional leaders will:	Evidence
Knowledge	Participate professional learning focused on engaging parents and community stakeholders.		<ul style="list-style-type: none"> • Complete the reflection in Frontline (Professional Growth) • Grade in college course • Certificates of completion. • Attendance records and meeting agendas
Application	Implement parent and community engagement strategies in your classroom or building.		<ul style="list-style-type: none"> • Practice with documented and dated feedback from an instructional coach or supervisor with a minimum of three separately dated occurrences • Video or audio recordings of practice with documented and dated reflection, from three separately dated occurrences submitted to instructional coach or supervisor. • Lesson plans with documented and dated feedback from an instructional coach or supervisor with a minimum of three separately dated occurrences
Impact	Analyze parent and community engagement to determine if strategies increased levels of engagement.		<ul style="list-style-type: none"> • Evidence of improved student achievement over one academic school year • Evidence of improved student behaviors over one academic school year

Goal 3 – Positive Learning Environment: In TUSD 202, we will build a climate and culture where students, staff, and community stakeholders are challenged, supported, and valued in a safe learning environment.

- Strategy I: TUSD 202 will build high expectations through a shared belief in the ability of students, staff, and the community to positively influence school outcomes.
- Strategy II: TUSD 202 is a school district that is supportive of all students, teachers, and community members.
- Strategy III: TUSD 202 is a school district that recognizes and supports students’ social and emotional wellness.

	Teachers All instructional staff will:	Administrators All instructional leaders will:	Evidence
Knowledge	Participate in professional learning on collective efficacy, diversity, equity and inclusion, and social-emotional learning.		<ul style="list-style-type: none"> • Complete the reflection in Frontline (Professional Growth) • Grade in college course • Certificates of completion. • Attendance records and meeting agendas
Application	Implement strategies for increasing collective efficacy, inclusive classrooms, and social learning.		<ul style="list-style-type: none"> • Practice with documented and dated feedback from an instructional coach or supervisor with a minimum of three separately dated occurrences • Video or audio recordings of practice with documented and dated reflection, from three separately dated occurrences submitted to instructional coach or supervisor. • Lesson plans with documented and dated feedback from an instructional coach or supervisor with a minimum of three separately dated occurrences.
Impact	Analyze data to determine if actions had a positive effect on the learning environment.		<ul style="list-style-type: none"> • Evidence of improved school or classroom culture

IGAPs 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.

Individual Growth Action Plan (Current Resident/Non-Employee)

The Individual Growth Action Plan (IGAP) is a plan utilized by everyone who participates with KSDE in the licensing process and resides within the boundaries of the Turner Unified School District. Each non-employee creates professional learning goals, objectives, procedures for reaching the learning goals, and assessment of the learning.

Any licensed person who is not employed by but who works or resides within USD 202 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Dean of Student Services is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may participate in district in-service activities. To begin this process, non-employees may contact the Dean of Student Services, Rena Duewel, at duewelr@turnerusd202.org.

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

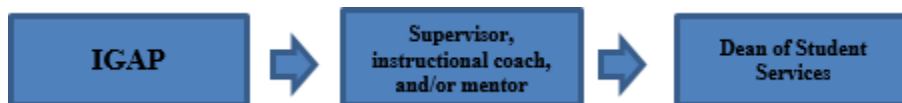
1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional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

See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

Procedure for Submission and Approval of the Individual Growth Action Plan (IGAP)

1. Individual collaborates with their supervisor to write the IGAP.
2. The plan should align with the goals of the district strategic plan and school improvement plan.
3. The plan can be written for one to three years. If a multiple year plan is written, included in the procedures section the individual must note what objectives, activities, and assessments will occur in each year.

4. Individuals submit their plan through the online system, Frontline - Professional Growth.
5. Plans must be completed prior to any knowledge point request submission or within 10 days of the teacher's evaluation.
6. Approval of the individual plans will come from the Dean of Student Services and then sent to the PDC as a consent agenda item for approval.
7. If an Individual Growth Action Plan goal is denied by the Dean, the plan will be added as a discussion item at the next full PDC meeting.
8. If the PDC does not approve the plan, please see the "Appealing the non-approval of an IGAP by the PDC" section below.



