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Danny Zeck
District 1

Melanie Haas
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Michelle Dombrosky
District 3

Connie O'Brien
District 4

Cathy Hopkins
District 5

Dr. Beryl A New
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Debby Potter
District 10

KANSAS STATE BOARD OF EDUCATION

December 9 & 10, 2025 BOARD MEETING MATERIALS

In this packet please find the following:

- **Summary** from November meeting (**minutes** are still in process)
- December agenda

TUESDAY ITEMS

- Commissioner's Report
- Citizen's Open Forum
- ACT on Legislative Priorities (to happen in two sections)
- RECEIVE Applied Behavioral Analysis (ABA) presentation and guidance document
- Spring Hill High School Symphonic Orchestra over at the Capitol
- Approve and sign a resolution supporting placing Braille Flags in all Kansas schools
- RECEIVE Higher Education Standards and Educator Preparation
- Dyslexia definition and innovations (Laurie Curtis)
- ACT on request to approve contract for Healthier Kansas menu revisions
- Teacher Highlight: Thomas Fulbright, Civics
- Executive Session

WEDNESDAY ITEMS

- Presentation on AI in Education (Jake Steel)
- RECEIVE RFP contract bid for Kansas Integrated Accountability System
- ACT on review of KAR 91-41 Mentor Teacher Program Requirements
- RECEIVE review KAR 91-1-216 Professional Development Procedures
- Presentation on School Improvement (Renee Nugent)
- Presentation on High Quality Instructional Materials (Renee Nugent)
- RECEIVE Policy Committee language for financial threshold approvals
- RECEIVE Kansas School for the Deaf Task Force Recommendations
- Update on School Improvement (Jay Scott)

PLEASE USE THE BOOKMARKS FOR THE PACKET. THEY MAKE IT MUCH EASIER TO PAGE THROUGH THE ITEMS. IF YOU HAVE TROUBLE USING THIS PACKET OR HAVE QUESTIONS PLEASE CALL: Board Secretary Deborah Bremer 785-296-3203 and hopefully I can help.



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Agenda Tuesday, December 9, 2025

Kansas State Department of Education, Suite 102 (Board Room)

TIME	ITEM	DURATION	PRESENTER
10:00 a.m.	Call to Order and Roll Call Mission Statement, Moment of Silent Reflection or Prayer, Pledge of Allegiance	5 min	Chair Hopkins
10:05 a.m. (AI)	1. Approval of November 2025 minutes and the November 18 Special Meeting minutes	5 min	Chair Hopkins
(AI)	2. Approval of Agenda	5 min	Chair Hopkins
(AI)	3. Approval of Consent Agenda		
	a. Receive monthly personnel report and appointments to unclassified positions		Wendy Fritz, Director, Human Resources
	b. Act on Local Professional Development Plans		Shane Carter, Director, Teacher Licensure
	c. Act on recommendations for Licensure Waivers		Shane Carter, Director, Teacher Licensure
	d. Act on request from USD 233, Olathe, Johnson County, to receive Capital Improvement (Bond and Interest) State Aid		Dr. Frank Harwood Deputy Commissioner, Fiscal and Administrative Services
	e. Act on request from USD 233, Olathe, Johnson County, to hold a bond election		Dr. Frank Harwood Deputy Commissioner, Fiscal and Administrative Services
	f. Act on request from USD 373 Newton, Harvey County, to receive Capital Improvement (Bond and Interest) State Aid		Dr. Frank Harwood Deputy Commissioner, Fiscal and Administrative Services
	g. Act on request from USD 373 Newton, Harvey County, to hold a bond election		Dr. Frank Harwood Deputy Commissioner, Fiscal and Administrative Services
	h. Act on request to renew the contract with the Bruman Group to support the administration of Perkins V, \$20,000 per year, with a 3 year renewal		Natalie Clark, Asst. Director, CTE Career, Standards and Assessment Services

Kansas Leads the world in the success of each student.

(AI) Action Item, (RI) Receive Item, (IO) Information Item, * Board Member request

BOARD AGENDA for December 2025

TIME	ITEM	DURATION	PRESENTER
	i. Act to ratify the Negotiated Agreement with Kansas National Education Association and the Kansas School for the Deaf		Mark Ferguson, Board Attorney Mrs. Dombrosky, Board Liaison to KSD
	j. Act on recommendation for supplemental 2025-2026 AmeriCorps funding for USD 260 Derby		Jessica Dorsey, Director, Kansas Volunteer Commission
10:10 a.m. (IO)	4. Commissioner's Report	20 min	Dr. Randy Watson
10:30 a.m.	5. Citizen's Open Forum	15 min	
10:45 a.m. (AI)	6. Act on Legislative Priorities for the Kansas State Board 2026 PART ONE	30 min	Dr. Frank Harwood, Deputy Commissioner, Fiscal & Administrative Services and Gabrielle Hull, Legislative Coordinator
11:15 a.m.	Break	10 min	
11:25 a.m. (RI)	7. Receive Medical Applied Behavioral Analysis (ABA) therapy in school settings Guidance Special Guest: Linda Heitzman-Powell, KS Center for Autism Research and Training at Kansas University	35 min	Scott Gordon, General Counsel and Brian Dempsey, Asst. Director, Special Education
12:00 p.m.	8. Walk to the Capitol 1st floor Rotunda To hear the Spring Hill High School Symphonic Orchestra They will begin playing at 12:15 for about 30-40 minutes in front of the Christmas Tree!	1 hour	Taygun Ozakinci, Orchestra Conductor Spring Hill High School
1:00 p.m.	Break	30 min	
1:30 p.m.	9. Approve and Sign a Resolution supporting the placement of Tactile (Braille) flags in all Kansas Schools with American Legion and Daughters of the American Revolution Representatives (with signing and photos) *	20 min	Dennis Hershberger, Randolph Cabral, Flag Creator Jon Harding, Superintendent KSSB
1:50 p.m. (IO)	10. Receive Higher Education Items a. Receive Higher Education Standards for visually impaired b. Receive Higher Education Preparation	30 min	Dr. Catherine Chmidling, Teacher Licensure

BOARD AGENDA for December 2025

TIME	ITEM	DURATION	PRESENTER
	Standards for Technology and Engineering C. Receive Evaluation Review Committee Recommendations		
2:30 p.m.	Break	10 min	
2:40 p.m. (IO)	11. Update PART 1: New IDA definition for dyslexia and <u>Dyslexia Initiatives</u> <i>Board Goal #1 Quality School Improvement</i> *	20 min	Dr. Laurie Curtis, Early Literacy/Dyslexia Program Manager
3:00 p.m. (AI)	12. Act on Legislative Priorities for the Kansas State Board 2026 PART TWO	30 min	Dr. Harwood, Deputy Commissioner of Fiscal and Administrative Services Gabrielle Hull, Legislative Coordinator
3:30 p.m.	Break	10 min	
3:40 p.m. (AI)	13. Act on request to approve the contract requests for USD 268 Cheney, USD 336 Holton and Manhattan Catholic School for testing of <i>Healthier Kansas</i> Menu revisions.	10 min	Kelly Chanay, Director. Child Nutrition and Wellness
3:50 p.m. (IO)	14. Teacher Highlight: Thomas Fulbright, winner of Civics History Prize, "Becoming American" <i>Board Goal #2 Quality Leadership Development</i>	15 min	Nathan McAlister, Humanities Program Manager
4:05 p.m.	Break	10 min	
4:15 p.m.	Executive Session	1 hour	
5:15 p.m.	Recess until December 10 th at 9 a.m.		

Agenda Wednesday, December 10, 2025

TIME	ITEM	DURATION	PRESENTER
9:00 a.m.	Call to Order		Chair Hopkins
9:00 a.m. (IO)	1. Presentation on AI in Education *	30 min	Dr. Jake Steel, Director, Strategy and Operational Alignment
9:30 a.m. (RI)	2. Receive to initiate RFP (Request for Proposal) contract bid process for maintenance and enhancements of the Kansas Integrated Accountability System (KIAS) suite of applications	15 min	Dean Zajic, Asst. Director, Special Education and Title Services
9:45 a.m. (AI/RI)	3. A. Act on review of KAR 91-41 Mentor Teacher Program Requirements B. Receive Item on Regulation Review <i>Board Goal #3 Policy Regulation & Alignment</i>	20 min	Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services
10:05 a.m.	Break	10 min	
10:15 a.m. (IO)	4. Presentation on School Improvement <i>Board Goal #1 Quality School Improvement</i>	30 min	Dr. Renee Nugent Deputy Commissioner, Division of Learning Services
10:45 a.m. (IO)	5. Presentation on High Quality Instructional Materials Survey <i>Board Goal #1 Quality School Improvement</i>	30 min	Dr. Renee Nugent Deputy Commissioner, Division of Learning Services
11:15 a.m.	Break	10 min	
11:25 a.m. (RI)	6. Receive item to approve <i>State Board Policy Committee</i> language change for the threshold to approve items to \$25,000	20 min	Mrs. Melanie Haas, State Board Policy Committee Chair Dr. John Hess, Director, Fiscal Services
11:45 p.m. (RI)	7. Receive Kansas School for the Deaf Task Force Recommendations	30 min	Lisa Karney, Education Program Consultant State Board members: Mrs. Dombrosky, Mrs. Haas and Dr. New
12:15 p.m.	Break	10 min	

BOARD AGENDA for December 2025

TIME	ITEM	DURATION	PRESENTER
12:25 p.m. (IO)	8. Update on School Improvement Days * <i>Board Goal #1 Quality School Improvement</i>	15 min	Dr. Jay Scott, Director, Accreditation/Design
12:40 p.m.	9. Committee Reports Chair Report (Act on Legislative Liaison) Board Travel requests (AI) Future Agenda Requests	30 min	Chair Hopkins
1:10 p.m.	Adjourn until TUESDAY, January 13 at 10 a.m.		



ACTION ITEMS

MINUTES for October 14 & 15, 2025

Mrs. Arnold moved to approve the minutes for the October 14 & 15th, 2025, Kansas State Board of Education meeting. Mr. Porter seconded the motion. **Motion carried 9-0-1 with Mrs. Potter present not voting.**

AGENDA

The Agenda was amended with the addition of an executive session at the end of Wednesday, Nov. 12.

Mrs. Arnold moved to approve the agenda as amended for November 12 & 13, 2025. Mrs. Haas seconded the motion. **Motion carried 10-0.**

CONSENT AGENDA

Mrs. O'Brien removed items b and d, for questions/discussions and vote. Mrs. Potter removed item f for questions/discussions and vote.

Chair Hopkins moved these three items to later on Wednesday, between items 14 and 15.

The remaining items, a/c and e were left.

Mrs. Haas moved to approve the Consent Agenda. Dr. New seconded the motion. **Motion carried 10-0.**

ACT ON PROCESS OF REVIEWING REGULATIONS

Dr. Renee Nugent, Deputy Commissioner of Learning Services

Mr. Hershberger moved that the Kansas State Board of Education approve the proposed process to identify regulations for review within the following primary areas:

- Impose significant administrative burdens,
- Lack connection to student learning, or
- Strain district resources.

Regulation changes will be presented article by article. The Board will first vote on the general direction of proposed changes, after which program staff will refine the specific language. The Board will then review and vote on the final edits. Mrs. Arnold seconded the motions. **The motion carried 10-0.**

EXECUTIVE SESSION END OF WEDNESDAY

Vice Chair Zeck moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of potential litigation/pending litigation/legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters. Dr. Watson and Attorney Mark Ferguson were

invited to join the meeting. Mrs. O'Brien seconded the motion. Motion carried 10-0.

ACT ON PROFESSIONAL PRACTICES COMMISSION RECOMMENDATIONS

R. Scott Gordon, General Counsel, KSDE

- A. Mrs. Arnold moves that the Kansas State Board of Education deny the application in 25-PPC-24. Mr. Hershberger seconded the motion. Motion carried 10-0.
- B. Mrs. Arnold is moved that the Kansas State Board of Education revoke the licenses as requested in the following cases: 25-PPC-18, 25-PPC-23, 25-PPC-20, 25-PPC-34, 25-PPC-33, 25-PPC-32, 25-PPC-31, 25-PPC-30, and 25-PPC-25. Mr. Porter seconded the motion. Motion carried 10-0.
- C. Mrs. Arnold moved that the Kansas State Board of Education accept the voluntary surrender issued in 25-PPC-17 and revoke the Licensee's teaching license. Mrs. Haas seconded the motion. Motion carried 10-0.

EXECUTIVE SESSION (Four Subjects)

(Vice Chair makes the motion)

Vice Chair Zeck moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of reviewing the RFP (Request For Proposal) responses for a Commissioner Search Firm, which is justified pursuant to the exception for matters which would be deemed privileged under KOMA, in order to:

- a. Discuss personnel matters of non-elected personnel
- b. To consult with an attorney re: Attorney-Client Privileged Communications
- c. To discuss employer-employee negotiations
- d. To discuss data relating to financial affairs or trade secrets of bidders.

Only those persons who have executed a non-disclosure document may participate in the executive session. All Board members have executed this document, along with Board Attorney Mark Ferguson and KSDE Fiscal Department Director Dr. John Hess.

The session will begin at 11:20 for 120 minutes. No action will take place during this session, and the open meeting will resume in the Board Room. All Board members, Mr. Ferguson and Mr. Hess are invited to participate in the Executive Session. Mrs. Haas seconded the motion. Motion carried 10-0.

Board Travel Requests

Mr. Porter moved that the Kansas State Board of Education approve the Board member travel requests as presented. Mrs. Haas seconded the motion. Motion carried 10-0.

RECEIVE ITEMS

Legislative Priorities (Dr. Harwood and Gabrielle Hull)

Contract for Healthy Menus (Kelly Chanay)

Regulation to amend "Mentor Program" (Dr. Nugent)

WEDNESDAY PRESENTATIONS

- Commissioner's Annual Report (Dr. Watson)
- Empowering Kansas Educators: Math Resources and Support from KSDE (Jennifer Hamlet)
- KMEA Association (Damien Johnson)
- Reading Corner, Teaching team from Clearwater (Laurie Curtis)
- Teacher Highlight: Megan Berry Civics (Nathan McAlister)
- Special Education for Private Schools (Brian Dempsey)

THURSDAY PRESENTATIONS

- Legislative Priorities (Gabrielle Hull)
- Update on Federal Waiver (Dr. Nugent)
- JAG-K students (Bev Mortimer and Chuck Knapp)

Future Requests from Board Members

Dennis Hershberger: Resolution from Board to Governor supporting Braille Flags in honor of 250th anniversary

Jim Porter: Investigate the report of a parent who spoke during Citizen's Forum, regarding medical applied behavioral analysis (ABA).

Michelle Dombrosky/Melanie Haas/Beryl New: Report of the recommendations from the KSD Task force

Melanie Haas: Policy Committee presenting the recommendation for Board policy in regard to threshold of contracts that need to be approved

Betty Arnold: Dr. Curtis to speak on the distinction between dyslexia screening and dyslexia evaluation



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Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

Personnel Report:

Total employees 288 as of pay period ending 11/08/2025. 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).

[illegible]

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 b

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 12/9/2025

Item Title:

Act on Local Professional Development Plans

Recommended Motion:

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

USD 112 Central Plains

USD 209 Moscow Public Schools

USD 308 Hutchinson

USD 310 Fairfield

USD 460 Hesston

USD 489 Hays

Explanation of Situation Requiring Action:

In provisions of K.S.A. 72-2546, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-2544. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective."

K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

State department staff have reviewed the districts/systems five-year professional development plans using the standards and criteria determined by the State Board of Education and recommend they be approved.

Professional Development Plan

Central Plains
USD 112

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2027

5-year Professional Development Plan Approval

The USD 112 Professional Development Council approved the following plan, at its meeting held on Nov. 26, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Jenica Murphy 11/26/24
Signature Date

The USD 112 Board of Education approved the following plan, at its meeting held on December 9, 2024 according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Shanara Rody
Signature
12-9-24
Date

Plan Updates

[illegible]

Table of Contents

[illegible]

Section One

Professional Development Council (PDC)

1.1 Introduction

The USD #112 Individual Development Plan will provide learning opportunities and continuous professional development for all accredited faculty and staff to improve their job effectiveness and upgrade skills and techniques in their areas of certification.

I. Overall Governance and Establishment of USD #112 PDC

The Central Plains USD #112 In-service Plan is governed by the USD #112 Board of Education with advice from the Professional Development Council (PDC). The In-service Plan is also approved by the State Board of Education and will meet the guidelines, which are established in statute and regulations/rules for such approval.

Central to the governance of the In-service Plan is the local Professional Development Committee (PDC). Direct staff input is solicited and welcomed.

The Smoky Hill/Central Kansas Education Service Center of Salina, KS and ESSDACK of Hutchinson are the area advisory groups, which help the PDC, and the In-service Plan's functioning.

The Professional Development Council works with the director and staff of the Smoky Hill/Central Kansas Education Service Center about in-service needs, activities needs, and helps with district in-service needs. This center acts as a resource agency for in-service planning for school districts and for the general needs of the Smoky Hill Service Center members in in-service activities, the Beginning Teacher Program, and other timely activities.

A Superintendents' Council is advisory to the Smoky Hill/Central Kansas Education Service Center.

1.2 Membership

Members of the USD 112 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 membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

Structure of PDC

A. Structure and Selection

1. The PDC will consist of one teacher from each school, one at-large teacher, and one leader from each school.

B. Terms of Membership

Members will serve a five-year term starting the Fall Semester after a new 5-year PD plan is adopted. They may be appointed for more than one term.

C. Method of Filling Vacancies

1. When a PDC member resigns, or new five-year cycle is starting a new member will be selected using the process below

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Central Plains Elementary	1
Central Plains Jr-Sr High	1
Wilson Elementary	1
At-Large	1
Total	4

1.22 Licensed Teacher Group Selection Process:

At the start of a new 5-year PD plan cycle or if a member retires, does not want to continue in the new 5-year cycle or leaves the district, building principals will email their staff and will inform them a new PDC member is needed for a building. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. Principals and others may also encourage teachers to run for

selection. The principals will send out the list of names, even if just one, and each building will choose its representative at the In-service startup meeting in the Fall or in another meeting if a PDC member leaves during a different part of the year. Once someone is selected, principals will let the PDC Chair know the name of that person.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Central Plains Elementary	1
Central Plains Jr-Sr High	1
Wilson Elementary	1
Total	3

1.24 Licensed Leader Group Selection Process:

Each school only has one leader who is the PDC member by default. If more leaders are added, the PDC will adjust the process as needed.

1.25 Approved process for PDC member selection when no candidates:

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

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

1.3 Responsibilities

Duties of the Professional Development Committee

The local Board of Education has final authority in all matters related to the operation and management of the district, including staff development. The local board will ~~set or~~ approve operating and procedures for the local PDC as included in this plan. It will receive and act (approve, revise, or disapprove) all recommendations on staff development actions and issues under the local staff development plan which are brought to it from the local PDC. It may also direct the PDC to formulate and carry out specific plans and actions as allowed by Kansas regulations. It will also receive and act on recommendations brought to it by the Superintendent from the Superintendent's Council and the Smoky Hill Central Kansas Education Service Center of Salina, KS.

Under the above stipulations, the following are the duties of the Professional Development Committee:

1. To recommend staff development needs assessment processes to the superintendent and board;
2. To work with the superintendent to interpret needs assessment results to identify priority staff development needs (staff knowledge and skills) required to accomplish district plans and goals.
3. To work with the superintendent and board to develop staff development plan to accomplish identified outcomes. The Plan will encompass five years, and will be updated and revised on a yearly basis.
4. To work with the superintendent and board to develop the outlines of a program of staff development to meet identified needs;
5. To establish specific criteria and procedures for approving and validation of Individual Development Plans (IDPs);
6. To evaluate IDPs which have been agreed to by the professional and supervisor and recommend approval, revision, or disapproval, based on criteria for the IDP established by the PDC and district school board;
7. PDC Council using mylearningplan.com will determine the number of credits for each completed activity, and notify him/her of the credits awarded;
8. Using mylearningplan.com, teachers will certify that they annually update his/her actual accomplishments with a district transcript;
9. To review and validate or disapprove each IDP submitted as having completed the requirements for submission to the Kansas State Department of Education for recertification;
10. To develop the necessary forms and recordkeeping documents to carry out these duties and to create and maintain records;
11. To develop, in consultation with the superintendent, a plan for evaluation (on-going) of the district's staff development plans and its implementation;
12. To collect evaluation data and report results to the superintendent and the local board;
13. The District will pay for MLP teacher employees of the district; non-employees will be assessed a user fee.
14. Each member of the PDC has participated in annual training related to his/her roles and responsibilities that is based upon training design for PDC provided by the KSDE (91-1-217 (b) (1)).

1.4 Annual PDC Training

USD 112 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center. Greenbush is the service provider USD 112 has used and does use routinely.

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored electronically on the PDC Chair's computer. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

1.50 Officers

Professional Development Committee Offices and Duties

The following are the offices of the PDC and the duties of each:

1. Chairperson
 - a. Prepares and distributes an agenda for all meetings.
 - b. Presides over both regular and special meetings.
 - c. Serves on subcommittees, but as a member.
 - d. Receives resignations for the PDC.
 - e. Leads in the establishment of PDC tasks and timelines.
 - f. Prepares an annual report of the PDC and its actions to be submitted to the superintendent or the superintendent's designee.
 - g. Appoints subcommittees.

Selection of Officers and Terms of Office

The PDC will elect its officers during its first meeting in the Fall for a one-year term, which may be repeated.

Meetings

Professional Development Committee Meeting Agenda Development

1. Meeting agenda items may be submitted by a certified staff member of the district. Items may be submitted to the chairperson prior to the next scheduled meeting. Those items will be included in the meeting agenda if they fall within the duties of the PDC.
2. The chairperson will develop the meeting agenda in consultation with the building principals.
3. Copies of the agenda will be circulated to each PDC member and to each building in advance of the meeting.
4. The agenda may be modified at the meeting to add or delete items.

Meetings

1. Meetings of the PDC will occur bi-monthly (every other month and as needed) at a regular scheduled time from August through May of each school year- usually the third or fourth Monday.
2. The meeting site will be in Wilson or Holyrood based on the consensus of the committee.
3. Four (4) voting members are necessary for a quorum to conduct PDC business.
4. Meetings will follow the designated agenda.
5. All meetings will be open and public. The PDC may adjourn to executive sessions for reasons designated in the Kansas Open Meetings Law.
6. Scheduled meetings may be canceled by action of the chairperson, if circumstances indicate the absence of business or the need for such cancellation.
7. Special meetings may be called by the chairperson in consultation with the superintendent.
8. Necessary clerical, accounting, and communications assistance and facilities for meetings will be made available, as needed, by the district.

1.52 Decision-making

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

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

majority of the current voting PDC membership.

- To conduct official business at least 4 members, with 2 or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.

1.53 Documentation

KEEPING PDC RECORDS

- A. The teacher on MLP my learning plan will keep in-service Educational Transcript-record. The In-service Education Transcript will be tracked via MLP.
- B. When the professional is ready to apply for licensure using their Individual Development Plan, they should contact the chair. The chair will provide the pertinent information for processing the proper paper work. The professional will submit the completed In-service Education Transcript to the PDC for verification and approval. Upon approval from the Professional Development Council, the professional will submit this transcript with appropriate forms and fees for licensure to the Kansas State Board of Education. (www.ks.state.ks.us/).
- C. IDP professionals should contact the district office by May 10th when they anticipate having enough points to move on the salary schedule. (Use Form D.)
- D. My Learning Plan (mylearningplan.com) is used for all forms...
 - A. Individual Development Plan (IDP)
 - B. Pre-activity
 - C. Validation for staff development activities
 - D. Inservice education transcript
 - E. Notification of salary schedule movement
- E. Forms used by USD #112 Staff
 - A. Inservice Goals and Objectives
 - B. Summary-Evaluation of Inservice Data to the Board

The district provides staff for the following functions:

- a. Keeps minutes of all meetings.
- b. Prepare minutes of all PDC proceedings and distributes them to the PDC, the superintendent, and each building. E-mail will be used for this purpose so that each staff member has a copy of the minutes.
- c. Maintains files of all PDC correspondence, minutes, and reports. Original copies

of minutes, IDPs, credit points requests, and transcripts shall be maintained in the district office.

1.54 Approvals

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

5-year Professional Development Plan Review

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

Individual Professional Development Plans

Approvals for IPDPs are done using the procedures described in Sections 3.

Professional Development Points

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

Delegated Approval-The PDC delegates its authority to allow the Superintendent to approve PD points. If the Superintendent 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, all decisions about the type and amount of PD points that the PDC awards are final. The Superintendent 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

2.0 Introduction

The District In-service Education Plan allows teachers to renew certification. In-service points may be earned by participation in district in-service activities resulting from the development and implementation of building improvement plans and activities outside these plans when an individual plan is filed and approved by the Council.

2.1 Assessment and prioritization of school improvement needs

USD #112 is pursuing a focused school improvement effort, using building level school improvement teams. The staff development needs of the district and its staff will be focused on knowledge and skills needed by staff to meet defined improvement needs.

- A. Each building's school improvement team will assess where the school stands in relation to quality criteria.
- B. School improvement goals/outcomes for the district buildings are:
 - 1. To maintain or improve *reading skills* across the curriculum.
 - 2. To maintain or improve *math skills* across the curriculum.
 - 3. To maintain or improve *writing skills* across the curriculum.
 - 4. To maintain or improve *problem-solving skills* across the curriculum.
 - 5. To maintain or improve *technology integration* across the curriculum.
- C. Yearly needs assessment
 - 1. Staff is contacted one-on-one by the building representative to request ideas, comments, and suggestions for ways to improve staff development planning and activities.
 - 2. MLP mylearningplan Transcript is to be submitted to the building principal in May of each year for verification.

2.2 Identification of goals and objectives to achieve professional development needs

Based on the defined school improvement goals of the building teams in USD #112, the following are the staff development goals for the District Staff Development Plan:

- A. To enhance the professional staffs' abilities in classroom management and organization and in improving school climate.
- B. To improve the professional staff's skills, attitudes, behaviors, and effectiveness for students' success in learning; to learn and to use effective schools' techniques.
- C. To refine teacher skills in evaluating curriculum, curriculum alignment, testing, and instruction; and to upgrade administrator skills in monitoring curriculum and instruction, promoting improvement in instruction, and leading and facilitating school improvement efforts.
- D. To enrich working relationships and involvement of the parents and the public to support student learning.

Based on these goals, the following are the outcomes of the Staff Development Plan:

- A. New curriculum development will be continued in all subject areas. Staff will continue to align curriculum, materials, and assessment programs.
- B. Integrate regular education, special education, and vocational Education curriculum.
- C. Throughout the period of the plan, training will be provided for administrators in
 - 1. Developing and implementing a vision of excellence,
 - 2. Monitoring and using achievement results to improve performance, and
 - 3. Using regular routines to reinforce improvement in instruction.
- D. Pursue assessment of student progress; use results to improve instructional programs and to aid students' progress.
- E. Continue to provide staff training in developing and maintaining effective collaborative working relationship with parents to support student progress.
- F. Continue emphasis of technology in the schools' curriculums.
- G. Develop means of stress management and health awareness for staff.
- H. Improve and continue safety, conflict resolution, leadership skills, and school law of training of school personnel through in-service.

Goals

1. USD 112 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of student development.
2. USD 112 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of personal/professional growth.
3. USD 112 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of curriculum/instruction.
4. USD 112 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of teaching strategies.
5. USD 112 will provide Results based Staff Development opportunities for certified personnel to increase their awareness, knowledge and skills in the student and process outcomes identified by the KSDE.
6. USD 112 will provide staff development opportunities that coordinate with the school improvement plans in district attendance centers.

Goal Statement #1: USD 112 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of student development.

Objectives

- 1.1 Certified personnel will be provided at least one opportunity to increase their awareness, knowledge, and skill of student motivation and responsibility, self-esteem.
- 1.2 Certified personnel will be provided at least one opportunity to increase their awareness, knowledge, and skill in the area of student needs.
- 1.3 Certified personnel will be provided at least one opportunity to increase their awareness, knowledge, and skill in meeting the needs of at-risk students.
- 1.4 Certified personnel will be provided at least one opportunity to enhance their awareness, knowledge and skill of working with students facing a family crisis.

Goal Statement #2: USD 112 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of personal/professional growth.

Objectives

- 2.1 Certified personnel will be provided at least one opportunity to increase their awareness, knowledge, and skill of positively involving parents in school.
- 2.2 Certified personnel will be provided at least one opportunity to increase their awareness, knowledge, and skill in the area of improving school climate.
- 2.3 Certified personnel will be provided at least one opportunity to increase their awareness, knowledge, and skill in the area of maintaining a positive personal and professional attitude.
- 2.4 Certified personnel will be provided at least one opportunity to develop a plan of self-improvement.
- 2.5 Certified personnel will be provided at least one opportunity to improve and maintain administration and staff communication.

Goal Statement #3: USD 112 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of curriculum/instruction.

Objective:

- 3.1 Certified personnel will be provided at least one opportunity to expand their awareness, knowledge and skill of techniques in the improvement of reading.

Goal Statement #4: USD 112 will provide staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the area of teaching strategies.

Objectives:

- 4.1 Certified personnel will be provided at least one opportunity to increase their aware, knowledge, and skill of teaching strategies in meeting the needs of at- risk students.
- 4.2 Certified personnel will be provided at least one opportunity to improve their teaching strategies in meeting individual student needs.

Goal Statement #5: USD 112 will provide results-based staff development opportunities for certified personnel to increase their awareness, knowledge, and skills in the student and process outcomes identified by the KSDE.

Objectives:

- 5.1 Certified personnel will be provided staff with opportunities to increase their awareness and

knowledge of state standards within their teaching assignment.

- 5.2 Certified personnel will be provided opportunities to increase their knowledge in the accreditation process and Common Core Standards.

Goal Statement #6: USD 112 will provide staff development opportunities that coordinate with the school improvement plans in district attendance centers.

Objective:

- 6.1 Certified personnel will be provided staff development opportunities that improve their teaching strategies that are addressed in the school improvement plan.

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

- A. Based on the stated staff development goals and outcomes, the district and Professional Development Committee has chosen a program of activities for the five-year development plan.
- B. Local Service Centers will provide a calendar of in-service activities for all professionals with IDP's on file. This calendar of in-services reflects topics relevant to the goals and outcomes of the district in-service plan. They will include.

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

Evaluation of staff development plans and programs should be built on an input- process- output planning model. It should include both formative and curative measures in relation to key input, process, and output questions, which affect the success of the staff development program in achieving more effective school and individual practice. Evaluation is the collection of data to be used in decision-making and in increasing individual and school effectiveness. That is, there should be evaluation measures of:

- A. Planning and operational structure and its effects.
- B. Adequacy of the needs assessment and its use.
- C. Quality of program or activity design.
- D. Effectiveness of the delivery of the planned activities.
- E. Effects of the staff development activity
 - 1. Program in terms of achievement of district and school improvement goals.

2. Effectiveness in achieving success in May of each school year.
3. Positive changes in behavior or practice related to successful role performance.
4. Increase in student learning.

Building principals will evaluate professionals in relation to staff development plans, goals, and outcomes.

2.5 Reporting results of evaluation of in-service needs

The results and evaluation of the in-service needs will be communicated to district leaders at the end of the five-year cycle. The results of this information will be shared through district e-mail.

2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.52. Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.
2. The PDC may adopt amendments to the district Professional Development Plan provided that these amendments have been introduced in writing at the preceding regular meeting.

Amendments approved by the PDC may be submitted to the Board of Education for its approval, which will be recorded in the Plans Update form.

Section Three

Individual Professional Development Plans (IPDP)

3.0 Introduction

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

The individual development plan (IDP) describes the professional development activities and studies to be completed by an individual during a specified period of time. The purposes of the individual development plan are to establish continuity and specificity in the job-related training of an individual to enhance knowledge, skills, and attitudes to expand the options for renewal of certification, and to improve professional performance.

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



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 112 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Plan Development

1. The professional development program is available as an option toward recertification in Kansas.
2. Forms for the IDP may be obtained from My Learning Plan.
3. The certified employee will devise an individual development plan proposal that:
 - a. Is designed to improve the performance of the individual in his/her assigned teaching area at five (5) points per year. A maximum of 25 points in five years in coaching--a supplemental area.
 - b. Is written for a period of one year for annual review and revisions and is to be reviewed annually.
 - c. Includes goals, objectives, and activities.
 - d. Reflects the professional development needs of the school and district as well as the professional growth needs of the individual.
4. Certified staff are to complete the IDP form yearly.
5. Each participant may modify his/her plan with the approval of the professional development council.
6. Activities as professional development may include, but not be limited to, the following:
 - College courses
 - Attendance and participation at professional conventions, conferences, workshops, seminars, clinics, lectures. Etc.
 - Curriculum development
 - Observations and visitations
 - Presentations at local, state, or national conferences. (Individuals may receive additional points for making staff presentations over materials gathered at professional meetings.)
 - Publication of professional articles
 - Independent study, projects, or research
 - Faculty/group study of educational projects
 - Supervision of student teachers
 - Practicum and supervision of practicum or special projects

- Serving on professional committees, advisory boards, etc.
 - Serving as an elected officer of a professional association
 - Additional individual activities approved by committee
 - Participation on the professional development council
7. The district professional development plan is for renewal of an individual's areas of certification. Adding new areas of endorsement must be through a college or university. Any state certification course work requirements are the responsibility of the participant

IDP Approval

1. The participant completes and submits the plan through My Learning Plan.
2. The IDP is reviewed at a regular council meeting to determine approval, disapproval or modification.
3. If the plan is NOT approved by the council:
 - a. The IDP is returned to the participant with recommendations for revision.
 - b. The participant can appeal in writing and/or by appearing in person before the council.
4. The chairperson will approve the IDP indicating the council's approval on MLP.
5. In the event that an IDP is disapproved by the council the IDP will be returned for revision. The participant has the option to submit another plan to the council in the same manner as the first.
6. A council member shall not vote on any action regarding his/her individual plan.

Individual Development Plan Development, Alteration, and Validation

- A. Definition: An Individual Development Plan is a document describing the professional development, outcomes, and supporting activities during the five- year span leading to renewal of the professional's certificate. Any certified staff member may pursue renewal of the license by the development and fulfillment of the terms of an Individual Development Plan (IDP); or they may use traditional university credit routes for renewal of license.
- B. Criteria for Individual Development Plan: The following are criteria, which must be met if Individual Development Plans are to be approved.
 1. The IDP must include specific outcomes which address identified school and /or district level school improvement outcomes and/or individual performance improvement needs.
 2. For each outcome, the end product or results must be a successful application of the skill or information to the job role, a demonstrated change in practice or

behavior in the job assignment, or a concrete product (materials, procedure, curriculum guide, etc.).

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

If a professional is unable to attain approval of the IDP through the PDC, the professional may appeal to the state certification review committee for a review of a proposed IDP. Any professional wishing to pursue recertification via completion of an Individual Development Plan may obtain a copy of the appropriate forms from his/her building supervisor or the district office.

D. Modification of the Individual Development Plan:

1. All IDP's will be completed with mylearningplan.com.
2. All in-service applications will be completed on mylearningplan.com and such applications will be routed to the appropriate channels.

E. Approval of the IDP and Modifications:

Approval refers to the acceptance of an IDP as meeting the criteria stated in B, above.

1. The Professional Development Committee may recommend approval, modification, or disapproval of the IDP. If it moves to disapprove the IDP, the PDC will send the IDP back to the professional, along with a written statement of reasons for the PDC's actions. If it moves to request modification of the IDP, the PDC will act in a similar manner.
2. The PDC will act on IDP amendment requests at the next regular scheduled meeting after receipt of the request. It may approve or disapprove such amendment requests, and will follow the same procedures in Section E, number one, above, in the event of disapproval.
3. Approved IDP amendments will take effect upon approval of the PDC.

F. Annual Review:

The professional will review the IDP....

1. In relation to current and changed job role and school improvement demands.
2. In terms of progress toward completing IDP's, revisions or modifications can be suggested by the principal or the council.

G. Validation of IDP Credit

This refers to action to approve the award of credit for activities listed in the IDP, and to assign an appropriate number of in-service points for the activity.

1. In the case of district-wide in-service, each teacher will submit a copy of the validation via MLP to the building principal.

2. In the case of independent studies, coaching activities, outside training and conference, or other improvement activities, the PDC will review the activity and approve the points awarded.
3. If the professional disagrees with the ruling of the PDC, he/she may appeal the award.

H. Validation of Completed IDP

Points can be earned at any time, but for re-licensure purposes, only those earned during the validity dates of the license can be used

1. The professional will have an in-service transcript on mylearningplan.com for approval to the superintendent.
2. It is the professional's responsibility to request salary movement; only points awarded through college credit and application or impact level points may be used for salary enhancement.
3. Points can be earned at any time during the term of the license.
 - a. 160 points which includes at-least 4 college hours (80 pts) for a Bachelor's Degree or
 - b. 120 points for a Master's Degree or advanced degree

Criteria for Acceptable Activities on an IPDP

General Criteria:

For re-licensure purposes, any activity within the areas of content, professional education, or service to the profession could be used to meet the goals on the IDP. For an activity to be approved for inclusion in the individual's IDP, it must meet the following general criteria:

1. It must relate to or support the attainment of defined IDP outcomes.
2. It must not be repetitive. Once a person has gone through a specific activity that specific activity cannot be counted again unless new material was presented or included.
3. The activity must be one designed to lead to a specific improvement in practice.
4. The activity related to an outcome on the IDP must result in a direct application in the job role, or a project (set of materials, written procedure, written curriculum, etc.) to be used in the job role or school setting.

B. Permissible Activities and Criteria for Each

The criteria apply to all activities. Using mylearningplan.com in-service points will be earned in these areas: Content Standards, Professional, Education Standards, Service to the Profession Standards, and College Credit. The following are permissible activities and the specific criteria for acceptability for each type:

<u>Type of Activity</u>	<u>Criteria for Acceptability</u>
College class	Must go through the PDC process if used for Renewal. Credit must be related to job assignment area of certification and to school improvement goals of the district, and the final grade must be passing.
Board credit class, local in-service session, or locally sponsored workshop	Must relate to job assignment area of certification and to school improvement goals of the district; person must successfully complete all required assignments.
Attendance at a professional conference	Must relate to job assignment or to school-wide improvement efforts; requires submission of a report (written or oral) on information gained.

Use of self-training materials	Must relate to the job assignment. Requires either (1) a written product (instructional unit plan for use, etc.) and/or (2) a "live" demonstration of the desired skills.
Independent study	Must relate to the current job role. Goals, methods, and outcomes (or products) resulting from the study must be fully outlined and agreed to in advance by the supervisor.
Supervision of student teacher	The person must have the permission of the principal to act as a cooperating teacher; only advisory time spend one-on-one with the student teacher and time spent filling out forms to be submitted.
Outside workshops, training sessions, or clinics	Must have district permission to use the training; must relate to the job assignment for district school improvement goals.

****Excluding college credit****--one point per one hour of actual attendance or contact.
No actual class time can count!

II. All formal in-service presentations or training activities; consultation--one point per hour of actual attendance or contact. *If there is a speaker and/or lunch is provided by tile in-service, Hours counted include lunchtime.*

12. Self-training materials –one point per hour of actual use, or per hour of estimated time needed.

Note: Faculty meetings will count for points only for the portion in which teachers share in-service education with teachers at the faculty meeting.

All Travel Time Excluded!

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

Any licensed person who is not employed by but who works or resides within USD 112 is eligible to create and file a professional development plan with the district’s local professional development council for licensure renewal purposes.

Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the building principal at the school closest to them.

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

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

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

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

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Section Four

Awarding Professional Development Points for Re-licensure

4.0 Introduction

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

The PDC awards points as a council. No individual member may approve points.

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

4.1 Definitions

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



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



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

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsement Standards i.e. reading, math, etc.	Professional Education i.e. learning strategies or pedagogues	Service to the Profession i.e. SIT, roc, and curricular activities
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 then as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

Awarding Points in Three Levels

The 3-TIER POINT SYSTEM allows for points to be awarded in three areas. The points for Content and Professional Education are doubled at the Application Level and tripled at the Impact Level. Professional development points are awarded 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 original knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

You should show one full semester of implementation before applying for application.

You are ready to take the knowledge that you gained and change your instruction. You have reached the level where you can demonstrate or model what you learned at the Professional development activity. You are ready to teach the new strategy in your Classroom or to other professionals. To double the number of points, complete No. 1, 2, and 3; No.4 is optional.

1. Demonstration or instruction that you modeled for peer critique or administrative observation.
2. Brief description of the activity
3. A brief summary or checklist from a colleague or written documentation of the lesson from the teacher.
4. A video of the lesson (optional). See items on page 17.

Caution! A teacher cannot automatically jump from Knowledge to Application. Your Preparation before you teach the lesson or new strategy should include personnel research, Development, discovery, or research of appropriate materials, and carefully constructed lesson plans. This process will extend beyond one school year. You are encouraged to strive for quality instruction and not the "quick fix." Therefore, the time to accomplish your goal may vary.

Example: A teacher attending a workshop where multiple strategies are taught may elect to incorporate only one strategy. Application hours can only be used toward strategy taught. If you attend a six-hour workshop where two hours were used for teaching curriculum mapping, your application hours would be $2 \times 2 = 4$ points.

Level III – Impact

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

You have the knowledge and the skills. So how is that impacting student performance? Are you changing the quality of education in your building, district, or beyond? Evidence of impact upon student performance or school improvement shall be presented to the professional development council.

At this level your points are tripled. For example: [If a person completes a 6-hour training (Knowledge= 6 points), then, he/she would receive an additional 12 points by submitting the application level form and modeling and/or demonstration of the learned activity. If the teacher can later provide evidence of impact on students, they would receive additional 18 points (3 x 6 Impact points) for the already accrued 18-points for a total of 36 points.

Again, caution! A teacher cannot automatically jump from Application to Impact. Your preparation before you teach the lesson or new strategy should include personal research, development, discovery; or research of appropriate materials, and carefully constructed lesson plans. This process may take longer than one school year. You are encouraged to strive for quality instruction and not the "quick fix." Therefore, the time to accomplish your goal may vary. Impact level forms shall be completed within two years.

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

Level II Application Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

V. IN-SERVICE EDUCATION Credit Required for License Renewal

- A. The purpose of the KSDE approved local staff development plan for re- licensure does not include taking college courses for advanced degrees or receiving new endorsements.
- B. All in-service credit to be used for renewal of license must have been completed within the scope of an individual development plan and within an approved local in-service education plan.
- C. To count points:
 - 1. One (1) clock hour of approved in-service equals one (1) in-service education point.
 - 2. One (1) semester hour of college/university credit equals twenty (20) in-service education points. PDC only needs to verify enrollment in a class. An individual's grades should be confidential. If the teacher fails to complete a class, and it goes forward on the district transcript, it will be stopped by licensure when the official transcript is reviewed for completion of the class with a passing grade.
 - 3. Requirements for renewal of license-Baccalaureate level: 160 in-service education points accumulated during the five-year period preceding renewal of license. At least eighty (80) of the in-service education points must be college/university credit.
 - 4. Requirements for renewal of license-Masters or other advanced degree level: 120 in-service education points accumulated during the five-year period preceding renewal of license. Points may be comprised of all in-service education, all college/university credit, or any combination of the two.

4.6 Questions about awarding PD points relative to renewal licensing

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which

points were awarded for semester credit hours 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.De

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

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

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

Appendix A

Professional Development Regulations

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

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

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

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

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

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

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

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

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

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

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

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

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

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale,

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

to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a

grade of "B" or higher.

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

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

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

to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a

grade of "B" or higher.

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

(1) An application for renewal;

(2) the licensure fee; and

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

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

(B) has been granted national board certification;

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

development plan filed with a local professional development council if the applicant holds an advanced degree; or

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

development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;

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

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

(F) if the person is participating in an educational retirement system in Kansas or another state, has

completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

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

following:

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

recent accomplished teaching license;

(B) an application for accomplished teaching license; and

(C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional

license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

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

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

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

development council;

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

(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

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

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school

specialist endorsement license by submitting to the state board the following:

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

(g) Any person who fails to renew the professional license may apply for a subsequent professional

license by meeting the following requirements:

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

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

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

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

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

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

(1) The plan results from cooperative planning with a designated supervisor.

(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.

(3) The plan is reviewed and approved by the local professional development council.

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

Section KAR 91-1-211 - Licensure review committee

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

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

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

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

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

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

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

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

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

(1) The learning prepares a person for access to practice, maintains the person’s access to practice,

builds an individual's knowledge or skills, or is requested by the employing educational agency.

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

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

(h) “Professional development plan” means a written document describing the in-service education

activities to be completed during a specified period of time by the individual filing the plan.

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

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

(k) “Service to the profession” means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional

educators, accreditation processes, or professional organizations.

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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

(2) to develop operational procedures; and

(3) to develop a five-year plan that may be approved by the governing body of the educational agency

and is based upon criteria established by the state board.

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

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

(a) In awarding professional development points, each educational agency shall designate that one

professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a

council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

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

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

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

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

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

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

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

Professional Development Plan

Hutchison Public Schools
USD 308

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

5-year Professional Development Plan Approval

The USD 308 Professional Development Council approved the following plan, at its meeting held on 10-16-25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____


Signature

10-27-25

Date

10-27-25

The USD 308 Board of Education approved the following plan, at its meeting held on 10-27-2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: _____



Signature

10-27-2025

Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

On-going professional learning is a key to improving student achievement. Educators must engage in an effort to increase their own knowledge related to instruction and content area. In order to ensure that students reap the benefits of highly qualified teachers, district professional learning efforts will continue to be focused on the district's strategic plan and/or building goals.

The professional development council writes the District Professional Development Plan. The Plan is approved by the Board of Education and meets the criteria established by the Kansas State Board. These criteria are:

- Establishment of a professional development council
- An assessment of staff development needs
- Identification of goals and objectives
- Identification of activities
- Evaluative criteria
- Procedures for awarding professional development points

PDC responsibilities include:

- Approving or rejecting the application and impact plans and evidence submitted by individual staff members
- Awarding points (credit) for approved and completed activities and approving individual professional development plans.

1.2 Membership

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

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

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

Members of the USD 308 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 membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC

represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

Composition and Term of Membership

1. The number of teachers will always be greater than or equal to the number of administrators.
2. Administrators will represent elementary, middle, high school, and central office.
3. Teachers on the PDC will be from elementary, middle, and high school levels.
4. All PDC members will have a term of one year with an opportunity to extend that term.

Agenda

1. Items proposed by members of the PDC, licensed personnel, or Board of Education should be received by the PDC Chairperson or the PDC secretary five days prior to a regular meeting.
2. A PDC agenda is available upon request.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Elementary School	2 or more
Middle School	2 or more
High School	1 or more
Total	5 or more

1.22 Licensed Teacher Group Selection Process:

Upon a vacancy on the PDC team, an email (google form) will be sent to all certified teachers with an interest form by September 15 of the school year.

Based on the results of the interest form, the PDC team will elect members to meet the above teacher group criteria. This election process, through ballots at an in-person meeting administered and reported by the PDC secretary, will take place at the October meeting and

the position will be filled following that meeting.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Elementary School	1
Middle School	1
High School	1
Central Office	1
Total	4

1.24 Licensed Leader Group Selection Process:

Licensed Leader Members will be selected during the June Administrative Council meeting. The PDC secretary will maintain documentation in the PDC binder. Licensed leaders will serve one term with the option to extend.

1.3 Responsibilities

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

(b) Each council shall have the following responsibilities:

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

Responsibilities of PDC members

1. Read material related to professional development activities prior to PDC meetings and be prepared to discuss pertinent material.
2. Attend PDC meetings on a regular basis.
3. Participate in annual PDC training.

1.4 Annual PDC Training

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

(b) Each council shall have the following responsibilities:

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

All PDC members must participate in annual training conducted by the Professional Development Coordinator. Training consists of introduction/review of KSDE professional development regulations and a review of the District Professional Development Plan. Annual PDC training must be held **prior to October 1** each year. The purpose of the training is to ensure understanding by all members regarding:

- Roles and responsibilities of council members, including responsibilities under KSDE regulations.

Connections between components of the District Professional Development Plan and KSDE regulations

USD 308 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

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

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

1.50 Officers

Officers of the PDC will be elected for a one-year period. The election will be held at the September meeting of each year: The duties of each PDC officer:

1. Chairperson – Presides at Meetings, reads knowledge validation forms in Frontline Professional Growth, grants final approval on Frontline Professional Growth activities, signs off on transcripts, and communicates with staff regarding PDC concerns.
2. Assistant Chairperson – Carries out all duties of the Chairperson when that staff member is unable to direct/chair any PDC monthly meeting or business.
3. Secretary - prepare agendas, communicate with PDC team, take meeting minutes and distribute information about the activities of the PDC.

1.51 Meetings

PDC Meetings: Dates, Ground Rules, Agenda and Record Keeping

1. The PDC will meet on a monthly basis, August - July. Once the district calendar is established, the Chairperson will designate a consistent monthly meeting date and time.
2. Special meetings may be scheduled by the Chairperson when urgent business must be conducted.
3. The monthly meeting may be canceled by the Chairperson if there is not sufficient business to warrant a meeting or if it appears a quorum will not be in attendance.
4. An e-mail vote may be conducted when it is not possible to call a special meeting and/or during the summer.
5. All PDC members are expected to attend meetings as scheduled.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 50% of members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- 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.

1.53 Documentation

A secretary will be provided by the administration to take meeting minutes and distribute information about the activities of the PDC.

Official records of the PDC will be housed at the Administration Center for the Hutchinson Public Schools by the PDC secretary.

Frontline Training - We provide a quick guide to all staff on entering PDC points and activities. Each year, principals review this at the beginning of the year and it is sent to all staff.

Frontline Forms - All staff are able to complete the activity request form, the college credit approval form, and the IPDP form. In addition, we have the Application Level and Impact Level Proposals.

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	X	Email/Minutes	PDC Secretary	Upon Request
IPDP's	X	Administration Center	PDC Secretary	Upon Request
Meeting Minutes	X	Administration Center	PDC Secretary	Upon Request
Member Selection	X	PDC Minutes	PDC Secretary	Upon Request
Officer Selection	X	PDC Minutes	PDC Secretary	Upon Request
PD Plan Process	X	PDC Minutes	PDC Secretary	Upon Request
PD Points	X	PDC Minutes	PDC Secretary	Upon Request
Staff PD Needs Assessments	X	PDC Minutes	PDC Secretary	Upon Request

1.54 Communications

1. Frontline Professional Growth is used to inform staff about district sponsored professional

learning activities.

2. The PDC Chair will notify staff of PDC meeting dates and deadlines via e-mail on an annual basis. PDC meeting dates are also listed on the district calendar.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

5-year Professional Development Plan Review

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

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

1. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5 Once an amendment is approved, the PDC Secretary will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.
2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisor
2nd-	PDC Secretary
3rd-	PDC Chair

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's. If the designated position does not approve an IPDP, he/she will

inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

Appealing the non-approval of an IPDP by the PDC

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

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

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Principal
2nd-	Secretary (Frontline)

Recommended Approval- The PDC allows the positions in the Sequence of Approvers (below) to recommend the number and type of PD activity points and has them add the list of staff names with that information for a vote at a PDC meeting. Any plan that causes concern or disagreements may be pulled from the consent agenda and discussed separately at the PDC meeting.

Appealing the non-approval of the number or type of PD points by the PDC

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 from the PDC as described below.