Appealing the non-approval of an IGAP by the PDC

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

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

Appeals Process

1. All appeals must be submitted in writing to the Dean of Student Services within ten contract days of the notification of the PDC denial of the IGAP.
2. Appeals may be mailed, emailed, or hand delivered to the Dean of Student Services.
3. Appeals should list the details of the request and the documents that support the appeal.
4. Appeals will be considered at the first regular meeting following the receipt of the written appeal, provided the written appeal was received 7 days prior to the next scheduled meeting.
5. If the above appeal to the PDC results in another non-approval for the IGAP, the 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.
6. If the above appeal to the PDC about the type and amount of PD points results in another non-approval, that decision is final

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.

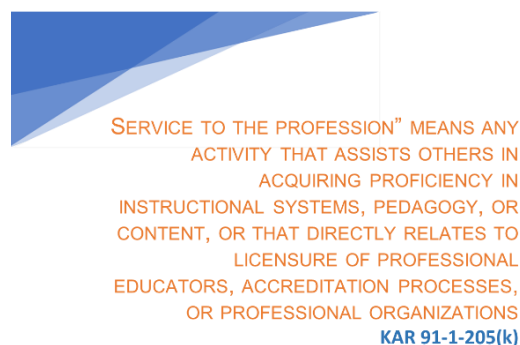
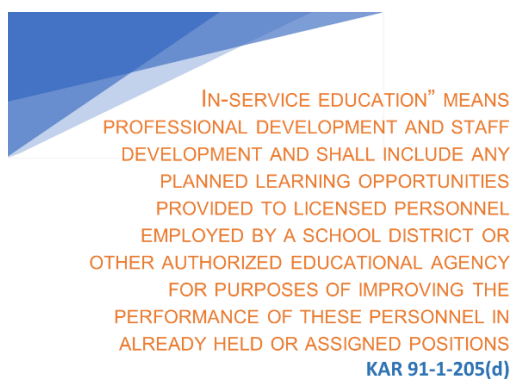
This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

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.

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.



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

Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of in-service education	1 PD point = 1 clock- hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

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

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

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

Awarding Points in Three Levels (cont.)

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.

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.

Procedures for the Completion of Activity (points)

1. Professional learning activity (point) requests must be submitted through the online system, Frontline - Professional Growth.
2. All activities will be considered at the appropriate knowledge, application, and impact levels.
3. All activity point requests must be approved by the building PDC representative, supervisor and the PDC chairperson.
4. After the activity is completed, the individual must complete a knowledge level evaluation form.
5. The PDC chair will review the evaluation and assign points to the transcript.
6. Once the knowledge level activity is completed, a prompt will be given to enter an application-level activity.
7. Individuals must complete an application-level plan, validation and evaluation to receive application- level points. A prompt will be given to enter impact level forms.
8. Individuals must complete impact level plan, validation, and evaluation to receive application-level points.
 - a. If an activity is denied by the building representative, the individual may appeal to the Dean of Student Services.
 - b. If an activity is denied by the chair, the individual may appeal to the Professional Development Council. (See Appeals Process)



Appeals Process

1. All appeals must be submitted in writing to the Dean of Student Services within ten contract days of the notification of the PDC denial of the professional learning activity and points.
2. Appeals may be mailed, emailed, or hand delivered to the Dean of Student Services.
3. Appeals should list the details of the request and the documents that support the appeal.
4. Appeals will be considered at the first regular meeting following the receipt of the written appeal, provided the written appeal was received 7 days prior to the next scheduled meeting.
5. If the above appeal to the PDC results in another non-approval for the professional learning activity and points, the 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.

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 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

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:
- (4) 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
- (5) 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.
- (6) A person who does not successfully complete the school specialist or

school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

- (A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and
 - (B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.
- (b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:
- (1) An application for renewal;
 - (2) the licensure fee; and
 - (3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
 - (A) Has completed all components of the national board for professional teaching standards assessment for board certification;
 - (B) has been granted national board certification;
 - (C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
 - (D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
 - (E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
 - (F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).
- (c) Accomplished teaching licenses.
- (1) Any person may renew an accomplished teaching license by submitting to the state board the following:
 - (A) Verification of achieving renewal of national board certification since the issuance