1. A member may make a formal request to attend a PDC meeting through the PDC chair.
2. The PDC team will hear the appeal.
3. The PDC will dialogue as a group and take another vote.
4. The appeal vote will be final.
5. The PDC chair will share the results with the licensed staff.

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

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

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

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

The PDC Chair is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees are not eligible to participate in district in-service activities.

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

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

Section Two

The District/System Professional Development Plan

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

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

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

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



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area. On-going professional learning is a key to improving student achievement. Educators must engage in an effort to increase their own knowledge related to instruction and content area. In order to ensure that students reap the benefits of highly qualified teachers, district professional learning efforts will continue to be focused on the district's strategic plan and/or building goals.

It is the responsibility of the district's PDC to communicate requirements of the District Professional Learning Plan. Building principals share the impact of professional learning at administration meetings and/or board meetings. The effect of professional learning is reflected in data submitted for external site visits (KESA), on federal title reports and gathered through surveying and other staff feedback opportunities.

KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if each district student is receiving instruction to meet academic standards,
- assessing how instruction align with state and district curriculum content and standards,
- Describing current activities that are helping to ensure that district students reach the curriculum standards, and
- describing what is not being done and who the students or student groups are that need particular attention.
- determining what adult behaviors and skills are needed to promote instructional processes.

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

[KESA Compliance '24-'25](#)

[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

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 in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development. The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize

the most critical high-leverage actions through

collaborative conversations around the responses to guided reflective questions.

Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

Needs Assessment Process

The needs assessment process is ongoing. Professional learning is determined through the review of data from district formative and/or State sponsored assessments. Gaps in student test scores or low performance on indicators trigger professional learning interventions for staff. The integration of new technology and district initiatives will create

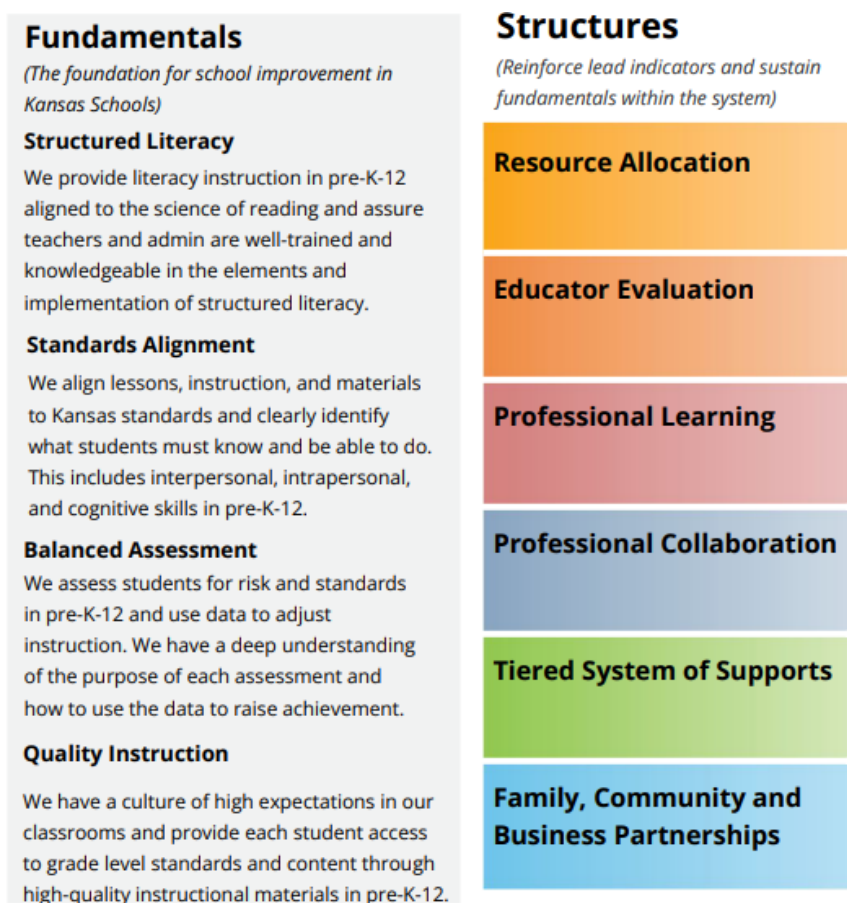
the need for professional learning, in addition to requests submitted by licensed educators. The annual required Title II Needs Assessment also provides insight into professional learning educators would like to have.

Resources:

Funding for professional learning comes from a variety of available resources, including state and federal money, when available. The PDC in conjunction with building and district administrators will work to ensure funding for activities targeted by building and district goals.

2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period. As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

The needs assessment along with the strategic plan is used to create our KESA goals. Our KESA goals are then based on our data. All goals and objectives are aligned to the KESA action plan.

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

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

Activities proposed for professional learning credit must align to the district's strategic plan, KESA goals and/or relate to a school KESA goals or individual school improvement plans. Building leadership teams along with building principals have responsibility for determining building-level inservice activities. District-wide professional learning is determined by the Department of Curriculum and Instruction. These activities are in alignment with the strategic plan and related district initiatives.

Building leadership teams and professional learning communities review student data through assessments, progress monitoring and daily student observation to determine if building goals/plans are being met.

Professional learning activities are not limited to workshops. Book discussion groups, professional learning communities, and educational travel are all activities worthy of consideration for PDC points. A clear alignment between a proposed activity and district/ building goals must be evident in order for PDC to approve any activity for points.

All activities are to be entered into Frontline within the school year they occur. Courses taken for college credit for relicensure must be approved by PDC. Staff members are expected to monitor Frontline to ensure courses activities entered are

present.

Determination of building and/or district professional learning needs may take a variety of forms, including data analysis, surveys and informal observation/feedback. The formal evaluation process may provide additional data to assist teachers and supervisors with identification of inservice needs. The results of the professional learning surveys are shared with PDC and administrators.

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

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● Measure ● 6 Month Target ● 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	● Measure ● 6 Month Target ● 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	● Measure ● 6 Month Target ● 1 Year Target

An individual's progress toward the implantation of a strategy can be measured by the points awarded by PDC, based on documentation submitted. Progress of a building toward its goals is measured by strategy/initiative implementation and analysis of student data, such as achievement and discipline. The Curriculum and Instruction department uses an assessment tool after district level trainings and those results are shared among admin and the PDC team.

Section Three

Individual Professional Development Plans

(IPDP)

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

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

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

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

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

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

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

3.0 Introduction

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

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



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

All staff complete the self eval and goal at the beginning of each school year (see below)

- 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.
- The Professional Development Plan should include *goals* or clear statements of what you wish to know and be able to do because of the professional development. For example: *I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.*
- Ideally, the plan should also include indicators for each of the three levels (*Knowledge, Application, Impact*). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.
- In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.



Teacher Self-Evaluation

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Criteria	Ineffective	Developing	Effective	Highly Effective
Teacher interactions with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
	Enter Notes			
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
	Enter Notes			
Rubric Score: 0/0				

Component 2b: Establishing a Culture for Learning

Criteria	Ineffective	Developing	Effective	Highly Effective
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates the importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Enter Notes				
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Enter Notes				
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence of work on high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
Enter Notes				
Rubric Score: 0/0				

Component 2c: Managing Classroom Procedures

Criteria	Ineffective	Developing	Effective	Highly Effective
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
	Enter Notes			
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
	Enter Notes			
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
	Enter Notes			
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
	Enter Notes			
Rubric Score: 0/0				

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

areas.

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

4.0 Introduction

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated

agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

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. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

4.1 Definitions

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



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



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

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
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 then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

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

Licensed personnel are responsible for knowing the procedures required for gaining

professional development points for licensure.

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

Level II Application Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Learning = 3 Xs Level I points

Verification required may include one of the following:

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

Determining Professional Learning Activities:

Activities proposed for professional learning credit must align to the district's strategic plan, KESA goals and/or relate to a school KESA goals or individual school improvement plans. Building leadership teams along with building principals have responsibility for determining building-level in-service activities. District-wide professional learning is determined by the Department of Curriculum and Instruction. These activities are in alignment with the strategic plan and related district initiatives.

Building leadership teams and professional learning communities review student data through assessments, progress monitoring and daily student observation to determine if

building goals/plans are being met.

Professional learning activities are not limited to workshops. Book discussion groups, professional learning communities, and educational travel are all activities worthy of consideration for PDC points. A clear alignment between a proposed activity and district/building goals must be evident in order for PDC to approve any activity for points.

All activities are to be entered into Frontline within the school year they occur. Courses taken for college credit for re-licensure must be approved by PDC. Staff members are expected to monitor Frontline to ensure courses activities entered are present.

Determination of building and/or district professional learning needs may take a variety of forms, including data analysis, surveys and informal observation/feedback. The formal evaluation process may provide additional data to assist teachers and supervisors with identification of in-service needs. The results of the professional learning surveys are shared with PDC and administrators.

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which

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

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

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

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

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

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

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

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

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

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

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

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

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

[91-1-205 Licensure Renewal Requirements](#)

[91-1-206 Professional Development Plans](#)

[91-1-211 Licensure Review Committee](#)

[91-1-215 Inservice Education Definitions](#)

[91-1-216 Inservice Plans](#)

[91-1-217 Professional Development Council](#)

[91-1-218 Professional Development Points](#)

[91-1-219 Inservice Education](#)

Kansas Professional Development Statutes

[72-2544 to 2553 Professional Development Statutes](#)

Professional Development Points

[Content Endorsement Standards](#)

[Kansas Professional Education Standards](#)

[Fact-Sheet-PD-Does this Count as In-service Education?](#)

[PDC Membership Selection \(2/14/23\)](#)

[Verifying College Credit](#)

Hutchinson Public Schools Application Points Proposal

The purpose of this form is to describe a detailed plan for earning application points (double knowledge points) **PRIOR** to doing the work. PDC will review this plan and determine if the plan and evidence described is sufficient. Once approved, the staff member has one calendar year to complete the work and submit in Frontline to earn application points. Application points can only be earned if activity is approved in Frontline and knowledge level points are verified.

Name: _____ Building: _____ Date Submitted: _____

Title of Workshop/Activity: _____

Total Points for Workshop/Activity: _____

Original Date of Workshop/Activity: _____

Describe the new learning that occurred at the training/workshop?

As a result of this new learning, what might you do differently as an educator?

What might you do to apply this new learning in your daily work with students?

Be specific in the application of new learning, what strategies, tools, information will you incorporate in your classroom and how is this a shift from what you have been doing daily?

What might be some documentation you will submit to PDC to verify that the new learning has been applied in your daily work and with students? (list items you believe you can submit that will show PDC that you applied the learning in your daily work and that you applied the new learning with students).

(For PDC Use)

Hutchinson Public Schools
Impact Points Proposal

The purpose of this form is to describe a detailed plan for earning impact points (triple knowledge points) **PRIOR** to doing the work. PDC will review this plan and determine if the plan and evidence described is sufficient. Impact points may be proposed once application points have been earned and approved.

Name:

Building:

Date Submitted:

Title of Workshop/Activity:

Date application points were earned:

Describe how applying the new learning in your daily work and with students has impacted you as an educator.

As a result of this application, what might you do that directly impacts students' achievement in this area?

What specific growth might you anticipate seeing in your students?

How might you measure this anticipated growth?

What might be some documentation you will submit to PDC to verify that student achievement has been impacted as a result of your application of new learning?

(For PDC Use)

Professional Development Plan

Fairfield USD 310



Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2030

5-year Professional Development Plan Approval

The Fairfield USD 310 Professional Development Council approved the following plan, at its meeting held on 11-21-25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Lan Ann Buckwalter
Signature

11-21-25
Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

- Mission Statement
 - The mission of USD 310 is to prepare Fairfield students for lifelong success through quality academic instruction, career training and character development according to each student's gifts and talents.
- Board of Education Goals:
 - To continue academic growth and performance on the Kansas State Assessment and other local measures.
 - To foster development of employability skills, character, and workplace readiness.
 - To strive to have a graduation rate above the Kansas average and to focus on helping every Fairfield student achieve postsecondary success.
 - To promote civic engagement to help our students become active and involved citizens.
 - To provide our teachers and staff the tools necessary to collaborate for the success of our students.

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

The PDC represents both certified teachers and administrators. Each member has been selected by current PDC members making sure there are representatives from both the elementary and the secondary school. We will change this to the recommendation by KSDE that members will be elected by those they are representing. Teachers can outnumber administrators, but administrators cannot outnumber teachers. The PDC follows the Operational Procedures outlined in this document.

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

- Establishment of a professional development council
- An assessment of staff development needs
- Identification of goals and objectives
- Identification of activities
- Evaluative criteria
- Procedures for awarding professional development points

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

1.2 Membership

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

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the Fairfield USD 310 PDC are staff who are licensed teachers and/or leaders. Each will be 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 membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

1.21 Licensed Teacher Groups Represented

A1) Council Members will include:

Groups Represented	Number
Elementary School	2
Middle School	2
High School	2
Total	6

1.22 Licensed Teacher Group Selection Process

A2) Method of Membership

- All members will serve a 5-year term.
 - The terms will run from 8/1 to 5/31 each year with June and July off.
 - The first full week of April of the end of the 5-year term, the chair will email the licensed staff to find new members willing to serve on the PDC.

- The last week of April, the Chair will put those names on a ballot and emailed out to staff of each group to select one representative. Those ballots will be emailed back to the chair before checkout in May.
- New members will be notified by May 31st via email from the chair and the official position will start 8/1
- The first week of August the chair will email the licensed staff with the names of the Professional Development Council.

Vacancies

- Vacant positions will be filled by the licensed group the position represents using the method of selection process stated above. The PDC chair is responsible for carrying out filling the vacant positions. If the Chair is resigning, then the position will be filled by the majority vote of the PDC at its next meeting.

Resignation

- Members may resign at any time. Resignations must be in writing and submitted to the chair at least one month before the effective date of the resignation. If the chair is resigning, he/she will submit resignation in writing to all members at least one month before the effective date of resignation.

1.23 Licensed Leader Groups Represented

Groups Represented	Number
District	2
Total	2

1.24 Licensed Leader Group Selection Process

A2) Method of Membership

All members will serve a 5-year term.

- The terms will run from 8/1 to 5/31 each year with June and July off.
- The first full week of April at the end of the 5-year term, the chair will email the Licensed Leader Group/directors to find Licensed Leaders willing to serve on the PDC. This will be an added agenda item to the Licensed Leaders Monthly Meeting
 - At the Licensed Leaders Monthly Meeting (which is held in April), the Leaders will choose the Directors and email the Chair with the names. New members will be notified by May 31st via email from the chair and the official position will start 8/1
 - The first week of August the chair will email the licensed staff with the names of the Professional Development Council.

Vacancies

- Vacant positions will be filled by the licensed group the position represents using the method of selection process stated above. The PDC chair is responsible for carrying out filling the vacant positions.

Resignations

- Members may resign at any time. Resignations must be in writing and submitted to the chair at least one month before the effective date of the resignation.

1.25 Approved process for PDC member selection when no candidates:

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

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

1.3 Responsibilities

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

(b) Each council shall have the following responsibilities:

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

1.4 Annual PDC Training

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

(b) Each council shall have the following responsibilities:

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

Fairfield USD 310 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

The PDC chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be in a folder in the chairperson's room and in the schoolwide shared drive: <https://drive.google.com/drive/shared-drives> PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

The Professional Development Council will:

- Develop, revise, and implement the District Professional Development plan within the guidelines and criteria established by the KSDE every 5 years.
- Provide a yearly professional development needs assessment survey each year to develop professional development opportunities to support the plan.
 - Review, provide guidance, and approve each Individual Professional Development Plan (IPDP).
 - Review, validate, and verify the staff development points/college credits granted for activities completed on each IPDP.
 - Keep records and communicate the necessary business of the council to stakeholders (staff, board of education members, community patrons).
 - Each member will annually attend an online or in person approved KSDE state-mandated professional development council training (see link in appendix C)
 - Upon completion of training, documentation(certificate) of the training will be provided to the PDC Chair, who is responsible for ensuring all PDC members have received this training each year. The documents will be kept on file with the Chair.

1.50 Officers

The council will select the Chair with a majority vote in the Spring of each year.

The Chair will serve a one-year term and can be re-elected. The office will begin August 1st.

Offices - Chair

Duties of the Chair

- Calls and presides at all meetings.
- Prepares an agenda for all meetings and will send it out one week prior to the meeting.
- Notifies members of meetings one week prior to the meeting.
- Receives all resignations for the PDC members.
- Attends KSDE yearly required PDC Training either in-person or online and provides training to those members that are not able to attend the meetings (See Appendix C).
- Ensures the IPDP's are completed and accurately maintained in the PDP Toolbox Platform (See Appendix B).
- Carries out other duties as determined by the PDC.

- Maintain documentation.

Duties of the secretary

- Write minutes during meetings and post them for all licensed staff.
- Maintain the shared drive of documents for all licensed staff.
- Email staff when voting needs arise for PDC members.

Duties of the Vice-President

- Carries out duties as determined by the PDC.

1.51 Meetings

The PDC will meet as needed to approve PD hours submitted by licensed staff.

- August meeting for KSDE Yearly Required Training (See Appendix C).
- Agenda items for the PDC can be proposed by members of the PDC or licensed personnel USD 310.
- Since matters of the PDC deal with personnel and related matters, the meetings are closed to the general public.
- The PDC will operate from August through May of each year.
- Meetings are scheduled via email.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 4 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- 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.

1.53 Documentation

- Meeting minutes will be available to licensed personnel and USD 310 Board Members
- Records of the PDC will be maintained on school property with the Chair and available in a shared PDC file. <https://drive.google.com/drive/shared-drives>
- Individual Professional Development Plan information will be maintained in Frontline.

- Professional Development Transcripts are available through Frontline. They can also be requested by your designated District Transcript Administrator (Currently Amy Riggs). Each licensed staff member is expected to examine the transcript and notify a PDC member of any corrections.
- Staff is trained to use Frontline at new teacher orientation and during an in-service day at the beginning of the school year.
- Each educator's Professional Education Transcript will be available in Frontline.

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	x	email	PDC Chair	PDC only
IPDP's	x	Frontline	Board Secretary	licensed
Meeting Minutes	x	Email and shared drive	secretary	licensed
Member Selection	x	email	secretary	licensed
Officer Selection	X	email	secretary	PDC only
PD Plan Process	X	Shared drive	PDC chair and secretary	
PD Points	X	Frontline	Board Secretary	licensed

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by email and a shared drive to licensed personnel and school board members.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

5-year Professional Development Plan Review

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

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

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

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Principals/Designated Supervisor
2nd-	Superintendent
3rd-	District Transcript Admin
4th-	PDC

Direct Approval-The PDC reviews and approves all plans during PDC meetings. 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 below.

Appealing the non-approval of an IPDP by the PDC

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

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

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Principals
2nd-	Superintendent
3rd-	District Transcript Admin
4th-	PDC

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings.

Appealing the non-approval of the number or type of PD points by the PDC

All decisions about the type and amount of PD points that the PDC awards are final.

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

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

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

Any licensed person who is not employed by but who works or resides within Fairfield USD 310 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Board Secretary is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the board secretary at ariggs@usd310.org 620-596-2835

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3

areas: content endorsement standards, professional education standards, and service to the profession.

2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

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

Section Two

The District/System Professional Development Plan

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

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

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

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



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area.

KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if each district student is receiving instruction to meet academic standards,
- assessing how instruction align with state and district curriculum content and standards,
- Describing current activities that are helping to ensure that district students reach the curriculum standards, and
- describing what is not being done and who the students or student groups are that need particular attention.
- determining what adult behaviors and skills are needed to promote instructional processes.

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

[KESA Compliance '24-'25](#)

[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

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 in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

2.2 Identification of goals and objectives to achieve professional development needs. In KESA 2.0, structures shape the professional behaviors of the educators within the school system.



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

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

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Resource Allocation

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

Educator Evaluation

Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.

Professional Learning

District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.

Professional Collaboration

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Tiered System of Supports

Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Family, Community and Business Partnerships

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

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

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● Measure ● 6 Month Target ● 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	● Measure ● 6 Month Target ● 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	● Measure ● 6 Month Target ● 1 Year Target

2.5 Reporting results of evaluation of in-service needs

- Informing staff members and the board of education on the feedback from professional development will be done by the Chair through email.
- The results of the feedback will be documented and kept on file (Shared Google Drive) with the PDC Chair to be used to determine future professional development needs

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Section Three

Individual Professional Development Plans

(IPDP)

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

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

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

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

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

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

3.0 Introduction

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

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



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. This form can be found in Frontline via www.USD310.org. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

Create and update the IPDP in Frontline (See Appendix B)

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

These should be based upon identified needs, including the need for professional development points for licensure renewal. (See Appendix B)

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development Points for Re-licensure

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was

completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

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. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

4.1 Definitions

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



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



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

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
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 then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
 - It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
 - Knowledge level can be partial points from several knowledge level activities.
-

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

Level II Application Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Learning = 3 Xs Level I points

Verification required may include one of the following:

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

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

See Appendix A.

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which

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

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

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

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

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

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

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

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

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

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

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

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

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

[91-1-205 Licensure Renewal Requirements](#)

[91-1-206 Professional Development Plans](#)

[91-1-211 Licensure Review Committee](#)

[91-1-215 Inservice Education Definitions](#)

[91-1-216 Inservice Plans](#)

[91-1-217 Professional Development Council](#)

[91-1-218 Professional Development Points](#)

[91-1-219 Inservice Education](#)

Kansas Professional Development Statutes

[72-2544 to 2553 Professional Development Statutes](#)

Professional Development Points

[Content Endorsement Standards](#)

[Kansas Professional Education Standards](#)

[Fact-Sheet-PD-Does this Count as In-service Education?](#)

[PDC Membership Selection \(2/14/23\)](#)

[Verifying College Credit](#)

Appendix A

Professional Learning Activity Specifics Local Training and Information for USD 310

Activities Eligible for Points

Below are examples of activities that are typically eligible for professional development points. While this is not an exhaustive list and all activities are ultimately approved by the PDC, this provides some guidance for staff when implementing PDPs.

Activities typically ELIGIBLE for points:

District / Building Planned or Provided Activities	Individual Activities
District professional learning activities	College credit (1 credit = 20 points)
Building professional learning activities	Conference / workshop attendance
Conference / workshop attendance	Presenting / facilitating PD
Technology trainings	National Board certification activities
Curriculum work	Professional reading related to PDP (not related to college course work)
District mentoring	Online courses / workshops
Professional learning activities of PLC that directly align to school learning plan goals or district strategic plan goals	Peer coaching Peer observations / reflections Professional committee participation Professional book study Specific activities related to serving as a cooperating teacher for a student teacher

All district and building activities must align directly with the school learning plan goals or district strategic plan goals.

All individual activities must align directly with the goals in the PDP and earn pre-approval from the PDC.

Activities typically NOT ELIGIBLE for points:

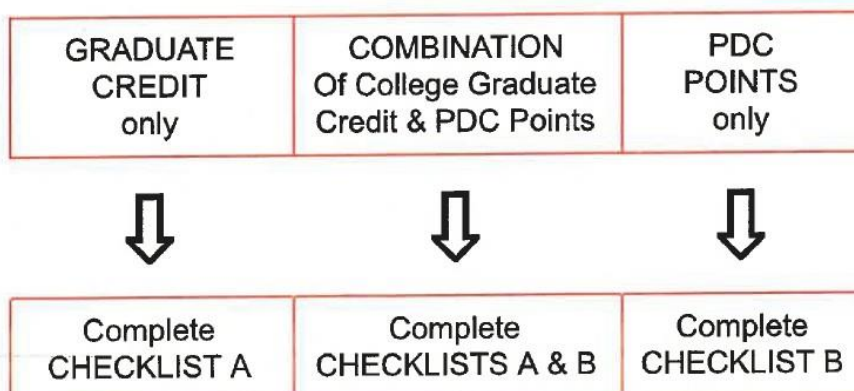
"Business" meetings related to your position
Regular instructional planning activities
Tasks / projects related to position
Personal travel experiences
Coaching clinics, activities related to supplemental contracts
Teaching outside classes (continuing education, university, etc)
Repeated activities
Parent conferences / meetings preparation or attendance
Organizing / supervising student activities / competitions / organizations
Team / intervention meetings on individual students

Guiding Principle: Professional development is learning that increases educator effectiveness and results for all students.

SALARY ADVANCEMENT PROCESS

The process to move on the salary schedule requires planning so that the appropriate district department has the required information.

Which forms you complete depends on the method of salary advancement that is chosen:



DID YOU KNOW?

PDC points are NOT used to
Earn your first professional
License from KSDE.

Initial License to Professional (5-year License)
(Most new-to-the-profession teachers)

- Complete a year in the District Mentoring Program.
- Submit KSDE Form 21 to KSDE. This is a verification form and will need to be signed by a representative from the district's Human Resources Department.

Renew a Professional (5-Year) License

Requirements vary based on the highest degree earned.

If you hold a Bachelor's Degree, 160 professional development points are required for relicensure. Of those 160 points, 80 must be earned from college credit (minimum of four credits).

- Submit Form 3a to KSDE.
- With your application you will need to submit an official Fairfield PDC transcript.
- With your application you will need to also submit official transcripts from the university from which your college credit was earned (minimum of four credits).

If you hold a Master's Degree or other Advanced degree, 120 professional development points are required for relicensure. All points can be earned through professional development.

- Submit Form 3a to KSDE.
- With your application you will need to submit an official Fairfield PDC transcript.
- If college credits are part of the 120 points, you will need to also submit official transcripts from the university from which your college credit was earned.

REMEMBER

Keeping your license current
Is your responsibility.
Know your expiration date
And plan well ahead for
Meeting relicensure
requirements.

Checklist A College Graduate Credit	Checklist B Professional Development Points
Complete "Request for Salary Movement" form The form can be obtained in the District Office.	Complete "Request for Salary Movement" form. The form can be obtained in the District Office.
Turn in the "Request for Salary Movement" form to the District Office by Sept. 1st of the year in which lateral movement is requested.	Turn in the "Request for Salary Movement" form to the District Office by Sept. 1st of the year in which lateral movement is requested.
Turn in official transcripts from the universities at which the graduate credit was earned by Sept. 1st of the year in which lateral movement is requested.	
Questions about items on Checklist A? Contact the District Office.	Questions about items on Checklist B? Contact the District Office.

Salary Advancement Through Points

Certified staff members can use both college credit and certain professional development points to change columns on the salary schedule. Certain professional development points are eligible for use to move columns. A combination of college credits and professional development points may be used. To move into and beyond the MA column, a staff member must have earned a master's degree.

$$\begin{array}{|c|} \hline 20 \\ \hline \text{PD POINTS} \\ \hline \end{array} = \begin{array}{|c|} \hline 1 \\ \hline \text{College Credit} \\ \hline \end{array}$$

ELIGIBLE PROFESSIONAL DEVELOPMENT POINTS

To be used for salary advancement points must meet all of the following criteria:

- Be at the Application or Impact level.
- Be used within five years of the initial Application / Impact level activity being approved.
- Be earned through district and / or building professional development activities.

TYPES OF PROFESSIONAL DEVELOPMENT FLOW CHART

Does the activity.....

...increase knowledge or
Skills related to specific
Content endorsements?

YES
⇒

Professional Learning
CONTENT
STANDARDS

NO↓

...increase knowledge or skills
Related to specific job or
Role responsibilities

YES
⇒

Professional Learning
PROFESSIONAL
EDUCATION
STANDARDS

NO↓

... assist others in acquiring
Proficiency in instructional
Programs, pedagogy or
content?

YES
⇒

Professional Learning
SERVICE TO THE
PROFESSION

NO↓

...directly relate to licensure
Of educators, accreditation
Processes or professional
Or organizations?

YES
⇒

Professional learning
SERVICE TO THE
PROFESSION

NO↓

This activity is probably not
Professional learning under the
Kansas state regulations
Governing professional
development.

PRESENTER POINTS POLICY

Creating and presenting presentations, workshops and professional learning sessions to colleagues in areas of expertise to the profession and an effective way to grow professionally.

Developing areas of expertise and sharing that expertise with colleagues is encouraged. As an incentive to become a presenter, additional points may be earned for being a presenter at building or district professional learning events.

Additional points may be awarded for the time spent in preparation (excluding previously earned knowledge points) of the presentation at a rate of one point per hour of presentation. Example: For a one-hour presentation, a presenter would receive two points. One point for participation and one point for presentation.

Additional points for preparing a presentation are awarded if the following criteria are met:

- Presenting at professional development events in not a normal job responsibility.
- The presentation is above and beyond the typical expectations of the position.

Points are entered by the presenter him/herself individually as a Knowledge Level Request for Service to the Profession. Presenters do not receive points as a participant. Points earned for presenting are not eligible to be advanced to the Application or Impact levels per Kansas regulations.

Appendix B

Expenditures for Inservice Education Program



Kansas leads the world in the success of each student.

Professional Development Regulations

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

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

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

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

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

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

Appendix C

Frontline Platform and Resources

This appendix to the Fairfield PDC Handbook goes into detail about how to fill out forms in Frontline. Entering professional development information into Frontline as you go along will help make license renewal as simple as possible. Scroll below to learn more. Feel free to contact current members for more information:

2025-2026 members

Lou Ann Buckwalter - Chair/President

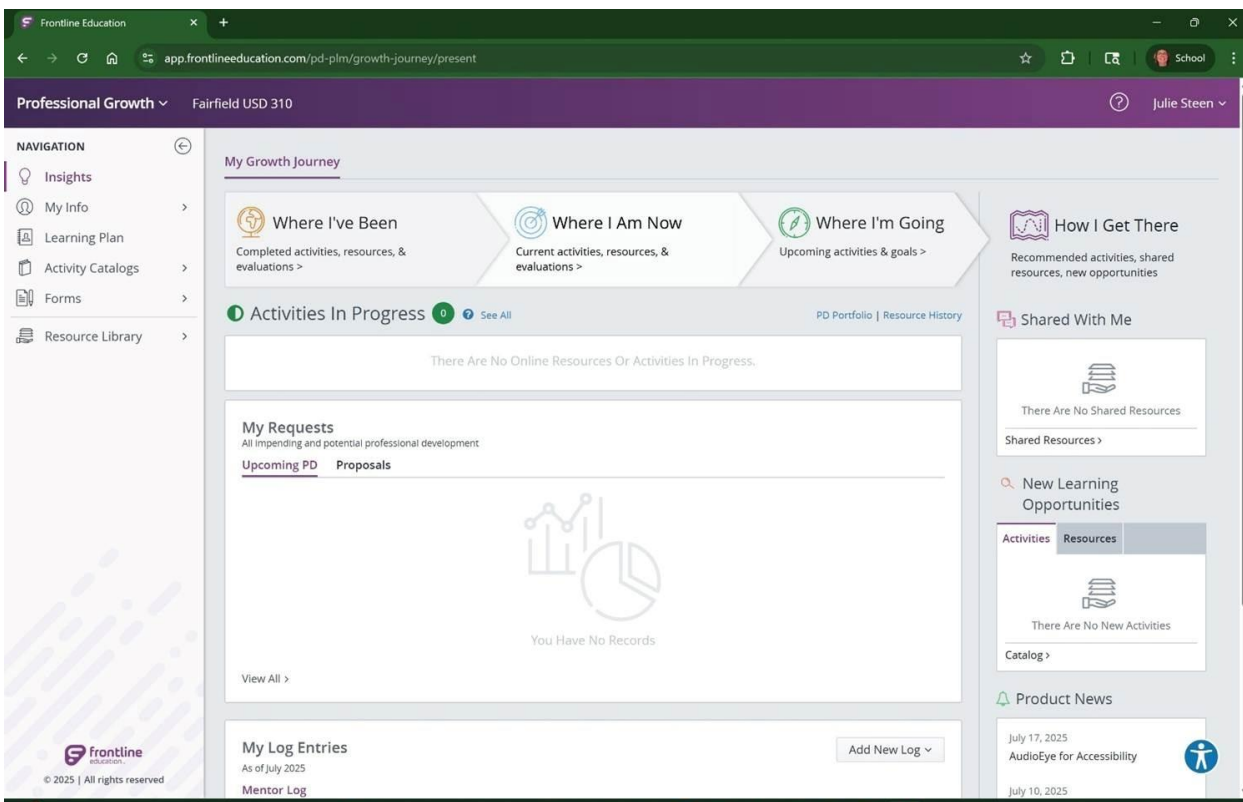
Brenda Unruh - Vice President

Julie Steen - Secretary

Sara McKinney, Kendra Nisly, Richard Spencer, Jake Hammer, Jenny Knoche

Frontline Homepage:

Found at USD 310 Staff Resources. If you are unsure of how to sign in, see the tech coordinator.



The Individual Professional Development Plan (IPDP) is filled out and updated each year with the goals that you hope to achieve. Here is a sample of what the form should look like:

Individual Professional Development Plan – Screenshot #1:

This screenshot shows the top portion of the Individual Professional Development Plan (IPDP) form. The browser tabs at the top include 'Fairfield USD 310', 'Frontline Education', and 'Kansas State Department of Education'. The URL bar shows 'mylearningplan.com/forms.asp?M=E&F=18647&I=137196353&INT_TEAMFORMID=...'. The page header is purple with 'Professional Growth' and 'Fairfield USD 310' on the left, and a user profile 'Julie Steen' on the right. The form title is 'Individual Professional Development Plan' with a subtitle 'Use this form to submit your individual professional development plan.' The 'General Info' section contains fields for User (Julie Steen), Building (FHS), Submitted (7/28/2025 9:33 am), Dates (8/1/2025 to 7/31/2026), and Reference ID (D13213-A0-1.137196353). The 'Personal IDP Information' section has fields for Name (Julie Steen), Teaching Assignment (Social Studies - MS/HS), and Category (Content Standards). The 'School year for which the IDP applies' section has fields for Effective Date (8/01/2025) and Expiration Date (07/31/2026). The 'Select the School District' section has a dropdown for District (Fairfield USD 310) and a text field for 'If not on list, enter here'. Below this is a section for 'Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.' The 'Personal Goal #1' field contains the text: 'Increase student ability to make a claim and defend it with evidence and reasoning as expected on the Kansas State Assessment for H655.' The bottom right corner shows 'Characters left 1913'.

Individual Professional Development Plan – Screenshot #2:

This screenshot shows the bottom portion of the Individual Professional Development Plan (IPDP) form. The 'Personal Goal #1' field contains the text: 'Increase student ability to make a claim and defend it with evidence and reasoning as expected on the Kansas State Assessment for H655.' The 'Personal Goal #2' field contains the text: 'Increase time out of seat, especially with middle school students, during learning time. This time of movement should enhance learning for all students.' The 'Personal Goal #3' field contains the text: 'Improve teaching skills.' The 'What District Goal(s) and Objective(s) will you meet?' section has a dropdown for 'Select At Least One District Objective' and a list of goals: 'Goal : Technology' (Integrate technology into the classroom), 'Goal : Early childhood and primary education' (Continue support for early childhood and primary education), 'Goal : School Improvement' (School Improvement plan), and 'Goal : School Improvement plan' (School Improvement plan). The 'Comments' section has a text field for 'Comments'. The 'Finish' section has a 'Submit' button and a 'Save as Draft' button. The bottom right corner shows 'Characters left 2048'.

Professional Development Requests (PD Req) forms are used for any classes that you take through ESSDACK, in-service school days, PD in your field, and college classes. See Appendix A for more information on what qualifies. Here is a sample of what the form should look like:

Professional Development Request Screenshot #1:

This screenshot shows the top portion of the Professional Development Request form. The form is titled "Professional Development Request" and includes a navigation sidebar on the left with options like Insights, My Info, Learning Plan, Activity Catalogs, Forms, and Resource Library. The main form area contains the following sections:

- Activity Information:** Includes fields for Activity Title (ESSDACK HQSS PLC), Category (Content Standards), Activity Description (Four meetings per year with other social studies teacher from across the state...), and Activity Website (https://www.essdack.org/).
- Meeting/Session Dates:** Includes a dropdown for the number of meetings (4) and three meeting date sections. Meeting 1 is for 10/15/2025, Meeting 2 is for 12/15/2025, and Meeting 3 is for 02/11/2026. Each meeting section includes start and end time dropdowns (9 AM to 3 PM) and a location field (ESSDACK - Hutchinson).

Professional Development Request Screenshot #2:

This screenshot shows the bottom portion of the Professional Development Request form. The main form area contains the following sections:

- Meeting 3 Date:** 02/11/2026, 9 AM to 3 PM, ESSDACK - Hutchinson.
- Meeting 4 Date:** 04/08/2026, 9 AM to 3 PM, ESSDACK - Hutchinson.
- Number of Points Requested/College Credits Requested - Fill in ONE OR THE OTHER:** Points: 20, OR College Credits: (empty).
- Substitute Information:** Includes a note to complete this section based on meeting times, a list of options (All Day, AM Only, PM Only), and a checkbox for "Sub Required" (Yes). Below this is a text field for "Date(s) and Time(s)" with the value "All day sub on all 4 days: 10/15/25, 12/15/25, 2/11/26, 4/8/26 8AM-3:30PM".
- Instructor Section:** Includes a dropdown for "Instructor(s)" with the value "Not Assigned" and a list of names: Admin, M.P., Finder, Kyle, Lanning, Joshua, Riggs, Amy, Spencer, Richard.

Professional Development Request Screenshot #3:

Frontline Education
mylearningplan.com/Forms.asp

Professional Growth Fairfield USD 310 Julie Steen

NAVIGATION

- Insights
- My Info
- Learning Plan
- Activity Catalogs
- Forms
- Resource Library

Instructor(s)

---Not Assigned---
Admin, MLP
Finder, Kyle
Lanning, Joshua
Riggs, Amy
Spencer, Richard

Instructor Name Not on List: Glenn Wiebe

Provider

Provider: ESSDACK

If not on list, enter here:

Estimated Registration Costs

Registration rates are paid at Member Rate only. If the district will be submitting registration for you, you must send the registration form to the district office at least 3 weeks prior to the registration deadline.

Registration Fee: 140

Transportation Expenses

Complete all the info below as appropriate. If driving, compute mileage based on the \$0.47 per mile reimbursement.

Estimated Mileage:

Total Expense (\$0.47 per mile):

Transportation Total: 0

Estimated Meals Expenses

Meal Reimbursements are provided for overnight trips only: \$5 for breakfast, \$7 for lunch, and \$15 for dinner.

Estimated Meals Total: 0

Professional Development Request Screenshot #4:

Frontline Education
mylearningplan.com/Forms.asp

Professional Growth Fairfield USD 310 Julie Steen

NAVIGATION

- Insights
- My Info
- Learning Plan
- Activity Catalogs
- Forms
- Resource Library

Instructor(s)

---Not Assigned---
Admin, MLP
Finder, Kyle
Lanning, Joshua
Riggs, Amy
Spencer, Richard

Instructor Name Not on List: Glenn Wiebe

Provider

Provider: ESSDACK

If not on list, enter here:

Estimated Registration Costs

Registration rates are paid at Member Rate only. If the district will be submitting registration for you, you must send the registration form to the district office at least 3 weeks prior to the registration deadline.

Registration Fee: 140

Transportation Expenses

Complete all the info below as appropriate. If driving, compute mileage based on the \$0.47 per mile reimbursement.

Estimated Mileage:

Total Expense (\$0.47 per mile):

Transportation Total: 0

Estimated Meals Expenses

Meal Reimbursements are provided for overnight trips only: \$5 for breakfast, \$7 for lunch, and \$15 for dinner.

Estimated Meals Total: 0

Professional Development Request Screenshot #5:

Frontline Education
mylearningplan.com/Forms.asp

Professional Growth Fairfield USD 310 Julie Steen

NAVIGATION

- Insights
- My Info
- Learning Plan
- Activity Catalogs
- Forms
- Resource Library

Building Goals

Select, if appropriate.

Building Goal(s) ☐ FHS Technology

Purpose(s)

Select a Purpose(s) ☒ Relicensure ☐ Salary Movement

Comments

Comments

Characters left 2048

Signatures (for signing during the submission for reimbursement upon return)

I hereby certify the above expenses were actually incurred by me in the performance of my duties as an employee of the Fairfield Public Schools. The specific meals for which I am asking reimbursement are listed above and further outlined in my receipts.

Submitter's Signature:
PDC Chair:

Finish

Submit Save as Draft

Professional Development Request Submitted:

Frontline Education
mylearningplan.com/Forms.asp?F=18649&I=137188121&M=V

Professional Growth Fairfield USD 310 Julie Steen

Professional Development Request

Use this form to submit a request for prior approval for a professional development activity.

General Info

User Julie Steen
Building FHS
Submitted 7/27/2025 2:46 pm
Dates 10/15/2025 to 4/8/2026
Reference ID D13213-40-L137188121

Activity Information

Activity Title ESSDACK HGSS PLC
Category Professional Standards
Activity Description Four meetings per year with other social studies teacher from across the state. We review best practices for the state assessment and as teachers in general. Many of the meetings are attended by Nathan McAlister from KSDE and help to keep us on track.
Activity Website https://www.essdack.org/

Meeting/Session Dates

of Meetings 4

#	Date	Time	Location
1.	Wed Oct 15, 2025	9:00 am to 3:00 pm	Location: ESSDACK - Hutchinson
2.	Mon Dec 15, 2025	9:00 am to 3:00 pm	Location: ESSDACK - Hutchinson
3.	Wed Feb 11, 2026	9:00 am to 3:00 pm	Location: ESSDACK - Hutchinson
4.	Wed Apr 8, 2026	9:00 am to 3:00 pm	Location: ESSDACK - Hutchinson

Number of Points Requested/College Credits Requested - Fill in ONE OR THE OTHER.

Points 20.00
College Credits 0.00

Substitute Information

Sub Required Yes
Date(s) and Time(s) All day sub on all 4 days: 10/15/25, 12/15/25, 2/11/26, 4/8/26 8AM-3:30PM

Once the request is submitted and approved, you will need to answer the knowledge validation questions, explaining what you learned and how you will use the information in your classroom. Once those questions are submitted, the Professional Development Committee (PDC) will review it, make any necessary changes and complete that form for your transcript. An example of a necessary change would be if you counted lunch as part of your learning time. On the example above, each class is six hours, but I only requested 20 points for the 4 classes, because we automatically deduct 1 hour for lunch unless otherwise noted, so each class is worth 5 points instead of 6.

Finally – here is a sample of what your portfolio should look like after a few years. These hours are on your PD transcript and are sent to KSDE to renew your teaching license.

My Portfolio - Julie Steen			
Completed:			
Date Completed	Title	Hours	Credits
2024-2025 (4 Records)			
04/11/2025	Professional Learning Community at ESSDACK	15.00	0.00
09/30/2024	PDC	40.00	0.00
08/13/2024	MTSS Training	3.00	0.00
07/31/2024	Julie Steen	0.00	0.00
		58.00	0.00
2023-2024 (4 Records)			
05/23/2024	PDC	40.00	0.00
04/17/2024	Social Studies PLC	20.00	0.00
02/17/2024	State Social Studies Conference	5.00	0.00
07/31/2023	Julie Steen	0.00	0.00
		65.00	0.00
2022-2023 (3 Records)			
05/19/2023	PDC	40.00	0.00
04/13/2023	Social Studies PLC	20.00	0.00
07/31/2022	Julie Steen	0.00	0.00
		60.00	0.00
2021-2022 (3 Records)			
05/19/2022	PDC	40.00	0.00
04/19/2022	Social Studies PLC	20.00	0.00
08/01/2021	Julie Steen	0.00	0.00
		60.00	0.00
2020-2021 (4 Records)			
12/11/2020	Distance Learning Playbook	6.00	0.00
12/04/2020	Master's Program Portfolio Project	0.00	1.00
08/18/2020	Dyslexia Training to Fairfield	12.00	0.00
08/01/2020	Julie Steen	0.00	0.00
		18.00	1.00
2019-2020 (11 Records)			
05/08/2020	Action Research in Education	0.00	3.00
05/08/2020	Methods and Materials for Civic Education	0.00	3.00
04/02/2020	Dyslexia Training Mandated by KSDE	6.00	0.00

Appendix D

Needs Assessment

Professional Development Needs Assessment Survey [HERE](#) / Force Copy [HERE](#)

[Annual Training Video](#)

[Annual Training Slide Deck](#)

[KSDE Annual PDC Required](#)

[Training - Ed Kalas KSDE](#)

[PDC Member Annual Training](#)

[Completion Form](#)

Professional Development Reflection Survey

Professional Development Reflection survey [HERE](#)/Force Copy and edit [HERE](#)



Hesston Schools USD 460



Professional Development Plan

Hesston Kansas
USD 460

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2030

5-year Professional Development Plan Approval

The Hesston Schools USD 460 Professional Development Council approved the following plan, at its meeting held on October 30, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.



PDC Chair
October 30, 2025

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Plan Updates

[illegible]

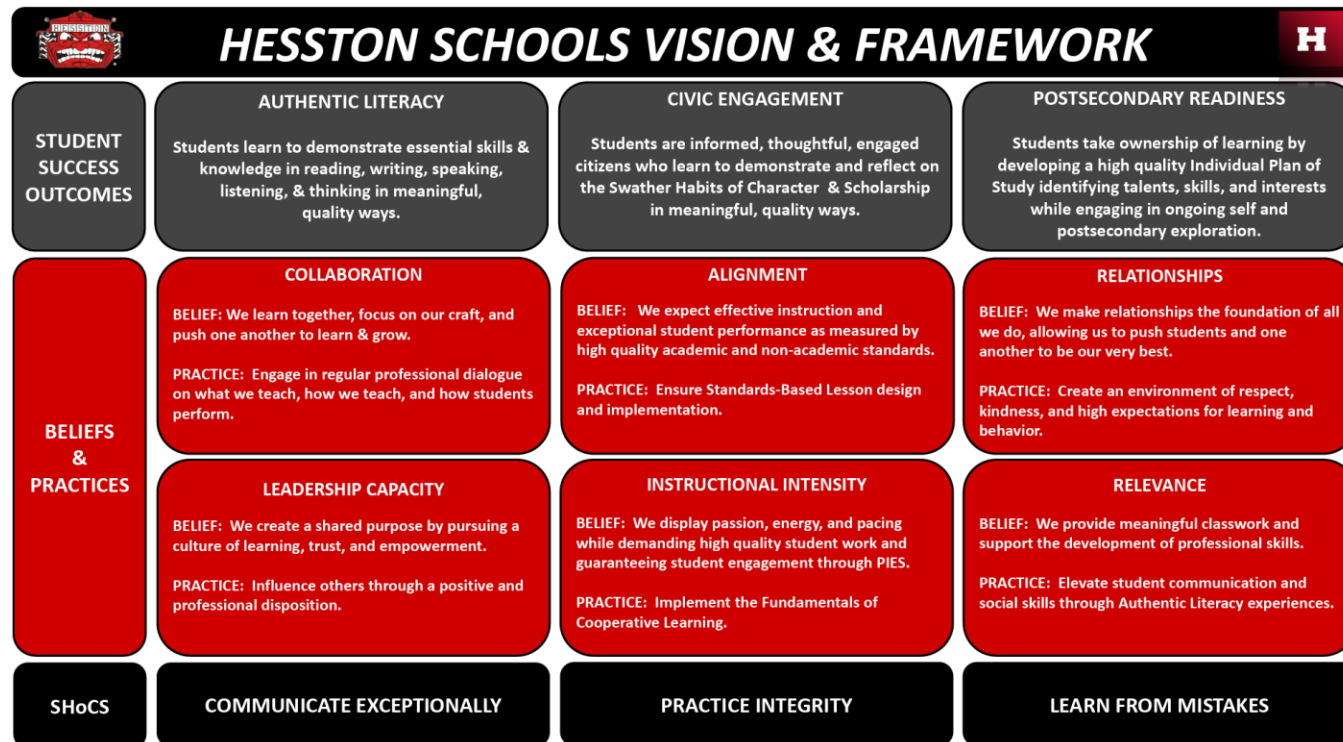
Section One

Professional Development Council (PDC)

1.1 Introduction

Hesston USD 460 Mission and Vision

Hesston USD 460 has a long history of commitment to the professional development of its staff. That commitment is underscored in the district's mission statement and its vision for the future. The implementation of Hesston's mission and vision is the primary goal of each educator participating in the district's professional development program.



1.2 Membership

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

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the Hesston Schools USD 460 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 membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Hesston Elementary School	1
Hesston Middle School	1
Hesston High School	1
Total	3

1.22 Licensed Teacher Group Selection Process:

Method of Membership Selection

- All members will serve a 3-year term.
- The terms will run from 8/1 to 5/31 each year with June and July off.
- The chair will request names from building admin and email the licensed staff the first full week of April at the end of the 3-year term to find new members willing to serve on the PDC. Staff will send nominations to the chair by April 15.
- In the last week of April, the chair will put those names on a google form and email it to the staff of each group to select one representative. The google form responses will be due 7 days after emailed to staff. The chair will tally votes to identify the new member for the position with multiple nominations.
- New members will be notified by May 15th via email from the chair and the official position will start 8/1.

- The chair will email the licensed staff with the names of the Professional Development Council the first week of August.

Vacancies

Vacant positions will be filled by the licensed group the position represents using the method of selection process stated above. The PDC chair is responsible for carrying out filling the vacant positions. If the Chair is resigning, then the position will be filled by the majority vote of the PDC at its next meeting.

Resignation

Members may resign at any time. Resignations must be in writing and submitted to the chair at least one month before the effective date of the resignation. If the chair is resigning, he/she will submit a resignation in writing to all members at least one month before the effective resignation date.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
USD 460 District-wide	2
Total	2

1.24 Licensed Leader Group Selection Process:

Method of Membership Selection

- All members will serve a 3-year term. There are no term limits.
- The terms will run from 8/1 to 5/31 each year with June and July off.
- Leaders will discuss and select their choice/s for open membership spots at a leadership meeting the first full week of April.
- The Curriculum Director will inform the PDC Chair of the names of the new member/s.

1.25 Approved process for PDC member selection when no candidates:

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

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

1.3 Responsibilities

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

(b) Each council shall have the following responsibilities:

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

Roles and Responsibilities

The district has a system for managing its professional development program. The diagram below identifies the roles and responsibilities of all persons involved in the program.

District Professional Development Council (PDC)

- Comprised of 1 licensed teacher from each Building Leadership Team and the District Curriculum Director.
- Chaired by District Curriculum Director.
- Updates and follows the District Professional Development Plan.
- Evaluates PDP process annually.
- Identifies district professional development needs.
- Oversees the development of district professional development goals
- Attends required annual KSDE PDC training.
- Review and approve IDPDs.

Clerk of the Board

- Maintains professional development records.
- Creates official transcripts.

Board of Education

- Designates Clerk of the Board.
- Identifies district professional development priorities.
- Approves teaching standards, district goals, and School Improvement Plans.
- Determines district mission and vision.

Teachers

- Complete professional development based on teaching standards.
- Conference with building administrator on development and validation of IDPD.
- Create Individual Professional Development Plan.
- Collect evidence to validate implementation points (Levels 2 & 3).
- Update IDPDs annually and as needed.

Building Leadership Teams (BLTs)

- Oversee building goals.
- Consult on professional development budget.

District Leadership Team (DLT)

- Completes development of School Improvement Plans.
- Identifies professional development needs.

Building Administration

- Assist teachers in identifying needs and goals.
- Review and approve special projects and implementation portfolios.
- Oversee building staff development budget.
- Validate completed activities and award implementation points.
- Suggest staff development activities for teachers.