- of the most recent accomplished teaching license;
 - (B) an application for accomplished teaching license; and
 - (C) the licensure fee.
- (2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).
- (d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
- (1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council.
 - (2) an application for a substitute teaching license; and
 - (3) the licensure fee.
- (e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
- (1) Verification of completion of at least 50 percent of the deficiency plan;
 - (2) verification of continued employment and assignment to teach in the provisional endorsement area;
 - (3) an application for a provisional endorsement teaching license; and
 - (4) the licensure fee.
- (f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
- (1) Verification of completion of at least 50 percent of the deficiency plan;
 - (2) verification of continued employment and assignment as a school specialist;
 - (3) an application for a provisional school specialist endorsement license; and
 - (4) the licensure fee.
- (g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
- (1) Submit an application for a license and the licensure fee; and
 - (2) provide verification of one of the following:
 - (A) Having met the requirements of paragraph (b)(3); or
 - (B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
 - (3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended

July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

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

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

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

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

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

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

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

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. (b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. (c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the

state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. (d) This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

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

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91- 1-202.

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

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

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

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

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

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

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

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

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

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

development points.

- (j) “Professional education standards” means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
- (k) “Service to the profession” means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
- (l) “Staff development” means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
- (m) “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
 - (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
- (d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
- (e) An approved plan may be amended at any time by following the procedures specified in this regulation.
- (f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in- service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas

Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

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

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

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

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
 - (1) Independent observation;
 - (2) written documentation; or
 - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
 - (1) Independent observation;
 - (2) written documentation;

- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
- (g) This regulation shall be effective on and after July 1, 2003.
(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

- (a) Education agencies may receive in-service education funds for the following expenditures:
 - (1) Consultant fees and honorariums;
 - (2) travel expenses for consultants;
 - (3) cost of materials used in training;
 - (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
 - (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
 - (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
 - (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
- (b) Education agencies shall not receive in-service education funds for the following expenditures:
 - (1) Rental or facilities;
 - (2) utilities;
 - (3) equipment;
 - (4) administrative expenses; and
 - (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
- (c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date:

1/1/0001

Item Title:

Act to initiate a Request for Proposal to contract with an organization to conduct a literature review, update and develop Career and Technical Education resources to measure and reflect student learn

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to act to initiate a Request for Proposal (RFP) to contract 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 \$71,000.00 from date of contract execution through September 30, 2025.

Explanation of Situation Requiring Action:

Vendor will provide services to the Kansas Department of Education to support two tasks:

Update to the Measuring and Reflecting Student Learning Document

Development of a resource that will identify common barriers to recruiting special populations and subgroups to CTE and introduce actionable strategies for improvement.

Task 1: Update to Measuring and Reflecting Student Learning Document

Vendor 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 vendor 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

The vendor will develop a document 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 vendor 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% \$71,000.00

20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION ([house.gov](https://www.house.gov/legislation/20usc/20usc44.htm)) 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)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7. i.

Staff Initiating:

Jenni Marlatt

Director:

Ryan Kurtenbach

Commissioner:

Randy Watson

Meeting Date:

1/15/2025

Item Title:

Consent Agenda: Act on request to contract with the Maple Leaf Technology Solutions, LLC for work on KSDE's authentication process

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with Maple Leaf Technology Solutions, LLC in an amount not to exceed \$23,275 for the purpose of enhancing and strengthening a streamlined authentication system.

Explanation of Situation Requiring Action:

In September of 2023, a contract with Maple Leaf Technology, LLC was approved. The contract was for work on a middleware application to work in conjunction with our current authentication system. This work was needed for our Kansas Education Data System (KEDS) project for access to the data validation portal.

This action is to approve of a new contract with Maple Leaf Technologies, LLC to build upon the work completed in the prior contract. This contract will enhance user experience and strengthen security by implementing a streamlined authentication system and improving the application registration processes. This will ensure school district administrators have the ability to access its data and reports in a timely manner. It also provides the capability for districts to quickly identify corrections that may need to be made, make comparisons to other data within the authenticated environment or sign-off on data submissions. District data submissions impact state and federal school finance calculations, accountability calculations and ensure compliance with federal and state reporting requirements.

This system is housed within the current KSDE environment and compliant with the Federal Educational Rights and Policy Act (FERPA) and the Kansas Student Data Privacy Act and state of Kansas Information Technology Executive Council (ITEC) and Kansas State Department of Education Information Technology (KSDE IT) security policies.