1.4 Annual PDC Training

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

(b) Each council shall have the following responsibilities:

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

Hesston Schools USD 460 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The [online documentation](#) will be stored in PDC Chair's google drive. A binder of this information will be stored in the PDC Chair's office located at USD 460 District Office. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

The Professional Development Council will:

- Develop, revise, and implement the District Professional Development plan every five years within the guidelines and criteria established by the KSDE.

- Provide a yearly professional development needs assessment survey each year to develop professional development opportunities to support the plan.
- Provide yearly training to new staff on the use of the Frontline Professional Growth Platform.
- Provide additional training on the Frontline Professional Growth Platform, when needed.
- Review, provide guidance, and approve each Individual Professional Development Plan (IPDP).
- Review, validate, and verify the staff development points/college credits granted for activities completed on each IPDP.
- Each member will annually attend an online or in-person approved KSDE state-mandated professional development council training (see link in Appendix B.)
- Upon completion of training, documentation of the training will be provided to the PDC Chair, who is responsible for ensuring all PDC members have received this training each year. The documents will be kept on file with the Chair.

1.50 Officers

The PDC will select its Chair at its April meeting. The term of office is 3 years and there are no term limits.

- Duties of the Chair
 - Calls and presides at all meetings.
 - Prepares an agenda for all meetings and will send it out one week prior to the meeting.
 - Notifies members of meetings one week prior to the meeting.
 - Receives all resignations for the PDC members.
 - Attends KSDE's yearly required PDC Training, either in person or online, and provides training to members who cannot attend the meetings (See Appendix B).
 - Ensures the IPDP's are completed and accurately maintained in the Frontline Professional Growth Platform (See Appendix A).
 - Carries out other duties as determined by the PDC.
 - Maintain documentation.

1.51 Meetings

The PDC will meet quarterly in October, December, February, and April.

- If needed, the PDC can meet in August for training of the Frontline Professional Growth Platform and to complete the KSDE Yearly Required Training (See Appendix B).
- Agenda items for consideration by the PDC can be proposed by members of the PDC or USD 460 Board of Education Members.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 3 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- 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.

1.53 Documentation

1. Staff are trained to use Frontline Professional Growth Platform within the first month of contract.
2. Records of the PDC will be maintained on school property with the Chair.
3. Meeting minutes will be available to licensed personnel and USD 460 Board of Education Members.
4. Procedure for Maintaining Permanent Records
5. Individual Professional Development Plan information will be maintained in the Frontline Professional Growth Platform.
6. Professional Development Transcripts are available through the Frontline Professional Growth Platform. They can also be requested by the Clerk of the Board. Each licensed staff member is expected to examine the transcript and notify a PDC member of any corrections.
7. Each educator's Professional Education Transcript will be available in the educator's Frontline Professional Growth Platform

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation / Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
IPDP's	x	Frontline Professional Growth Platform	PDC Members	Y
USD 460 Professional Development Council Meeting Agenda/Minutes	x	Google Docs	PDC Members	Y
USD 460 Professional Development Council Member Selection	x	Google Form	PDC Chair	N
USD 460 Professional Development Officer Selection	x	Google Form	PDC Chair	Y

USD 460 PD Plan (IPDP)	x	Frontline Professional Growth Platform	PDC Chair	Y
USD 460 PD Plan (PD Points)	x	Frontline Professional Growth Platform	PDC Chair	Y
USD 460 Needs Assessment	x	Google Docs	Building Admin and Superintendent	Y

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the USD 460 Board of Education regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by the chair to USD 460 Board of Education.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

5-year Professional Development Plan Review

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

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

If the annual evaluation, in 1 year, shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the Board Clerk 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.

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.

Individual Professional Development Plans

Sequence of Approver before final PDC approval	Position/Title of Approver
1st	Designated Supervisor
2nd	Superintendent (Review and input)
3rd	Curriculum Director (Content review and prep for PDC approval)

Direct Approval-The PDC reviews and approves all plans during PDC meetings. 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 below.

Appealing the non-approval of an IPDP by the PDC

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

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

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Curriculum office through Director (Content review and prep for PDC approval)

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings.

Appealing the non-approval of the number or type of PD points by the PDC

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, all decisions about the type and amount of PD points that the PDC awards are final.

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

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

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

Any licensed person who is not employed by but who works or resides within USD 460 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Chair is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the PDC Chair or USD 460 Curriculum Director at 620-327-4931.

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

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

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

Section Two

The District Professional Development Plan

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

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

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

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

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

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

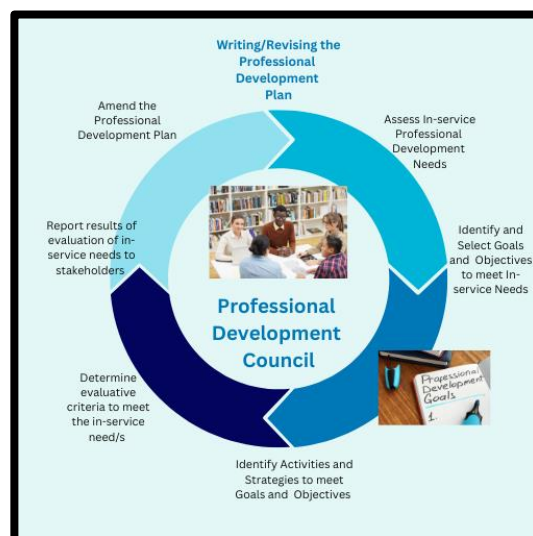
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area.

KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if each district student is receiving instruction to meet academic standards,
 - assessing how instruction align with state and district curriculum content and standards,
 - describing current activities that are helping to ensure that district students reach the curriculum standards, and
- describing what is not being done and who the students or student groups are that need particular attention.
- determining what adult behaviors and skills are needed to promote instructional processes.

Professional development should center around the following KESA Outcomes:•

ELA & Math State Assessments

HS Graduation and

Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

[KESA Compliance '24-'25](#)

[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

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 in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student

can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize the most critical high-leverage actions through

collaborative conversations around the responses to guided reflective questions.

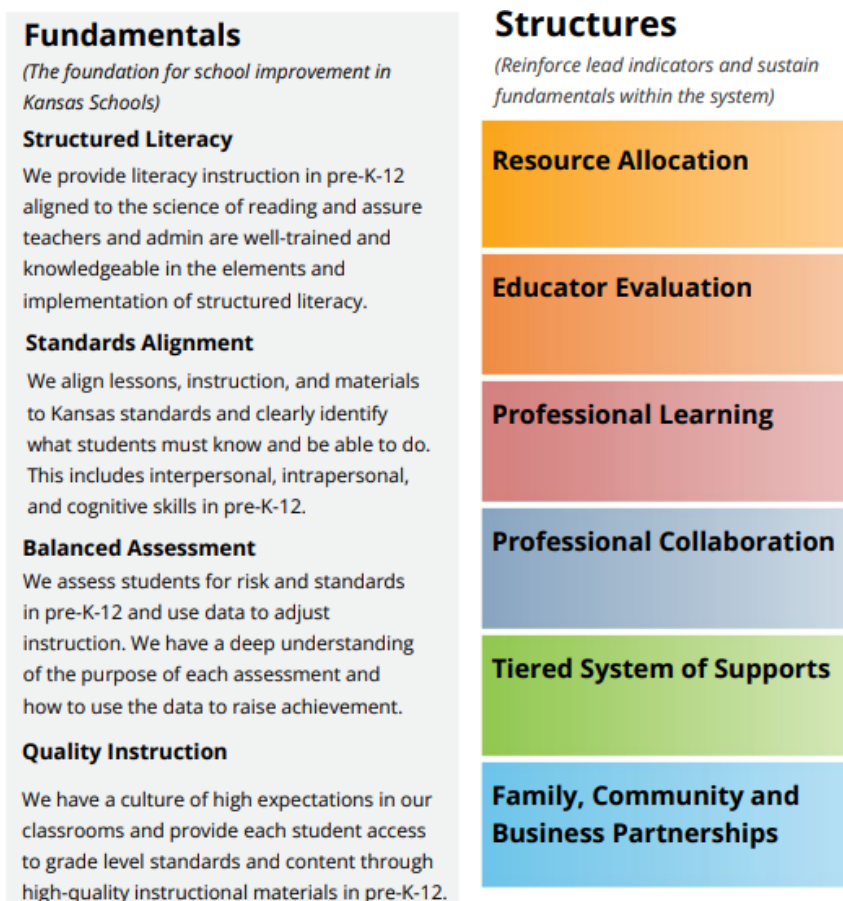
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify,

finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

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

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

2.4 Evaluative criteria to determine levels of success in meeting the in-service needs.

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● Measure ● 6 Month Target ● 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	● Measure ● 6 Month Target ● 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	● Measure ● 6 Month Target ● 1 Year Target

2.5 Reporting results of evaluation of in-service needs (N/A)

Section Three

Individual Professional Development Plans (IPDP)

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

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

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

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

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

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

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

3.0 Introduction

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

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



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development

Points for Re-licensure

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

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. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on the type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact,

4.1 Definitions

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



4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an

approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

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

Content Endorsement Standards
Professional Education Standards
or
Service to the Profession

4.3 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 then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

Level II Application Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.

- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3

Xs Level I points

Verification required may include one of the following:

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

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

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

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

Using Professional Development Points for Salary Movement

One of the benefits of accumulating professional development points is movement on the salary schedule. The steps below outline how to use professional development points and/or college credit for this purpose. Hours and points must be completed and earned prior to the 1st day of the contract year to be used in the current contract year. Prior to taking college courses, coursework must be pre-approved. Submit form on Frontline Professional Growth Platform for approval.

1. Teacher notifies Clerk of the Board of intention to move on salary schedule by May 1.
2. Movement via 300 professional development (IPDP) points, 15 college credit hours, and any combination of the two where 1 credit hour equals 20 IPDP points.
3. Teacher requests official transcript(s) from college or university be mailed to clerk by October 15.
4. College credit entered in Frontline Professional Growth Platform are validated by clerk.
5. Clerk verifies IPDP points and prints transcript (2 original copies).
6. Clerk updates salary information and files 1 original transcript in teacher's PD file.
7. Clerk sends copy of salary movement documents to teacher, files additional set in personnel office.
8. Salary increase goes into effect in conjunction with appropriate contract period.
9. Twenty (20) in-service points are equivalent to one hour of college credit, whether the course is audited or full credit is received. Audited courses are ONLY eligible for license

renewal for educators who hold a master's degree. Required documentation of an audited college course, which has been pre-approved according to policy GBA, is a signed notice from the professor of said course that the educator did complete the course. PD points will be awarded after such documentation is provided to the district office.

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**

You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed.

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

You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

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

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

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

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

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

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

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

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

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

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. **Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.**

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

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

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

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

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

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

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

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

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

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

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

[91-1-205 Licensure Renewal Requirements](#)

[91-1-206 Professional Development Plans](#)

[91-1-211 Licensure Review Committee](#)

[91-1-215 Inservice Education Definitions](#)

[91-1-216 Inservice Plans](#)

[91-1-217 Professional Development Council](#)

[91-1-218 Professional Development Points](#)

[91-1-219 Inservice Education](#)

Kansas Professional Development Statutes

[72-2544 to 2553 Professional Development Statutes](#)

Professional Development Points

[Content Endorsement Standards](#)

[Kansas Professional Education Standards](#)

[Fact-Sheet-PD-Does this Count as In-service Education?](#)

[PDC Membership Selection \(2/14/23\)](#)

[Verifying College Credit](#)

Appendix A: Frontline Professional Growth Platform Resources

Application Request Form

This form becomes an option on your activity menu once you complete the knowledge validation form and submit the event for points. You can access it by clicking on the activity title you wish to take to the application level then clicking on Application Level. This form must be completed and submitted prior to the completion of the activity related to the application level points for administrative approval.

How do I request and receive Application Level points?

1. **Log into MLP**
2. **Click the title of the activity as it appears in your *My Requests* box OR under *My Info/My Portfolio* on the left side**
3. **Click on *Application Level***
4. **A request form will appear. Fill out all fields and click *Submit***
5. **Once approved by the building administrator, you may proceed with the application level event**
6. **Log into MLP**
7. **Click the title of the activity as it appears in your *My Requests* box OR under *My Portfolio* on the left side. Click *Application Level***
8. **Complete all fields**
9. **Click *Submit***

Impact Level Request Form

This form becomes an option on your activity menu once you complete the application validation form and submit the event for points. You can access it by clicking on the activity title you wish to take to impact level then clicking on Impact Level. This form must be completed and submitted prior to the completion of the activity related to the impact level points for administrative approval.

How do I request and receive Impact Level points?

1. **Log into MLP**
2. **Click the title of the activity as it appears in your *My Requests* box OR under *My Info/MyPortfolio* on the left side**
3. **Click *Impact Level***
4. **A request form will appear. Fill out all fields and click *Submit***
5. **Once approved by the building administrator, you may proceed with the impact level event**
6. **Log into MLP**
7. **Click the title of the activity as it appears in your *My Requests* box OR under *My Info/MyPortfolio* on the left side. Click *Impact Level***
8. **Complete all fields**
9. **Click *Submit***

How do I complete my Individual Professional Development Plan (IPDP)?

1. Log into Frontline.
2. Under *Forms* on left side, click *IPDP Form*
3. In *Name* field, type IPDP – First and Last Name – School Year (Ex: IPDP – John Doe – 2025-26)
4. In *Teaching Assignment*, type your assignment (ES 3rd grade, HS Math, etc.)
5. In *School Year Start Date*, type 08/01/2025
6. In *School Year End Date*, type 05/01/2026
7. Complete remaining fields (red are required; clear are optional)
8. USD 460 employees must click all *District Goals, Beliefs & Practices*, and *Building Goals*. Community members participating in MLP must click all *District Goals* and *Beliefs & Practices*
9. Personal goals should be brief and clearly stated. Print screen for future reference
10. Click *Submit*

Once my IPDP has been approved, how do I transfer my personal goals from my IPDP to my goals section in MLP?

1. To be completed by ALL
2. Log into MLP
3. Under *My Info* click on *My Personal Goals*
4. Click *Add New Goal*
5. Title your goal with key words that will let you know what the goal is about. Only the title will show on your *Professional Development Request* form, so you need to title your goals carefully
6. Enter the entire goal in the description area as it appears on your IPDP printed earlier
7. Click *Save*
8. Repeat steps 4-7 until all your personal goals have been entered (most enter 1-2 goals)

How do I enter my own Professional Development Activities in MLP?

1. Log into MLP
2. Under *Forms* on left side, click *Prof Dev Request (Professional Development Request)*
3. Complete all red fields, including *Sub Information* and *Transportation Request*, if needed. Clear fields are optional. Don't forget to mark *Relicensure* AND *Salary Points*, if applicable under *Purpose(s)*. Click *Submit*

How do I complete my Individual Professional Development Plan (IPDP)?

1. Log into Frontline Professional Growth Platform.
2. My info
3. Portfolio
4. View My Activities
5. Scroll down to the bottom of the form to locate total hours and total credits.

KSDE Licensure Renewal Information

The Kansas State Department of Education (KSDE) controls licensure renewal. With the exception of the district providing a professional development points transcript, all paperwork for licensure renewal is **YOUR RESPONSIBILITY**. To access licensure renewal guidelines and forms, please follow these steps:

- Log onto www.ksde.org
- Select **Educator Licensure**
- Select **Licensure Application**
- Download the form you need from the **Application Forms** list

Appendix B: Professional Development Council Resources

[Annual Training Video](#)

[Annual Training Slide Deck](#)

[KSDE Annual PDC Required Training - Ed Kalas KSDE](#)

[PDC Member Annual Training Completion Form](#)

Professional Development Plan

Hays Public Schools
USD 489

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2030

5-year Professional Development Plan Approval

The Hays-USD 489 Professional Development Council approved the following plan, at its meeting held on 10/13/25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair:		10/13/25
	_____ Signature	_____ Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

Professional Development Council (PDC) shall develop the district in-service plan, the district in-service goals, the district in-service activities, and the evaluation of the district in-service for professional employees.

1.2 Membership

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

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the **Hays-USD 489** 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 membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC chairs 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.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Elementary Schools (One from each school)	4
Middle School	2
High School/Hays Virtual School	2
SPED Staff (one elementary, one secondary)	2
Total	10

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC

How long is the term for a leader/administrator PDC member? One year

Term limits? N/A

If the terms are staggered, how is that done? N/A

When a group represented has an opening, in what month or timeframe is the position selected?
Same month as opening and/or spring of the year

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Respond to email contact and/or submit application via form
If there are no nominees or volunteers for a group/s, members of the PDC will recruit members.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
MicroSoft Forms

Who tallies the selections?
PDC Chair

Who reports the results to the PDC Chair? N/A

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Elementary School Admin	1
Middle School Admin	1
District Level (All not belonging in the groups above)	1
Total	3

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC chair

How long is the term for a leader/administrator PDC member? One-year

If the terms are staggered, how is that done? N/A

When a group represented has an opening, in what month or timeframe is the position selected?
Same month as opening and/or spring of the year

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Each group will select its representative during a leadership meeting.

Who tallies the selections?
The meeting lead/facilitator.

Who reports the results to the PDC Chair?
The meeting lead/facilitator.

1.3 Responsibilities

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

(b) Each council shall have the following responsibilities:

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

1.4 Annual PDC Training

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

(b) Each council shall have the following responsibilities:

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

Hays-USD 489 will train all PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 no later than the end of September.

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

The Teaching and Learning Administrator and/or designee is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in an electronic file at the district level. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

As the advisory council to our Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities utilizing Frontline Professional Growth system and the procedures outlined in [the USD 489 PDC Guidelines](#).

1.50 Officers

How long is the term for PDC officers? One-year

Term limits? N/A

If the terms are staggered, how is that done? N/A

In what month or timeframe are officers selected? First PDC meeting of school year

A member will voluntarily serve as secretary and record the actions of the meetings.

Officer Title: **Chair**

Duties

1. *Preside over meetings.
2. *Develop and distribute meeting agendas in advance.
3. *Serve as liaison(s) between council, buildings, and district.

1.51 Meetings

In what months does the PDC operate? Each month to review PD submissions and during the academic year for other activities, such as the fall meeting of the year for the annual training.

How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan?

Monthly

If there is no set schedule, how will a meeting be scheduled? N/A

What is the process for scheduling extra meetings, if needed?

Request is made and meeting is scheduled via calendar invite

Can meetings be online or electronically?

Yes

Besides the PDC, who is expected or allowed to attend?

All members of the PD Committee

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership,
- To conduct official business at least 7 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- 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.

1.53 Documentation

1. Name of electronic documentation management system/s, such as Front Line, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3:
Frontline Professional Growth
2. When are staff trained to use the system?
Annual review for all staff
Included in new staff onboarding
3. List the names of the forms used in the system for PDC activities and business:
Degree Obtained
New PDC Knowledge – Application and Impact forms embedded in this process
College Credit Request
Micro-Credential Form
Personal Prof. Dev. Goal (IPDP)
4. If all forms are paper or self-created forms, they should be included in appendix. N/A

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	X	District Email/Invites	PDC members	Y
IPDP's	X	Frontline System	Educator	Y
Meeting Minutes	N/A			
Member Selection	X	Electronic file	PDC chair/District Personnel	Y
Officer Selection	N/A			
PD Plan Process	X	Electronic file	PDC members	Y
PD Points	X	Frontline System	Educator	Y
Staff PD Needs Assessments	X	PLC/SAC-BLT-DLT process of School Improvement	Members of the leadership teams	Y

1.54 Communications

As often as possible, the PDC Chairs represent the Profession Development Council to the governing body regarding the business of the PDC. Information is communicated through district emails and by PDC members. The use of time on PD days is also utilized when information is needing to be delivered.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

5-year Professional Development Plan Review

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

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

If the annual evaluation in the spring of the year shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the PDC chair/District Personnel 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.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Building Administrator/Designated Supervisor
2nd-	Teaching and Learning Administrator and/or designee

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

Appealing the non-approval of an IPDP by the PDC

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

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

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Professional Development Points

Sequence of Approvers before final PDC approval of Knowledge points and College Credit	Position/Title of Approver
1st-	Building Administrator/Evaluator
2nd-	Teaching and Learning Administrator and/or designee

Sequence of Approvers before final PDC application and impact approval	Position/Title of Approver
1st-	Building PDC members
2nd-	Teaching and Learning Administrator and/or designee

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings.

Appealing the non-approval of the number or type of PD points by the PDC

Teachers who are denied PDC points that they feel they should have earned can appeal the decision. Reasons for appeal may include goal selection, points, or consistency of awarding points. The appeal is made to the PDC Committee, which will hear the appeal at its next scheduled meeting. Appeals should be sent to the Assistant Superintendent for Curriculum & Instruction and must be made by the semester after the disapproval occurred. The PDC Committee may need time to research or deliberate after an appeal is heard. All decisions final.

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

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

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

Any licensed person who is not employed by but who works or resides within Hays-USD 489 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The district administrator's assistant is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the district administrator via email.

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to 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.

Section Two

The District/System Professional Development Plan

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

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

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

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



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area.

KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if each district student is receiving instruction to meet academic standards,
 - assessing how instruction align with state and district curriculum content and standards,
 - Describing current activities that are helping to ensure that district students reach the curriculum standards, and
 - describing what is not being done and who the students or student groups are that need particular attention.
 - determining what adult behaviors and skills are needed to promote instructional processes.
-

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

[KESA Compliance '24-'25](#)

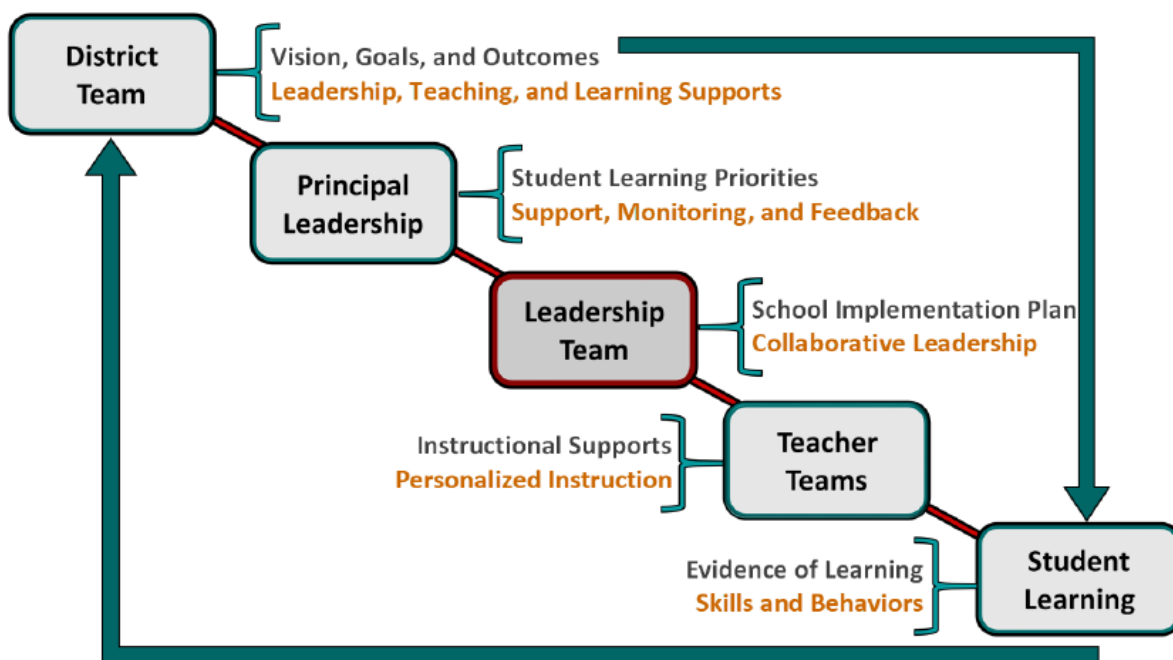
[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

A PDC Chair or his/her designee will be the PDC Liaison to the DLT.

Professional Development takes place at the district, building, collaborative team (PLC), and individual level. District, building, and collaborative (PLC) PD items that take place on PD days are decided upon by the existing school improvement structures – DLT, BLT, and PLC. Individual PD taking place in monitored by the PDC members through the use of the procedures outlined in this plan.



2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

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 in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

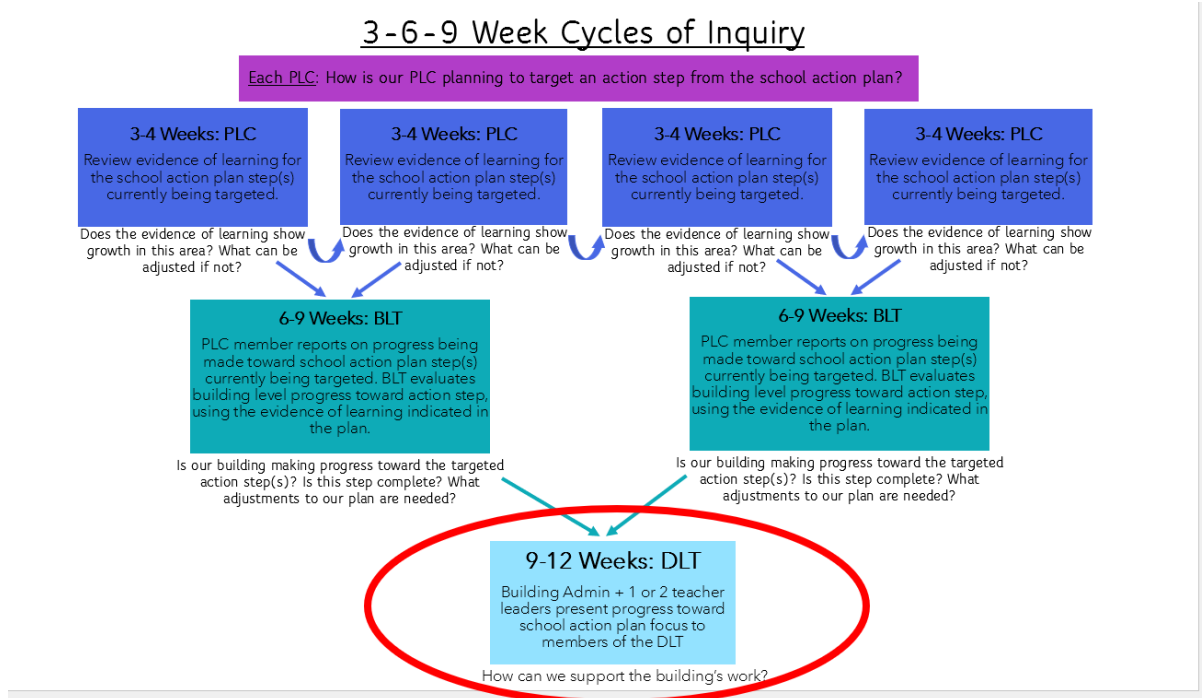
Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.

- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

Cycles of Inquiry take place throughout the school year, using the district's school improvement framework. PLCs – 3-4 weeks; BLT – 6-9 weeks; DLT – 12-18 weeks. The feedback from these cycles identify needs through data review. Action plans at the building and district level are updated with the cycles of inquiry, and the action plans lead to the PD needs.

In addition, an annual PD survey is conducted in the spring. The feedback from the survey is shared leadership teams to decide PD needs and book study selections.



2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

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 in pre-K-12.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Educator Evaluation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community and Business Partnerships

A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

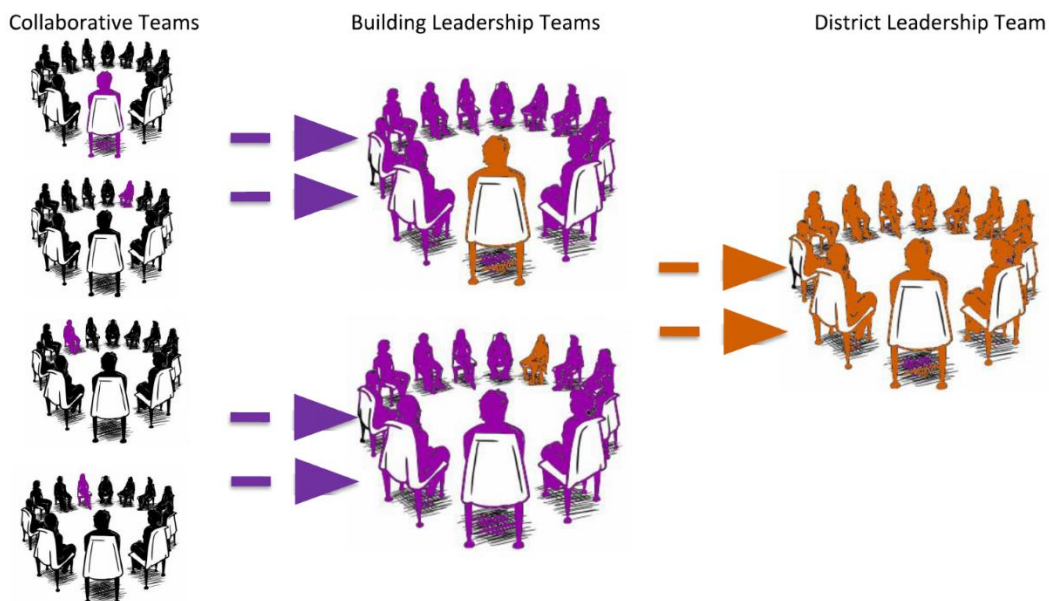
Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

Goals, objectives, activities, and actions are outlined in the action plans of the self-correcting feedback levels – DLT, BLT, and collaborative teams. See images below.



SAMPLE – USD 489 District Plan, [District Action Plan.docx](#)

Focus:				
Outcome:				
School Success Indicators	Strategies for School Support	Collaborative Inquiry Process	Evidence of Impact	Timeframes

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

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

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

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

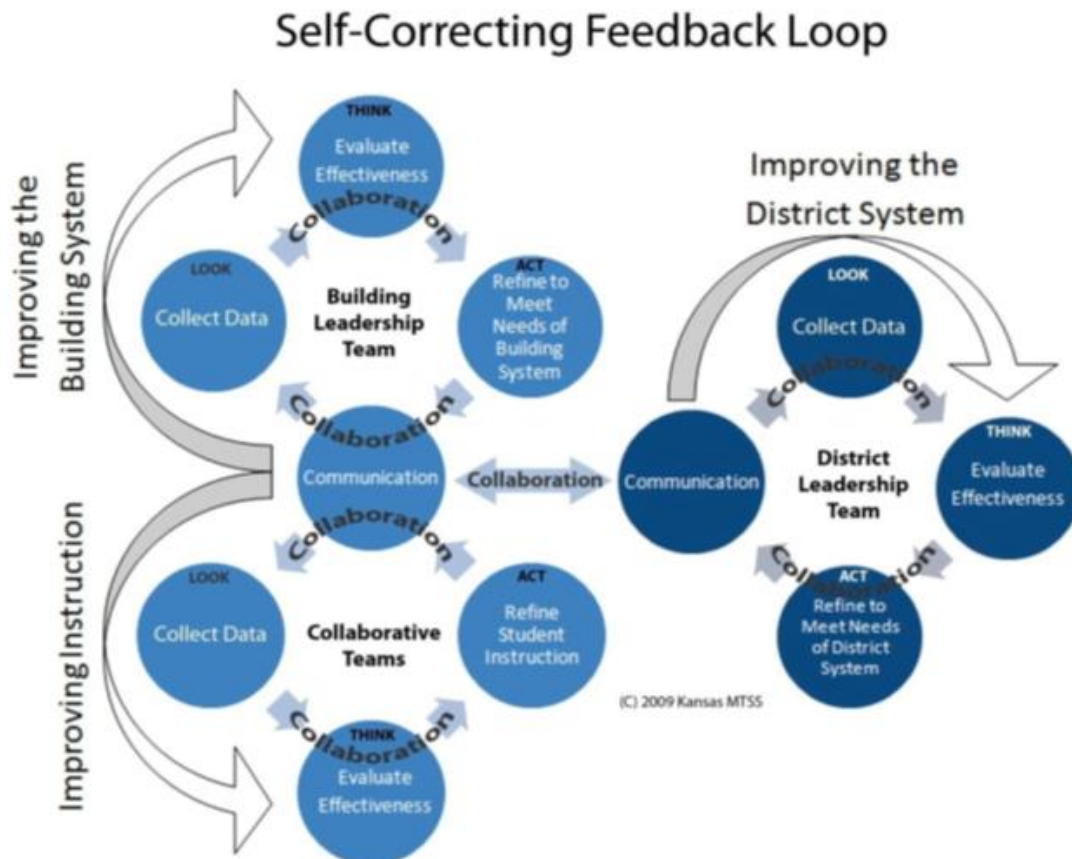
(Actions that support implementation of the Fundamentals)

Measures of Progress

(How we know the action is being implemented effectively)

Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● Measure ● 6 Month Target ● 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	● Measure ● 6 Month Target ● 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	● Measure ● 6 Month Target ● 1 Year Target

Using the cycles of inquiry, as action plans are amended, PD is amended to accommodate for those updates. A live spreadsheet is used to track needs that arise throughout the year based on discussions at the DLT, BLT, and collaborative teams. [Monthly PD overview.xlsx](#)



Section Three

Individual Professional Development Plans (IPDP)

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

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

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

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

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

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

3.0 Introduction

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

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



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

for licensure renewal.

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development Points for Re-licensure

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

4.0 Introduction

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated

agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

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. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact,

4.1 Definitions

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



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



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

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
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 1.55.

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

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

Educators will have 12 months after a Knowledge activity is approved in My Learning Plan to 6

begin an Application activity. Extensions will be considered upon request.

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

Level II – Application

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

Educators will have 12 months after an Application activity is approved in My Learning Plan to begin an Impact activity. Extensions will be considered upon request.

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

Level II Application Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

G. General Provisions of Standard Salary Schedule Placement:

4 Advancement for Continuing Education and Professional Development:

- a. Licensed Staff must provide written notice to HR of their intent to move horizontally on the Salary Schedule by June 1, beginning with June 1, 2021.
- b. College Credit Hours and PDC Points documentation must be submitted to HR by August 10. Extensions will be considered upon request.
- c. A maximum of six (6) credit hours per academic year semester and nine (9) credit hours for summer school will be considered for horizontal advancement (educational increments) per year. All approved excess hours may be applied toward advancement for the following year.
- d. In special cases approved by the Director of Curriculum, undergraduate hours may count for salary advancement. Examples of special cases are to update a teaching field, to familiarize self with new teaching techniques and equipment, or to add a new field to fill a vacancy in the district.

5. Professional Development (PDC) Points

- i. Staff development activities for in-service education points and salary placement shall be granted as designated in the delivery system of the district Inservice Education Plan. Licensed Staff cannot qualify for the master's step or any step beyond M.S. + 45 without obtaining a degree.
- ii. The maximum number of PDC points that may be earned each year for horizontal salary movement through in-service acquired is 180 at the application and/or impact level. If more are earned, they will have to be college credit (20 points per hour). Inservice points may be carried over once personnel have renewed their

license only for the advancement on the standard salary schedule, not for re-licensure. Staff development activities will be a result of needs assessment. (Neg 5/2024)

- iii. PDC Points must be used for salary advancement within 10 years after the school year they were earned. Points older than 10 years cannot be applied toward advancement on the salary schedule. (Neg. 5/2023)
- iv. Educators will have 12 months after a Knowledge activity is approved in My Learning Plan to begin an Application activity. Educators will have 12 months after an Application activity is approved in My Learning Plan to begin an Impact activity. Extensions will be considered upon request. (Neg. 5/2023)
 - v. Educators will have 12 months to complete an Application activity and 12 months to complete an Impact activity once approved. Extensions will be considered upon request. (Neg. 5/2023)

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

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

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. **Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.**

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

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

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

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding

“appropriate credit” when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

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

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

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

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

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

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

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

[91-1-205 Licensure Renewal Requirements](#)

[91-1-206 Professional Development Plans](#)

[91-1-211 Licensure Review Committee](#)

[91-1-215 Inservice Education Definitions](#)

[91-1-216 Inservice Plans](#)

[91-1-217 Professional Development Council](#)

[91-1-218 Professional Development Points](#)

[91-1-219 Inservice Education](#)

Kansas Professional Development Statutes

[72-2544 to 2553 Professional Development Statutes](#)

Professional Development Points

[Content Endorsement Standards](#)

[Kansas Professional Education Standards](#)

[Fact-Sheet-PD-Does this Count as In-service Education?](#)

[PDC Membership Selection \(2/14/23\)](#)

[Verifying College Credit](#)

Professional Development Plan

USD 209
Moscow, Kansas
2022-2027

Professional Development Council

Valerie Thompson-District Leader-Superintendent/PK-5 Principal
Sharlene May-Elementary Teacher
Jodi Staggers-Secondary Teacher

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2027

5-year Professional Development Plan Approval

The USD 209 Professional Development Council approved the following plan, at its meeting held on 10/13/25, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair:


Signature

11/5/25
Date

Plan Updates

[illegible]

Add pages as needed

Table of Contents

[illegible]

Section One

Professional Development Council (PDC)

1.1 Introduction

Mission Statement:

Our mission for Unified School District 209 is to provide an environment that ensures the achievement of each student's maximum potential in academics, cultural, physical, emotional, ethical, and social behavior; to enable each student to become a productive and responsible citizen contributing to a lifetime of successful learning.

Goals:

1. Opportunities will be provided for educators to keep current in the latest trends in education.
2. Opportunities will be provided for educators to attend in-services directed toward state assessment support and preparation.
3. Opportunities will be provided for educators to obtain knowledge about the latest advances in technology.

Results Based Staff Development Plan:

Within the district, staff development programming will be conducted in three areas. Programming will exist to meet the needs of the district, of the individual schools, and of the individual teachers. District level and building level staff development will reflect the aforementioned goals, and school improvement plans. In addition, an individual staff development plan, to address personal growth needs, will be designed by each educator.

To ensure impact at the student level, the following criteria will be utilized to determine staff development programming: (1) improvement in the quality of instruction; (2) improvement in methods of instruction; (3) improvement in the quality of student learning; and (4) improvement in the chances of student success.

District wide and building level staff development will address the needs evidenced by the yearly school improvement plan and the goals previously stated in this plan. Attendance is part of each staff member's contracted obligations. Administration and the Professional Development Council will determine such programming. This council will be comprised of at least as many teachers as administrators from each building.

Individual staff development plans will be determined by each teacher subject to the approval of the principal

or superintendent. Such programming should seek to improve instructional ability, improve methods of delivery, and improve chances of success for all students.

1.2 Membership

KAR 91-1-217. In-service education professional development council.
a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 209 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 membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Elementary Schools (Pre-K -5)	1
Secondary Schools	1
Total	2

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
Principals
How long is the term for a teacher/specialist PDC member?
5 year PD Plan cycle starting in 2027.

If any, what are the term limits? No

If the terms are staggered, how is that done? No

When a group represented has an opening, in what month or timeframe is the position selected?

August of new academic year

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?

Let the principal know

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?

During in-service meeting in August

Who tallies/documents the selections? Principal

Who reports the results to the PDC Chair or designee? Principal

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District Leader	1
Total	1

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?

PDC Chair

How long is the term for a leader/administrator PDC member? 5-year PD Plan cycle starting in 2027.

If any, what are the term limits? No

If the terms are staggered, how is that done? No

When a group represented has an opening, in what month or timeframe is the position selected?

August of new academic year

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?

During in-service meeting in August

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?

During in-service meeting in August

Who tallies/documents the selections? Meeting Lead

Who reports the results to the PDC Chair or designee? Meeting Lead

1.3 Responsibilities

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

(b) Each council shall have the following responsibilities:

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

1.4 Annual PDC Training

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

(b) Each council shall have the following responsibilities:

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

USD 209 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

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

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

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

- (2) to develop operational procedures.

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

1.50 Officers

How long is the term for PDC officers? 5 years

If the terms are staggered, how is that done?

In what month or timeframe are officers selected? August

Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? By next meeting

Officer Title: Chair

Duties

1. Run the PDC meeting
2. Set agenda
3. Issue approval documentation

The district provides staff to cover administrative duties for the PDC. Although not a PDC, this staff member is referred to as the PDC Secretary.

1.51 Meetings

In what months does the PDC operate? Academic year

How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan? August and January

If there is no set schedule, how will a meeting be scheduled? N/A

What is the process for scheduling extra meetings, if needed? PDC Chair will call meeting with at least two day's notice.

Can meetings be online or electronically? Yes. Normally in person.

Besides the PDC, who is expected or allowed to attend? No special requirements.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 2 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- 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.

1.53 Documentation

1. Name of electronic documentation management system/s, such as Front Line, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3:
Not applicable
2. When are staff trained to use the system? N/A
3. List the names of the forms used in the system for PDC activities and business: N/A

Copies of forms that are not part of one of the electronic systems should be included in appendix.

4. If all forms are paper or self-created forms, they should be included in appendix.
Appendix A-PD Points Request Form
Appendix B-IDP Form
Appendix C-Google form for voting for new members

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	X	Email	VT	Y
IPDP's	X	File cabinet	Administration	Y
Meeting Minutes	X	Google Drive	JS	Y
Member Selection	X	Google Form	Staff	Y
Officer Selection	X	Google Form	Staff	Y
PD Plan Process	X	Google Form	PDC	Y
PD Points	X	File Cabinet	Chair/Admin	Y
Staff PD Needs Assessments	X	Administration	Administration	Y

Record Keeping:

The PDC secretary will keep each participant's in-service transcript on file along with his/her individual development plan. Upon notification of the individual's application for recertification, his/her in-service education transcript will be given to him/her in an official sealed envelope. It is the individual's responsibility to mail the form to the State Department of Education.

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by email and to all staff members. These minutes are produced on a Google Document and added to the PDC Drive.

1.55 Approvals

All approval authority for the following activities lies within the PDC alone, except for the local board of education, which may also approve the Professional Development Plan and its amendments. The PDC may exercise its approval in three ways: direct, recommended or delegated for Individual Professional Development Plans and the Professional Development Points

5-year Professional Development Plan Review

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

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

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

Individual Professional Development Plans

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

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve IPDP's. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below. The final approver will keep the PDC informed of the progress and status of the completion of all IPDPs.

Appealing the non-approval of an IPDP by the PDC

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

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

Licensed staff may appeal a non-approval for an individual development plan to the state

licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Professional Development Points

Delegated Approval-The PDC delegates its authority to allow the PDC Chair to approve PD points. If the PDC Chair does not approve the number and type of PD activity points, he/she will schedule the PDC Review of the PD Points at the next scheduled meeting. The final approver/s will keep the PDC informed of the progress and status of the types and amounts of PD points.

Appealing the non-approval of the number or type of PD points by the PDC

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, all decisions about the type and amount of PD points that the PDC awards are final.

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

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

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

Any licensed person who is not employed by but who works or resides within USD 209 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Chair is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison at 620-598-2205

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

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

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

Section Two

The District/System Professional Development Plan

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

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

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

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



2.0 Introduction

The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes. This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area.

KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development and should concentrate on:

- determining if each district student is receiving instruction to meet academic standards,
 - assessing how instruction align with state and district curriculum content and standards,
 - Describing current activities that are helping to ensure that district students reach the curriculum standards, and
 - describing what is not being done and who the students or student groups are that need particular attention.
 - determining what adult behaviors and skills are needed to promote instructional processes.
-

Professional development should center around the following KESA Outcomes:

- ELA & Math State Assessments
- HS Graduation and
- Postsecondary Effectiveness

A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan. The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

Kansas Education Systems Accreditation (KESA) Resources

[Data Review Guide](#)

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[KESA Student Outcome Data](#)

[KESA Compliance '24-'25](#)

[Mathematics Standards Alignment Toolkit](#)

[Resources for Quality Instruction](#)

[Science Standards Alignment Toolkit](#)

The PDC Chair or his/her designee will either be on the KESA 2.0 District Leadership Team (DLT) or will be the PDC Liaison to the DLT.

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

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 in pre-K-12.

Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions it must achieve in a designated timeframe to improve outcomes. The district will use the KESA 2.0 Kansas School Improvement Model as the main process for determining action for professional development.

The fundamentals are interconnected and associated with actions that each school system must implement so students can meet Kansas' rigorous learning standards. The district will continue the prioritization process at its School Improvement Day.

The Fundamentals Ensure School Systems will do the following:

- Effectively teach students to read.
- Clearly identify what students must know and be able to do.
- Access and utilize balanced assessment data effectively.
- Maintain high expectations in each classroom so each student can access grade level content and standards.

The KESA School Improvement Day each year will focus on the prioritization of needs for that year. To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to guided reflective questions.

Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data,
- discuss Guided Reflective Questions to identify needs,
- reach consensus on the current state of each of the 6 structures,
- develop a rough draft of an action plan with an initial, not definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- Identify measures of progress.
- walk away with a potential, preliminary plan that will be defined after engaging the school community in the development of their Action Plan.

2.2 Identification of goals and objectives to achieve professional development needs

In KESA 2.0, structures shape the professional behaviors of the educators within the school system.



A staff development needs assessment identifies gaps in student learning and the related gaps in staff knowledge and skills to meet school improvement goals. Staff development goals and objectives are focused upon helping teachers and other staff members close those gaps.

Goals and objectives are the desired results for improved student learning that can be correlated to the planned staff development. They are the foundation for the District Professional Development Plan. Goals should be based upon strengths as well as identified needs. To be effective, goals must be few. They should be unambiguous, realistic, measurable, and achievable within a specified period.

As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives are met.

Goals should also focus upon teachers' knowledge and skills related to specific curriculum areas – including state curriculum standards or school improvement goal. They should clearly align with student performance goals at the school, district (or educational agency) and state levels.

Much of the work in this section happens after the School Improvement Day. Based on the initial plan to engage the broader school community, the DLT engages with Building Leadership Teams (BLT), staff, the local school board, and site councils to collaborate, using guided reflective questions as the basis. Through these engagements and based on feedback from stakeholders, the DLT will meet to solidify, finalize and submit its KESA Action Plan through the KESA Authenticated Application no more than 60 days (about 2 months) after the School Improvement Day.

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

In KESA 2.0, lead indicators are high leverage professional actions, grounded in evidence, associated with each structure designed to ensure implementation of the fundamentals. They are verified with Measures of Progress (MOP).

The MOP's for Professional Learning include the following:

- Teachers trained in structured literacy
- Mentors or coaches trained to support structured literacy
- Early learning training
- Teachers trained in standards alignment
- Educator perception data on professional development impact
- User Defined MOP

Not every combination of Foundation-Structure-Lead Indicator-Measure of Progress will lead to knowledge PD points for each licensing type: teacher/specialist or leader. See Section 4.0 for details.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Lead Indicators

(Actions that support implementation of the Fundamentals)

Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

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

In KESA 2.0, KSDE review of the action plan and the evaluation of Measures of Progress provide the metrics that reflect a school system's implementation of a lead indicator. An evaluation of the level of success in meeting the stated PD goals and activities in the action plan will help evaluate total improvement in the school improvement area on which the PD activities were chosen.

Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● Measure ● 6 Month Target ● 1 Year Target
Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	● Measure ● 6 Month Target ● 1 Year Target
Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	● Measure ● 6 Month Target ● 1 Year Target

2.5 Reporting results of evaluation of in-service needs (N/A)

Section Three

Individual Professional Development Plans

(IPDP)

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

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

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

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

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

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

3.0 Introduction

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

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



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. The PDC uses the following steps to collaborate with licensed staff in the creation and approval of their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

for licensure renewal.

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

4.0 Introduction

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

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. Limiting points would include making staff choose between earning PD points or being paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated

agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

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. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

4.1 Definitions

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



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



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

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE			
KAR 91-1-206 "Professional development plans for license renewal"	Content Endorsement Standards	Professional Education	Service to the Profession
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
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Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

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

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

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

Licensed personnel are responsible for knowing the procedures required for gaining

professional development points for licensure.

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

Level II Application Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Learning = 3 Xs Level I points

Verification required may include one of the following:

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

4.5 Awarding Professional Development Points for purposes related to employment or other local matters

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

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

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

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

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

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

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

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. **Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.**

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

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

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

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However,

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

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

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

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

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

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

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

Kansas Professional Development Resources

The documentation linked below provides guidance and policy from KSDE for the operation of system PDC's and this 5-year Professional Development Plan. Any changes to or within this list become part of that policy as they are added and must guide the PDC as it fulfills its duties.

Kansas Professional Development Regulations

[91-1-205 Licensure Renewal Requirements](#)

[91-1-206 Professional Development Plans](#)

[91-1-211 Licensure Review Committee](#)

[91-1-215 Inservice Education Definitions](#)

[91-1-216 Inservice Plans](#)

[91-1-217 Professional Development Council](#)

[91-1-218 Professional Development Points](#)

[91-1-219 Inservice Education](#)

Kansas Professional Development Statutes

[72-2544 to 2553 Professional Development Statutes](#)

Professional Development Points

[Content Endorsement Standards](#)

[Kansas Professional Education Standards](#)

[Fact-Sheet-PD-Does this Count as In-service Education?](#)

[PDC Membership Selection \(2/14/23\)](#)

[Verifying College Credit](#)

Appendix A -PD Points Request Form

PROFESSIONAL DEVELOPMENT POINTS REQUEST FORM

USD 209
PO BOX 158
MOSCOW, KANSAS 67952
620-598-2205

Participant: _____ Date Submitted to Local PDC: _____

Title of Activity: _____

<u>Date</u>	<u>Starting Time/Ending Time</u>	<u>Total Hours In Session</u>
-------------	----------------------------------	-------------------------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Points Requested:

- _____ Knowledge (single points)
- _____ Application: Enter date of original training here _____ (double points)
- _____ Impact: Enter date of original training here _____ (triple points)
- _____ Enter date of Application Points Request here _____
- _____ Service to the Profession
- _____ College Credit (Please attach appropriate documentation)

In the space below, describe the following two items:

How this activity meets the goals of your Individual Development Plan.
How could you implement this in your classroom?

Committee Use Only

Number of points approved: _____ Date: _____

PDC Chairperson _____

INSERVICE ACTIVITY EVALUATION

USD 209
PO BOX 158
MOSCOW, KANSAS 67952
620-598-2205

Participant: _____ Date Submitted to Local PDC: _____

Title of Activity: _____

<u>Date</u>	<u>Starting Time/Ending Time</u>	<u>Total Hours In Session</u>
-------------	----------------------------------	-------------------------------

_____	_____	_____
_____	_____	_____
_____	_____	_____

Use the following scale and statement to rate the inservice.

1- Very Poor	2- Poor	3- Average	4- Good	5- Excellent
--------------	---------	------------	---------	--------------

- | | | | | | |
|--|---|---|---|---|---|
| 1. Organization of the speaker(s) and clarity of the presentation. | 1 | 2 | 3 | 4 | 5 |
| 2. Information presented as it relates to my professional development. | 1 | 2 | 3 | 4 | 5 |
| 3. Objectives were stated and covered. | 1 | 2 | 3 | 4 | 5 |
| 4. Overall rating for this activity. | 1 | 2 | 3 | 4 | 5 |
| 5. Would you recommend this inservice to others? (Yes/No) | | | | | |

If yes, any specifics (High School, Elementary, or particular are of interest)?

Appendix B -IPDP Form

Unified School District 209, Moscow, Kansas

INDIVIDUAL DEVELOPMENT PLAN

Name _____ Teaching Assignment _____

Date _____ Degree Earned _____ License Expiration Date _____

Professional Goals (1 or 2 depending on years of service):

Activities & resources to meet goals:

Supervisor _____ Date _____ PDC Chair _____ Date _____

If you have a Master's Degree or other advanced degree you may recertify by obtaining 120 inservice points. If your highest degree is a Bachelor's Degree, at least 80 (4 credit hours) of your 160 points for recertification must be college credit.

Appendix C -Google form for voting for new members

To be added

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 c

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 12/9/2025

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
D0202	Turner-Kansas City	Beverly	Burns	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0202	Turner-Kansas City	Kaytlyn	Green	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0202	Turner-Kansas City	Faith	Hamel	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0202	Turner-Kansas City	Marissa	Summey	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0202	Turner-Kansas City	Laura	Smith	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION UNIFIED (K-6)
D0230	Spring Hill	Brooke	Davis	High Incidence Special Education	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0234	Fort Scott	Lewis	Dunkeson	High Incidence Special Education	Approved	PHYSICAL EDUCATION (PRK-12)
D0234	Fort Scott	Rachelle	Thomas	High Incidence Special Education	Approved**	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0234	Fort Scott	Danielle	Norris	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
D0253	Emporia	Reagan	Hill	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	Kaitlin	Ferman	Math	Approved*	MATHEMATICS (5-8)
D0253	Emporia	Tiffany	Hall	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	Tiffany	Lazar	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	Madison	Gartner	Early Childhood Special Education	Approved*	ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0253	Emporia	Jessica	Dold	Library Media Specialist	Approved*	EARLY CHILDHOOD UNIFIED (B-K)
D0253	Emporia	Laural	Marshall	High Incidence Special Education	Approved**	ELEMENTARY (K-9)
D0253	Emporia	Tommy	McClure	High Incidence Special Education	Approved**	HEALTH (PRK-12); PHYSICAL EDUCATION (PRK-12)
D0253	Emporia	Amy	Nielsen	High Incidence Special Education	Approved	ADAPTIVE SPECIAL EDUCATION (K-6); EARLY CHILDHOOD EDUCATION (EC-EC); ELEMENTARY (K-9); ENGLISH AS A SECOND LANGUAGE (K-9)
D0253	Emporia	Julia	Green	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Hannah	Whitcomb-Skidmore	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Hayley	Dannenberg	English as a Second Language	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Erika	Hernandez	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Stephen	Duarte	High Incidence Special Education	Approved**	SPEECH/THEATRE (6-12)

D0259	Wichita	Tara	Moore	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Sarah	Tariq	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (5-8); ENGLISH LANGUAGE ARTS (6-12)
D0259	Wichita	Christian	Wisner	English as a Second Language	Approved	MUSIC (PRK-12)
D0259	Wichita	Charree	Rodriguez	English as a Second Language	Approved	FAMILY AND CONSUMER SCIENCE (6-12)
D0259	Wichita	Alyssa	Hollinger	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Craig	Barkus	English as a Second Language	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0259	Wichita	Abbie	Anderson	Library Media Specialist	Approved**	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0259	Wichita	Breanna	Cox	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Elizabeth	Haskins	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Katherine	Ambuehl	Gifted	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0259	Wichita	Brian	Welter	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (6-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0259	Wichita	Ashley	Cowley Dean	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Brandon	Vandeventer	English as a Second Language	Approved	PHYSICAL EDUCATION (PRK-12)
D0259	Wichita	Vincent	Rumback	English as a Second Language	Approved	CHEMISTRY (6-12); SCIENCE (5-8)
D0259	Wichita	Jeriah	Forbes	High Incidence Special Education	Approved	SPEECH/THEATRE (6-12)
D0259	Wichita	Kacie	Galaviz	English as a Second Language	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Alexis	Bean	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (6-12)
D0259	Wichita	Brianna	Plunkett	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0259	Wichita	Krysten	Humphrey	English as a Second Language	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Rebecca	Maholland	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6); ENGLISH LANGUAGE ARTS (6-12); SPEECH/THEATRE (6-12)
D0259	Wichita	Laura	Kerschen	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Annette	Paronto	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Julie	DeWitt	English as a Second Language	Approved*	ELEMENTARY (K-9)
D0259	Wichita	Katey	Johnson	Library Media Specialist	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0259	Wichita	Alana	Mulryan	Low Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Sydney	Sorensen	English as a Second Language	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0259	Wichita	Guadalupe	Andrade	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Renata	Bosgraaf	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Diana	Jones	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0260	Derby	Lauren	Russell	Low Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0260	Derby	Maegan	Fossi	Low Incidence Special Education	Approved**	ELEMENTARY EDUCATION (PRK-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0266	Maize	Stephanie	Smith	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Mallory	Berry	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Sky	Chapman	High Incidence Special Education - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0266	Maize	Tiffany	Broberg	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Kristina	Dalton	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0330	Mission Valley	Marci	Gudenkauf	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0373	Newton	Shantell	Pulkrabek	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0373	Newton	Rachel	Perales	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0373	Newton	Lawrence	Boettcher	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0373	Newton	Jesse	Mcmichael	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0373	Newton	Bethany	Barnaby-Tyler	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0373	Newton	Emily	DeMartino	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0373	Newton	Jennifer	Forbes	Low Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0373	Newton	Katelyn	Zinn Stahly	High Incidence Special Education	Approved	ENGLISH LANGUAGE ARTS (6-12)
D0373	Newton	Kelsey	Gentilella	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0373	Newton	Laura	Baker	High Incidence Special Education	Approved	ELEMENTARY (K-9); SCIENCE (5-8)
D0373	Newton	Kylie	Baeza	Low Incidence Special Education	Approved*	MUSIC (PRK-12)
D0373	Newton	Loren	Lane Jr	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0383	Manhattan-Ogden	Keath	Meyer	High Incidence Special Education	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0437	Auburn-Washburn	Michelle	Dollahon	High Incidence Special Education	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0437	Auburn-Washburn	Dawna	Dennis	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0437	Auburn-Washburn	Casey	Jones Kuribayashi	High Incidence Special Education	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0437	Auburn-Washburn	Ashlyn	Bolok	Low Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0437	Auburn-Washburn	Elijah	Keith	High Incidence Special Education	Approved	PHYSICAL EDUCATION (PRK-12)
D0437	Auburn-Washburn	Jennifer	Hayden	Gifted	Approved*	ADAPTIVE SPECIAL EDUCATION (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0457	Garden City	Ana	Carrillo	Library Media Specialist	Approved	ELEMENTARY EDUCATION (PRK-6)
D0457	Garden City	Andrea	Moreno	Library Media Specialist	Approved	ENGLISH LANGUAGE ARTS (6-12)
D0457	Garden City	Darci	Nelson	Low Incidence Special Education	Approved*	MUSIC (PRK-12)
D0457	Garden City	Veronica	Reyes	Library Media Specialist	Approved*	ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0457	Garden City	Megan	Suderman	Library Media Specialist	Approved	ELEMENTARY EDUCATION (K-6)
D0457	Garden City	Cheryl	Harris	Library Media Specialist	Approved	ELEMENTARY (K-9); ENGLISH AS A SECOND LANGUAGE (K-9); MATHEMATICS (5-8)
D0466	Scott County	Katherine	Bentley	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Esmeralda	Hernandez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Krista	McDaniel	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Anita	Rose	Science - Middle Level - extension on number of days under an esub.	Approved*	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Abby	McDaniel	English Language Arts - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Kristina	Roberts	General Science - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Jessie	Kremeier	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Justin	Faurot	Social Studies - Middle Level - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Shawn	Smith	Low Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Nicholas	Black	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0469	Lansing	Deirdre	Walstrum	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Julia	Thuston	High Incidence Special Education - extension on number of days under an esub.	Approved	(K-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Amanda	Smith	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Shari	Caddell	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Shauna	Whiting	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0500	Kansas City	Benjamin	Wright	High Incidence Special Education	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0500	Kansas City	Elizabeth	Sarver	High Incidence Special Education	Approved*	ART (PRK-12)
D0500	Kansas City	Tammy	Ulrich	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0501	Topeka Public Schools	Justin	Case	High Incidence Special Education	Approved**	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0501	Topeka Public Schools	Anna	Schuckman	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6)
D0501	Topeka Public Schools	Brooke	Norman	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0501	Topeka Public Schools	Michelle	Tincher	Gifted	Approved*	BUILDING LEADERSHIP (PRK-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); LEARNING DISABILITIES (7-12); SPANISH (7-12); SPEECH COMMUNICATION (7-12)
D0501	Topeka Public Schools	Katie	Jarvis	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0507	Satanta	Sandra	Rubio	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0507	Satanta	Morgan	Hoskinson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0507	Satanta	Hayley	Staats	Science - Middle Level - extension on number of days under an esub.	Approved	ACCOUNTING (8-12); COMPUTER APPLICATIONS (8-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0507	Satanta	Gavin	Tegeler	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0507	Satanta	Tiffany	Briggs	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0512	Shawnee Mission Pub Sch	Cynthia	Huffman	High Incidence Special Education	Approved*	EARLY CHILDHOOD EDUCATION (PRK-3); ELEMENTARY EDUCATION (K-6); VISUALLY IMPAIRED (PRK-12)
D0512	Shawnee Mission Pub Sch	Lori	Ludwig	High Incidence Special Education	Approved*	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12); SCHOOL COUNSELOR (PRK-12)
D0512	Shawnee Mission Pub Sch	Madison	Keith	High Incidence Special Education	Approved**	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0512	Shawnee Mission Pub Sch	Stephanie	Staley	High Incidence Special Education	Approved*	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12); SPEECH/THEATRE (6-12)
D0512	Shawnee Mission Pub Sch	Chase	Moore	High Incidence Special Education	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0512	Shawnee Mission Pub Sch	Christina	Rose	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0512	Shawnee Mission Pub Sch	Kristen	Sittig	Gifted	Approved	MATHEMATICS (5-8); MATHEMATICS (6-12)
D0512	Shawnee Mission Pub Sch	Ryan	Root	Gifted	Approved	ELEMENTARY EDUCATION (K-6)
D0512	Shawnee Mission Pub Sch	Matthew	Hill	High Incidence Special Education	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0603	ANW Special Education Cooperative	Nicki	Gossett	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Mindy	Watts	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0603	ANW Special Education Cooperative	Sean	Price	High Incidence Special Education	Approved	AMERICAN HISTORY (7-12); ANTHROPOLOGY (7-12); PHYSICAL EDUCATION (PRK-12); POLITICAL SCIENCE/GOVERNMENT (7-12); SOCIOLOGY (7-12); WORLD HISTORY (7-12)
D0603	ANW Special Education Cooperative	Jessi	Lacher	Low Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Emily	Smart	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12); FAMILY AND CONSUMER SCIENCE (6-12)
D0603	ANW Special Education Cooperative	Addie	Amos	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Kenisha	Brown	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Sidney	Harris	Gifted - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Alexander	Acuna-Rice	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Craig	Buchanan	Low Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0603	ANW Special Education Cooperative	Kaleigh	Donovan	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Emaleigh	Henderson	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Cynthia	Fehr	Gifted	Approved*	ELEMENTARY (K-9); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8)
D0603	ANW Special Education Cooperative	Kheley	Meigs	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Selina	Wallace	Low Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Stephanie	Bowen	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Tracy	Tidd	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	LeAnn	Church	High Incidence Special Education	Approved**	ELEMENTARY (K-9); GENERAL SCIENCE (5-9)
D0603	ANW Special Education Cooperative	Bailey	Schwegman	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0603	ANW Special Education Cooperative	Cynthia	Ballin	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Jennifer	Tillotson	High Incidence Special Education - extension on number of days under an esub.	Approved	(K-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Marissa	St John	High Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0605	South Central KS Spec Ed Coop	Kaitelyn	Welch	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0605	South Central KS Spec Ed Coop	Dakota	Oller	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Payton	Pfister	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Alisha	Ward	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Aakash	Ravichandran	Visual Impaired	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)

D0605	South Central KS Spec Ed Coop	Christine	Kirkpatrick	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Erika	Aggson	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0605	South Central KS Spec Ed Coop	Evelyn	Perez	High Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0605	South Central KS Spec Ed Coop	Brooke	Barrett	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0607	Tri County Special Education Coop	Kayla	Greif	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0620	Three Lakes Educational Cooperative	Troy	Hutton	High Incidence Special Education	Approved**	BOOKKEEPING (7-12); BUILDING ADMINISTRATOR (7-12); BUILDING LEADERSHIP (PRK-12); BUSINESS ECONOMICS (7-12); BUSINESS EDUCATION,COMP (5-9); BUSINESS LAW (7-12); COMPUTER STUDIES (7-12); DISTRICT LEADERSHIP (PRK-12); ENGLISH (5-9); OFFICE PRACTICE (7-12); SOCIAL STUDIES,COMP (5-9); TYPING (7-12)
D0620	Three Lakes Educational Cooperative	Darian	Summers	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0620	Three Lakes Educational Cooperative	Brandon	Ott	High Incidence Special Education	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8)
D0620	Three Lakes Educational Cooperative	Tristan	Lee	Early Childhood Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0620	Three Lakes Educational Cooperative	Christian	Orear	Early Childhood/Pre-School - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0620	Three Lakes Educational Cooperative	Tate	Petrie	High Incidence Special Education	Approved*	PHYSICAL EDUCATION (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Alyssa	Boser	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Tammy	Fleck	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Taylor	Creamer	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0700	Beloit Special Education Cooperative	Carli	Denning	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0710	Chautauqua & Elk Co Sp. Ed. Services	Frances	McCoy	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0710	Chautauqua & Elk Co Sp. Ed. Services	Jodi	Steward	Early Childhood Special Education - extension on number of days under an esub.	Approved	ELEMENTARY (K-9); SOCIAL STUDIES,COMP (5-9)
D0710	Chautauqua & Elk Co Sp. Ed. Services	Brianna	Ewing	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK- 6)
D0710	Chautauqua & Elk Co Sp. Ed. Services	Karrie	Alexander	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B- GRD3)
D0715	McPherson County Sp. Ed. Coop.	April	Nelson	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3)
D0724	Special Services Cooperative of Wamego	Reade	Wohler	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0724	Special Services Cooperative of Wamego	Seth	Holliday	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK- 6)
D0724	Special Services Cooperative of Wamego	Will	Boone	High Incidence Special Education	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0724	Special Services Cooperative of Wamego	Maryl	Gottschalk	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0724	Special Services Cooperative of Wamego	Emma	Morris	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK- 6); PHYSICAL EDUCATION (PRK- 12)
D0724	Special Services Cooperative of Wamego	Jessica	Slama	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0724	Special Services Cooperative of Wamego	Brooke	Warlop	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0724	Special Services Cooperative of Wamego	David	Hill	High Incidence Special Education	Approved*	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); PHYSICAL EDUCATION (PRK-12)
D0724	Special Services Cooperative of Wamego	DaNae	Yarnell	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK- 6)
D0725	Cowley County Special Services Cooperative	Caitlyn	Hood	Gifted	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH- INCIDENCE SPECIAL EDUCATION (K-6)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 d

Staff Initiating:

Director:

Commissioner:

Meeting Date:

12/9/2025

Sherry Root

Randy Watson

Item Title:

Act on request from USD 233, Olathe, 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 233, Olathe, Johnson County, to receive capital improvement (bond and interest) state aid as authorized by law

Explanation of Situation Requiring Action:

See attached documents.

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

Unified School District 233 Olathe	County: Johnson
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1. Current equalized assessed tangible valuation *	<u>\$4,168,765,660</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$583,627,192</u>	
4. State Aid Percentage	<u>0%</u>	25-26 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$610,500,000</u>	<u>14.6%</u>
6. Amount of bond indebtedness requested	<u>\$389,000,000</u>	<u>9.3%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$999,500,000</u>	<u>24.0%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$583,627,192</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$415,872,808</u>	<u>10.0%</u>

Forms Requested

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

November 14, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 233 Olathe.**

- | | |
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| Yes | 1. The vote to submit the bond application by the local board of education was unanimous. |
| No | 2. The district is experiencing growth in enrollment. |
| No | 3. The community was involved in the process of the building proposal. |
| Yes | 4. All required forms were properly filed with us, along with an appropriate notice for the election. |
| Yes | 5. The district outlined the needs for the building project by responding to all questions required by the district. |
| No | 6. An outside architect was utilized in determining school district needs. |
| No | 7. The age of the existing building(s) appears to justify a bond election. |
| Yes | 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs. |
| Yes | 9. Several buildings are being consolidated under this proposal. |
| Yes | 10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities |

Date of Application 10-Nov-25	Election Date 3-Mar-26	Last Election 1-Mar-2022	Last Successful Election 1-Mar-2022
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Amount of Bond \$ 389,000,000	Length of Bond 20	Mill Rate 14.372	
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Mail In Ballot Yes	Interest Rate 5.50%
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Project Details:

To purchase and improve sites and acquire, construct, equip, furnish, repair, remodel and make additions to buildings used for school district purposes, including acquisition of new and upgraded computer and communications technology, and all necessary improvements related to the project.	*Build two new elementaries *Rebuild one-end-of-life elementary *Land purchases *Renovations to existing schools and aging facilities *Deferred maintenance: HVAC, roofs, paving, etc *Safety & security upgrades: Weapon detection at large events, radio replacement, security film on windows *Tech upgrades: Device and infrastructure replacement cycles, audio enhancement projects	*Classroom furniture replacement *Upgrade play and athletic/ activity spaces, fencing, additional playground equipment *Replace band, orchestra instruments, kilns, choral risers *Weight room expansions (MS/HS) *Update locker rooms (MS) *Additional multipurpose rooms and additional outdoor fields to expand girls sports and fine arts opportunities *8 lane track at Oregon Trail MS
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Additional Project Details

Question 16 - Yes, several projects would be used primarily for extracurricular activities . Capital improvement state aid will be prorated (if eligible) at ____%. <i>USD is currently eligible to receive 0% CI state aid.</i>	PRO-RATE CI State Aid	The district plans to create additional multipurpose rooms and outdoor fields to accommodate expanding participation in athletics and activities, particularly girls' sports, and fine arts opportunities. This would also support the expansion of the Oregon Trail Middle School track to eight lanes to align it with the standard of all other middle school tracks. Currently, the district has allocated \$50 million for all of these projects.
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KSA 72-5461	In determining whether to approve an application, the state board shall prioritize applications in accordance with the priorities set forth as follows in order of highest priority to lowest priority:
	Safety of the current facility and disability access to such facility as demonstrated by a state fire marshal report, an inspection under the Americans with disabilities act, 42 U.S.C. § 12101 et seq., or other similar evaluation
	Enrollment growth and imminent overcrowding as demonstrated by successive increases in enrollment of the school district in the immediately preceding three school years;
	Impact on the delivery of educational services as demonstrated by restrictive inflexible design or limitations on installation of technology
	Energy usage and other operational inefficiencies as demonstrated by a district-wide energy usage analysis, district-wide architectural analysis or other similar evaluation

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 e.

Staff Initiating:

Sherry Root

Director:

Commissioner:

Randy Watson

Meeting Date: 12/9/2025

Item Title:

Act on request from USD 233, Olathe, Johnson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 233, Olathe, 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:

See attached documents.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:

Frank Harwood

Deputy Commissioner:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 12/9/2025

Item Title:

Act on request from USD 233, Olathe, Johnson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 233, Olathe, 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 233, Olathe, 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 233 plans to use the bond proceeds (not to exceed **\$389,000,000**) to pay the costs to purchase and improve sites and acquire, construct, equip, furnish, repair, remodel and make additions to buildings used for school district purposes, including acquisition of new and upgraded computer and communications technology, and all necessary improvements related thereto in the District, and to pay related fees and expenses. (Construct 2 new elem buildings)

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 unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was not 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 not utilized in determining the school district needs.
7. The age of the existing building(s) does not appear 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 does 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 233 Olathe	County: Johnson
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1. Current equalized assessed tangible valuation *	\$4,168,765,660	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$583,627,192	
4. State Aid Percentage	0%	25-26 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$610,550,000	14.6%
6. Amount of bond indebtedness requested	\$389,000,000	9.3%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$999,550,000	24.0%
8. Estimated amount of bond indebtedness authorized without approval	\$583,627,192	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$415,922,808	10.0%

Forms Requested

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

November 14, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

Re: **Application for USD 107 to allow local vote to exceed debt limit**

- | | |
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| Yes | 1. The vote to submit the bond application by the local board of education was unanimous. |
| No | 2. The district is experiencing growth in enrollment. |
| No | 3. The community was involved in the process of the building proposal. |
| Yes | 4. All required forms were properly filed with us, along with an appropriate notice for the election. |
| Yes | 5. The district outlined the needs for the building project by responding to all questions required by the district. |
| No | 6. An outside architect was utilized in determining school district needs. |
| No | 7. The age of the existing building(s) appears to justify a bond election. |
| Yes | 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs. |
| Yes | 9. Several buildings are being consolidated under this proposal. |
| Yes | 10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities |

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 f.

Staff Initiating:

Director:

Commissioner:

Meeting Date:

12/9/2025

Sherry Root

Randy Watson

Item Title:

Act on request from USD 373 Newton, Harvey 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 373 Newton, Harvey County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

see attached documents

To: **State Board Members**

Re: **Application for capital improvement state aid for 373 Newton.**

Yes, 1
missing

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

No

2. The district is experiencing growth in enrollment.

Yes

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

Yes

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

Yes

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

Yes

6. An outside architect was utilized in determining school district needs.

Yes

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

Yes

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

Yes

9. Several buildings are being consolidated under this proposal.

No

10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities

Date of Application 14-Nov-25	Election Date 3-Mar-26	Last Election 8-Nov-2022	Last Successful Election 8-Nov-2022
Amount of Bond \$ 50,000,000	Length of Bond 20	Mill Rate 12.900	Mill Rate w/o state aid 12.930

Mail In Ballot No	Interest Rate 4.75%
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Project Details:

- | | |
|---|---|
| <p>a) renovate/modernize 70's era science labs and Culinary Art labs at high school, interior classroom arrangements to include modernizing and renovating areas where temp walls remain, as well as the locker rooms at the middle school</p> <p>b) make needed HVAC system, roof, and interior/exterior improvements and renovation to buildings throughout the district, including but not limited to the High School, Chisholm Middle, Santa Fe 5/6 Center, Cooper Early Education Center, and all Elementaries, and the Administrative Center</p> <p>c) acquire and install security, communications, and technology upgrades throughout the district, including but not limited to intruder locks, controlled automatic door operators, and emergency communications systems, for enhanced safety and building access control</p> | <p>d) construct, equip, furnish, and make site improvements for storm shelter additions at each of the High School, Middle School, and Cooper Early Education Center for the safety of all students and staff to also serve as classrooms, labs, and/or support spaces</p> <p>e) renovate/upgrade existing storm shelters at the Northridge Elementary, South Breeze Elementary, Sunset Elementary, and Slate Creek Elementary buildings for the safety of all students and staff</p> <p>f) make accessibility upgrades throughout the district in accordance with the ADA</p> <p>g) update/upgrade playground equipment at all elementary and early education sites</p> <p>h) make all other necessary improvements, including site, utility, furnishing, and equipment improvements appurtenant thereto the project</p> |
|---|---|

Additional Project Details

Question 16 - extracurricular activities - answered Yes	Not new construction, rather remodeling existing pool area at Newton High. Although this facility is used by the competitive swim team, our regular PE classes use this facility on a regular basis as part of their secondary courses. In addition, our adaptive PE classes use the pool area on a regular basis. Cost of renovation is approx \$2.9 million.
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KSA 72-5461	In determining whether to approve an application, the state board shall prioritize applications in accordance with the priorities set forth as follows in order of highest priority to lowest priority:
	Safety of the current facility and disability access to such facility as demonstrated by a state fire marshal report, an inspection under the Americans with disabilities act, 42 U.S.C. § 12101 et seq., or other similar evaluation
	Enrollment growth and imminent overcrowding as demonstrated by successive increases in enrollment of the school district in the immediately preceding three school years;
	Impact on the delivery of educational services as demonstrated by restrictive inflexible design or limitations on installation of technology
	Energy usage and other operational inefficiencies as demonstrated by a district-wide energy usage analysis, district-wide architectural analysis or other similar evaluation

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

Unified School District 373 Newton	County: Harvey
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1. Current equalized assessed tangible valuation *	<u>\$258,850,774</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$36,239,108</u>	
4. State Aid Percentage	<u>7%</u>	25-26 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$8,045,000</u>	<u>3.1%</u>
6. Amount of bond indebtedness requested	<u>\$50,000,000</u>	<u>19.3%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$58,045,000</u>	<u>22.4%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$36,239,108</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$21,805,892</u>	<u>8.4%</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 14, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 g

Staff Initiating:

Sherry Root

Director:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date:

12/9/2025

Item Title:

Act on request from USD 373 Newton, Harvey County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 373 Newton, Harvey 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 373 Newton, Harvey 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 233 plans to use the bond proceeds (not to exceed \$50,000,000) (a) renovate/modernize the 1970s-era science labs and Culinary Arts Dept at Newton High, interior classroom arrangements to include modernizing and renovating areas where temporary walls remain from the 1970's-era construction, and the 1950s-era locker rooms at Chisholm Middle School; (b) HVAC system, roof, and interior/exterior improvements and renovations to district buildings; (c) acquire and install security, communications, and technology upgrades, including intruder locks, controlled automatic door operators, and emergency communication systems (d) construct, equip, furnish, and make site improvements for storm shelter additions at High School, Middle School, and Cooper Early Education Center, to also serve as classrooms, laboratories and/or support spaces; (e) renovate/upgrade existing storm shelters at four elementaries: Northridge, South Breeze, Sunset, and Slate Creek; (f) ADA upgrades throughout district; (g) update/upgrade playground equipment at all elementary and early education sites; (h) make all other necessary improvements, including site, utility, furnishing, and equipment improvements appurtenant 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 unanimous (1 missing).
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 architect was utilized in determining the school district needs.
7. The age of the existing building(s) does appear 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 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 373 Newton	County: Harvey
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1. Current equalized assessed tangible valuation *	\$258,850,774	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$36,239,108	
4. State Aid Percentage	7%	25-26 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$8,045,000	3.1%
6. Amount of bond indebtedness requested	\$50,000,000	19.3%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$58,045,000	22.4%
8. Estimated amount of bond indebtedness authorized without approval	\$36,239,108	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$21,805,892	8.4%

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 19, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

Re:

Application to allow local vote to exceed debt limit for for 373 Newton

Yes, 1
missing

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

No

2. The district is experiencing growth in enrollment.

Yes

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

Yes

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

Yes

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

Yes

6. An outside architect was utilized in determining school district needs.

Yes

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

Yes

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

Yes

9. Several buildings are being consolidated under this proposal.

No

10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities

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

Unified School District 373 Newton	County: Harvey
---	-----------------------

1. Current equalized assessed tangible valuation *	<u>\$258,850,774</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$36,239,108</u>	
4. State Aid Percentage	<u>7%</u>	25-26 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$8,045,000</u>	<u>3.1%</u>
6. Amount of bond indebtedness requested	<u>\$50,000,000</u>	<u>19.3%</u>
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8. Estimated amount of bond indebtedness authorized without approval	<u>\$36,239,108</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$21,805,892</u>	<u>8.4%</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 14, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 h.

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date:

12/9/2025

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with the Bruman Group, PLLC to support the administration of Perkins V through trainings (in-person or virtual) and review policies and procedures in the amount not to exceed \$60,000 for the period July 1, 2026 to June 30, 2029.

Explanation of Situation Requiring Action:

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

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

Source of Funds for Payment: W01141 Career and Technical Education - Perkins CTE State Leadership

[20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION](#)

§2344. State leadership activities

(a) General authority

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

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

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

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

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and

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

(b) Permissible uses of funds

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

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

(2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)(B) of this title;

(3) establishing statewide articulation agreements aligned to approved programs of study;

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student's family; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study;

(5) for teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction, support services, and specialized instructional support services, high-quality comprehensive professional development that is, to the extent practicable, grounded in evidence-based research (to the extent a State determines that such evidence is reasonably available) that identifies the most effective educator professional development process and is coordinated and aligned with other professional development activities carried out by the State (including under title II of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6601 et seq.] and title II of the Higher Education Act of 1965 [20 U.S.C. 1021 et seq.]), including programming that—

(A) promotes the integration of the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)] and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers;

(B) prepares career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations, including through the use of principles of universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; and

(C) increases the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction to stay current with industry standards and earn an industry-recognized credential or license, as appropriate, including by assisting those with relevant industry experience in obtaining State teacher licensure or credential requirements;

(6) supporting eligible recipients in eliminating inequities in student access to—

(A) high-quality programs of study that provide skill development; and

(B) effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;

(7) awarding incentive grants to eligible recipients—

(A) for exemplary performance in carrying out programs under this chapter, which awards shall be based on—

(i) eligible recipients exceeding the local level of performance on a core indicator of performance established under section 2323(b)(4)(A) of this title in a manner that reflects sustained or significant improvement;

(ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;

(iii) the integration of academic and technical standards;

(iv) eligible recipients' progress in closing achievement gaps among subpopulations who participate in programs of study; or

(v) other factors relating to the performance of eligible recipients under this chapter as the eligible agency determines are appropriate; or

(B) if an eligible recipient elects to use funds as permitted under section 2355(c) of this title;

(8) providing support for—

(A) the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or

(B) consultation and coordination with other State agencies for the identification and examination of licenses or certifications that—

(i) pose an unwarranted barrier to entry into the workforce for career and technical education students; and

(ii) do not protect the health, safety, or welfare of consumers;

(9) the creation, implementation, and support of pay for success initiatives leading to a recognized postsecondary credential;

(10) support for career and technical education programs for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting;

(11) the creation, evaluation, and support of competency-based curricula;

(12) support for the development, implementation, and expansion of programs of study or career pathways in areas declared to be in a state of emergency under section 5191 of title 42;

(13) partnering with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(14) improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

- (15) support for the integration of employability skills into career and technical education programs and programs of study;
- (16) support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), support for the integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and students who are members of special populations;
- (17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;
- (18) support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and programs of study;
- (19) integrating and aligning programs of study and career pathways;
- (20) supporting the use of career and technical education programs and programs of study aligned with State, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the State workforce development board described in section 3111 of title 29 or local workforce development boards;
- (21) making all forms of instructional content widely available, which may include use of open educational resources;
- (22) developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;
- (23) support for accelerated learning programs, as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 7114(b)(3)(A)(i)(IV)], in the case of any such program that is part of a career and technical education program of study;
- (24) support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents through career and technical education programs and programs of study that address needs described in the comprehensive needs assessment under section 2354(c) of this title; and
- (25) other State leadership activities that improve career and technical education.

Information on Negotiated Agreement

Kansas National Education Association KNEA and Kansas School for the Deaf KSD are in negotiations to agree on teacher contracts, etc.

When that negotiation is finished, which should be prior to the Board meeting, the Board will receive that information directly and as soon as possible.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3. J

Staff Initiating:

Jessica Dorsey

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date:

12/9/2025

Item Title:

Act on recommendation for supplemental 2025-2026 AmeriCorps funding for USD 260 - Derby Public Schools

Recommended Motion:

It is moved that the Kansas State Board of Education approve supplemental 2025-2026 AmeriCorps funding for USD 260 - Derby Public Schools as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

On September 9, 2025, the State Board of Education approved the 2025-2026 AmeriCorps Kansas Grant awards. At that time, USD 260 - Derby Public Schools received \$166,776.

USD 260 - Derby Public Schools has an opportunity to expand their existing AmeriCorps program model, which provides academic tutoring and supports kindergarten readiness, to also address chronic absenteeism. Currently, 20 percent of Derby students are chronically absent. The current ratio of one social worker to 450 students in the district is far above the rate of 1:250 suggested by the School Social Work Association of America, so existing staff cannot take on the added task of improving attendance.

The Kansas Volunteer Commission would like to award supplemental funding in the amount of \$75,600 to USD 260 - Derby Public Schools. This would enable USD 260 to add 11 AmeriCorps members, who are also social work interns, to provide support to students flagged as having early warnings of high absenteeism.

The Kansas Volunteer Commission submits the following supplemental funding recommendation for the 2025-2026 AmeriCorps Kansas grant year, with grant funding amounts not to exceed:

Kansas AmeriCorps Program

Funding Amount

USD 260 Derby (amount approved in Sept 2025)

\$166,776

Supplemental funding

\$75,600

Total Funding

\$242,376

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:

Sherry Root

Director:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 12/9/2025

Item Title:

Act on 2026 Legislative Priorities - Frank Harwood, Gabrielle Hull (Facilitators)

Recommended Motion:

Suggested motions will be supplied.

Explanation of Situation Requiring Action:

Gabrielle Hull moderated a discussion with the Board on the 2026 Legislative Priorities document which was received in November. The Legislative Liaisons for the Board will rely upon the full support (unanimous vote) and/or consensus (majority) of the Board for the positions they take on legislative issues. A vote will be taken on each item listed.

The motions are listed below, without the standard form of having one member make a motion to support and then having a second. These votes are for the purpose of guiding the Board Legislative Liaisons as they work with the Kansas State Legislature over the coming 2026 Legislative session.

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

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

(SEE ATTACHMENT FOR THE LEGISLATIVE POSITIONS TO BE VOTED ON)



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Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Connie O'Brien
District 4

Cathy Hopkins
District 5

Dr. Beryl A. New
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Debby Potter
District 10

2026 Legislative Positions of the Kansas State Board of Education

For Consideration on December 9th, 2025

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

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

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

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

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

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

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

- Only using public education funds for public schools.
- Following state statute and moving towards funding 92% of the excess cost of special education.

- Opportunities to expand and fund early childhood and kindergarten readiness.
- Funding transportation for all students in all unsafe situations, regardless of mileage.
- Continued funding for the teacher apprenticeship program.
- Increased state support on bond and interest.
- Financial support for school districts to enhance and improve their cybersecurity efforts.
- Funding to provide equitable compensation for State Board Members in line with recent changes in Legislative compensation.
- Adequate funding for the Kansas Department of Education and the Kansas State Board of Education to allow for the implementation of their constitutional and statutory duties.

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

- The constitutional authority given to the State Board of Education, the Kansas Legislature, and the Governor; including the State Board's authority to accredit school systems through the continued implementation of the Kansas Education System of Accreditation
- The governance responsibilities assigned to the Kansas State High School Activities Association.
- The authority of local boards of education.
- Collaboration with the Legislature to eliminate, align, and design regulations and statutes in preK-12 to enhance the school improvement process, allowing school systems to focus on student success.

The Kansas State Board of Education is prepared to continue to collaborate on the important work of the Education Funding Taskforce in preparation for the sunset of the school funding formula in 2027. Working together, Kansas Can lead the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:

Deborah Bremer

Director:

Brian Dempsey

Commissioner:

Randy Watson

Meeting Date:

12/9/2025

Item Title:

Receive Medical Applied Behavioral Analysis ABA Therapy in school settings guidance

Scott Gordon and Brian Dempsey

Special Guest: Linda Heitzman-Powell, KS Center for Autism Research and Training at Kansas University

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Guidance on Applied Behavioral Analysis, as presented.

Explanation of Situation Requiring Action:

More details to come

Special guest Linda Heitzman-Powell, Kansas Center for Autism Research and Training at Kansas University, will give a succinct explanation of ABA (Medical Applied Behavioral Analysis)

Scott Gordon and Brian Dempsey will present the Board with guidance on this topic. The Board will be asked to approve this document:

To:

District Superintendents

District Special Education Directors

From: Dr. Randy Watson, Kansas Commissioner of Education

Date: November 24, 2025

Re: Case-by-Case Consideration of Applied Behavior Analysis (ABA) Therapy Access in Schools

Many Kansas families recount facing challenges accessing ABA therapy within schools. This challenge highlights the need for strong parent and educator partnerships. By working together, we can ensure that every student receives the opportunity to thrive and reach their full potential.

This memorandum seeks to provide districts clarity on the standard for reviewing requests for the provision of medically necessary ABA therapy for students with autism spectrum disorder (ASD) within school settings as prescribed by the student's qualified healthcare provider. As you are aware, the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act place a legal requirement on public schools to accommodate the special needs of students with disabilities, which includes those diagnosed with ASD.

Accommodation requests under the ADA or Section 504 must be reviewed individually and on a

case-by-case basis. This includes requests for students with ASD to access medically necessary behavioral health treatment in school as prescribed by a qualified healthcare provider. A categorical denial of such a request for accommodation may put a district at risk of allegations of failing to comply with the ADA and Section 504 mandates.

ABA therapy is a recognized behavioral health treatment for students diagnosed with ASD, and for some students, receiving such treatment in the school environment may be necessary for the student's therapeutic plan. In Kansas, funding for these healthcare services in all medically necessary settings, including school, may be available through commercial insurance and Medicaid. Any denial of a request for an accommodation to allow for the delivery of ABA services in the school setting without a comprehensive, individualized review of the request may violate your obligations under federal law.

To uphold our commitment to an accessible educational environment, KSDE recommends the following actions:

1. **Review Current Policies:** Ensure that any existing district policies align with the requirement to review ABA therapy requests on a case-by-case basis.
2. **Engage in the Interactive Process:** Work collaboratively with students, parents, guardians, and healthcare providers to determine appropriate accommodations requested under Section 504 or ADA. Consistent with the procedural and other requirements of the regulation implementing Section 504, at 34 C.F.R. §§ 104.34, 104.35, and 104.36:
 - a. For each student identified as eligible to receive special education and/or related services, the local educational agency (LEA) will assess whether available information indicates that the student's educational program meets the student's individual educational needs. If appropriate, the LEA will convene a group of persons knowledgeable about the student, making all reasonable efforts to include the parent/guardian, to determine if the student requires a change in placement or additional or different related services, including LEA-provided therapy services, to ensure the provision of a free appropriate public education (FAPE).
 - b. For each student not previously or currently identified as eligible to receive special education and/or related services, the LEA will assess whether available information indicates that the student may need special education and/or related services, including LEA-provided therapy services, due to a disability. If appropriate, the LEA will convene a group of persons knowledgeable about the student, making all reasonable efforts to include the parent/guardian, to evaluate the Student to determine eligibility and, if relevant, appropriate placement and related services for the student.
3. **Document Decisions:** Keep detailed records of the evaluation process for each request to ensure that decisions are made based on the student's individual needs and are well-documented.

In such circumstances, the school should continue working through the interactive process with the student's parents or guardians to determine if other accommodations or modifications are necessary for the student to safely and meaningfully access the school's programs, services, and

activities to the same extent as non-disabled students.

For further guidance or assistance, please contact:

Brian Dempsey

Assistant Director

Special Education and Title Services

brian.dempsey@ksde.gov

(785) 296-5522

State of Kansas Memorandum

To: District Superintendents
District Special Education Directors

From: Dr. Randy Watson, Kansas Commissioner of Education

Date: November 24, 2025

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Access in Schools

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Nov. 24, 2025

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For further guidance or assistance, please contact:

Brian Dempsey
Assistant Director
Special Education and Title Services

brian.dempsey@ksde.gov

(785) 296-5522

Agenda Number: 9

Meeting Date: 12/9/2025



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

Item Title: Approve and sign a resolution supporting the placement of Tactile Braille Flags in all Kansas Schools

From: Deborah Bremer for Dennis Hershberger, Board Member, District 7

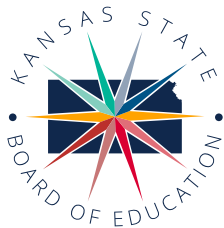
Board Member Dennis Hershberger has requested that the Kansas State Board of Education join in supporting the placement of Tactile flags in all Kansas Schools.

Mr. Randolph Cabral is the creator of the flag, and together with the American Legion and the Daughters of the American Revolution Representatives, will be present to explain this program. The Flags will be made available to schools, free of charge.

Superintendent Jon Harding will also be in attendance and is very much in support of the flags. The Kansas State School for the Blind has one in their building.

The resolution is attached. The Board members would be asked to sign it and there will be photos taken of the entire group.

Kansas leads the world in the success of each student.



Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Connie O'Brien
District 4

Cathy Hopkins
District 5

Dr. Beryl Ann New
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Debby Potter
District 10

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

KANSAS STATE BOARD OF EDUCATION

December 9, 2025

The Kansas State Board of Education submits the following resolution:

Resolution

Supporting the Placement of the Polymer Tactile Braille American Flag in
All Kansas K–12 Public Schools

WHEREAS, Kansas is home to approximately 1,500 blind, low-vision, and deaf-blind students (ages 0–21), and nearly 70,000 blind or visually impaired residents, all of whom deserve equitable access to our nation’s flag and patriotic experiences; and

WHEREAS, the Kansas State Board of Education affirms that students with disabilities must have equal access to information, programs, and patriotic learning opportunities; and

WHEREAS, tactile representations of national symbols strengthen inclusivity and allow blind and deaf-blind students to participate fully in reciting the Pledge of Allegiance and in other patriotic classroom activities; and

WHEREAS, the Tactile Braille American Flag®, recognized by the 110th U.S. Congress in 2008 as an official tribute to blind veterans and other blind Americans, provides a fully accessible representation of the American flag through tactile stars, stripes, and the Pledge of Allegiance in both Braille and raised print; and the full-color polymer versions are manufactured in Kansas, supporting local craftsmanship and statewide educational accessibility; and

WHEREAS, under the Kansas Special Education Act to provide accessible learning environments, the Kansas State Board of Education supports Governor Laura Kelly’s commitment to placing a full-color polymer Tactile Braille American Flag in every Kansas public school, as part of the Kansas Braille Transcription Institute’s Raising the Flag® initiative; and

WHEREAS, this initiative also supports Kansas’ contribution to national efforts to promote civic and patriotic education ahead of the 250th Anniversary of the United States of America;

NOW, THEREFORE, BE IT RESOLVED, that the Kansas State Board of Education supports and endorses the placement of a polymer Tactile Braille American Flag in all Kansas K–12 public schools; and

BE IT FURTHER RESOLVED, that the Board encourages school districts to use the tactile braille flag as an instructional tool that promotes inclusion, empathy, accessibility, civic understanding, and inclusive patriotism among all students.

Danny Zeck, Vice Chair District 1	Melanie Haas District 2
Michelle Dombrosky District 3	Connie O'Brien District 4
Cathy Hopkins, Chair, Legislative Liaison District 5	Dr. Beryl Ann New District 6
Dennis Hershberger District 7	Betty Arnold District 8
Jim Porter District 9	Debby Potter District 10

Kansas leads the world in the success of each student.

Agenda Number: 10 a/b.

Meeting Date: 12/9/2025



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

Item Title: Receive draft standards for higher education Visually Impaired and Technology and Engineering preparation programs

From: Catherine Chmidling

Educator preparation program standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Educator preparation providers (EPPs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are revising preparation program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are sent to appropriate Specialty Professional Associations (SPAs) when relevant and available, for alignment review, and are posted to receive public comments via the KSDE website. Each standards work group reviews any input from the SPAs and public comment and a final draft is formulated. Following review and final approval by the Professional Standards Board, the standards are sent for State Board of Education consideration. Once approved, the preparation providers are able to develop new programs around the standards and to revise their current programs to align to the updated standards.

Below are the revised standards for Technology and Engineering Education 6-12, and Visually Impaired Education B-3, PreK-12, and crosswalks showing changes from the 2015 Technology and Engineering Education and 2001 Visually Impaired Education preparation standards, respectively. Staff and representatives from the standards revision committees will explain the process, present the standards and answer questions. These revisions are planned to be submitted to the January 2026 State Board agenda as an Action item.

Kansas leads the world in the success of each student.

Receive item: Educator preparation provider standards for Technology and Engineering Education, and Visually Impaired Education

Item Title:

Receive educator preparation provider standards for **Technology and Engineering Education 6-12, and Visually Impaired Education B-3, PreK-12**

Board Goals:

Provide an effective educator in every classroom

Explanation:

Educator preparation program standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Educator preparation providers (EPPs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

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DRAFT

Kansas Licensure Standards for Technology & Engineering Education Preparation Programs Grades 6-12

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of the Nature and Characteristics of Technology and Engineering.

Function 1: The teacher demonstrates an understanding of the nature and characteristics of Technology and Engineering.

Content Knowledge (CK)

1.1.1 CK The teacher understands technology and engineering education, technological and engineering literacy, and the characteristics and scope of technology—its role in human adaptation to the natural world, its development, direction, commercialization, and rate of growth.

1.1.2 CK The teacher understands the relationships among technologies and the influences and connections with other disciplines (e.g., STEM) –integration, interactions, interrelationships, technological development, technology transfer, invention and innovation, knowledge protection and patents, and advancements.

1.1.3 CK The teacher understands the concepts presented within the universal systems model and how it is utilized within each technological area.

1.1.4 CK The teacher understands the development of inventions and innovations – their influences and outcomes.

Professional Skills (PS)

1.1.5 PS The teacher communicates solutions verbally or by constructing physical, graphic, or mathematical models.

1.1.6 PS The teacher applies knowledge and skills regarding diverse technological systems to solve practical problems.

Standard 2: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of the Core Concepts of Technology and Engineering and how to Integrate Knowledge, Technologies, and Practices.

Function 1: The teacher demonstrates an understanding of the core concepts of Technology and Engineering.

Content Knowledge (CK)

2.1.1 CK The teacher knows technological and engineering systems as interrelated components (e.g., inputs, processes, outputs, and feedback) that are designed collectively to achieve desired goals.

2.1.2 CK The teacher knows technology and engineering resources (or inputs), including tools and machines, materials, capital, knowledge, energy, time, and people.

2.1.3 CK The teacher understands the development of criteria, constraints, and opportunities during the design process and how these factors affect solutions.

2.1.4 CK The teacher understands the core concepts of technology–systems, resources, requirements, optimization and tradeoffs, processes, and controls.

Professional Skills (PS)

2.1.5 PS The teacher applies the universal systems model within the learning environment.

2.1.6 PS The teacher applies optimization as an iterative process or methodology of designing or making a product, process, or system that is functional, efficient, safe, and effective.

Function 2: The teacher demonstrates an understanding of how to integrate knowledge, technologies, and practices.

Content Knowledge (CK)

2.2.1 CK The teacher understands and can apply interdisciplinary knowledge (e.g., STEM) to develop technological products that serve the needs of all students.

2.2.2 CK The teacher knows impacts of technological and engineering systems.

2.2.3 CK The teacher understands how advancements in knowledge, technologies, and practices may impact or enhance the iterative process of innovation.

Professional Skills (PS)

2.2.4 PS The teacher develops and uses curricula that encourage students to see, question, and interpret technological ideas from diverse perspectives.

2.2.5 PS The teacher applies mathematical and scientific principles as they relate to technological systems.

Standard 3: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of the History and Impact of Technology and its Relationship with Society.

Function 1: The teacher will demonstrate an understanding of impacts of technology.

Content Knowledge (CK)

3.1.1 CK The teacher knows the impact of technology and engineering on social institutions (e.g., the family, community interaction).

3.1.2 CK The teacher understands the positive and negative impacts of technology, in development, production, and use (e.g., intended/unintended, desirable/undesirable).

3.1.3 CK The teacher understands ways to decrease the negative impact of technological systems and processes (e.g. by reducing resource inputs, reducing waste, recycling), and knows how to evaluate trade-offs with respect to different approaches.

3.1.4 CK The teacher knows how to assess and evaluate how technologies alter human interactions, health, and capabilities.

Professional Skills (PS)

3.1.5 PS The teacher identifies the positive and negative effects of technology on social institutions and the environment.

3.1.6 PS The teacher creates activities that clarify the relationship between technology, social institutions and the environment.

Function 2: The teacher will demonstrate an understanding of the history of technology.

Content Knowledge (CK)

3.2.1 CK The teacher understands critical changes in technology and its influence throughout the different periods of human history (e.g. the Iron Age, the Industrial Revolution, and the Information Age).

3.2.2 CK The teacher understands the influence that significant technological inventions and innovations have had on human history and on today's world.

3.2.3 CK The teacher understands how to use past and present technological developments to discover trends and to predict possible future developments and their effects.

Professional Skills (PS)

3.2.4 PS The teacher develops and uses technology-based activities to help students understand technology as a knowledge base that is historical, current, and futuristic in nature.

3.2.5 PS The teacher demonstrates how technology has been a powerful force in reshaping the social, cultural, political, and economic landscapes throughout history.

Function 3: The teacher will demonstrate an understanding of influence of society on technological development.

Content Knowledge (CK)

3.3.1 CK The teacher understands the role of society and how various factors (e.g. marketing, economics, environment) affect invention, innovation, and technology development.

3.3.2 CK The teacher understands how the use of technology, is influenced by society's needs and wants, its values and interests, as well as its demands and acceptance of technology.

3.3.3 CK The teacher understands current issues and trends related to various areas of technology.

Professional Skills (PS)

3.3.4 PS The teacher identifies the positive and negative effects of technology on the individual and society.

3.3.5 PS The teacher creates activities that clarify the relationship between technology and society.

Standard 4: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of Design in Technology and Engineering Education.

Function 1: The teacher demonstrates an understanding of engineering design and problem solving.

Content Knowledge (CK)

4.1.1 CK The teacher understands the analytical nature of design—implementing the steps of the design process, design requirements, optimization, and use of designing product and system development.

4.1.2 CK The teacher understands the engineering design and problem-solving processes.

4.1.3 CK The teacher understands the development, implementation, communication, and documentation of iterative design processes and the analysis/evaluation of specific design requirements (i.e., criteria and constraints).

4.1.4 CK The teacher knows how to apply the design process to systems and problems in various technological areas (e.g. power and energy, transportation, communication technologies, manufacturing, and construction).

Professional Skills (PS)

4.1.5 PS The teacher is able to sketch solutions, make technical drawings, and use CAD (computer-aided design or computer-assisted design) to create two- and three-dimensional drawings.

4.1.6 PS The teacher constructs a model or prototype of a product or system and makes necessary adjustments.

4.1.7 PS The teacher is able to test and evaluate designs in relation to pre-established criteria and constraints, using conceptual, physical, and/or mathematical models at various intervals of the design process in order to check design, note potential improvements, and redefine as needed.

4.1.8 PS The teacher documents their process by developing a portfolio to illustrate the process used to design a solution to a given problem.

4.1.9 PS The teacher evaluates and communicates through presentation the observations, processes, and results of the entire design process.

Standard 5: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of Applying, Maintaining, and Assessing Technological Products and Systems.

Function 1: The teacher demonstrates an understanding of applying, maintaining, and assessing technological systems and products associated with Energy, Power, and Transportation.

Content Knowledge (CK)

5.1.1 CK The teacher knows how to apply mathematical and scientific principles to solve problems involving power, energy, and transportation concepts (e.g. harnessing, transfer, circuitry, loss, transmission, and conversion of power and energy).

5.1.2 CK The teacher understands energy utilization systems (e.g. internal combustion, external combustion, electric motors, hybrid systems).

5.1.3 CK The teacher differentiates various forms of energy (e.g. mechanical, electrical, thermal, chemical, nuclear, etc.) and understands their applications.

5.1.4 CK The teacher understands the relationship between energy, power, and transportation systems, including their infrastructure, processes, and efficiency.

5.1.5 CK The teacher how energy is classified, measured, controlled, and applied to technological systems, ensuring optimization and sustainability.

5.1.6 CK The teacher understands the characteristics and interrelationships of transportation modes, systems and subsystems (e.g. infrastructures, propulsion, suspension, control, and guidance), and logistical systems and operations (e.g. receiving, storing, loading, moving, unloading).

5.1.7 CK The teacher understands safety rules and regulations associated with power, energy, and transportation technologies.

Professional Skills (PS)

5.1.8 PS The teacher develops, produces, and documents solutions to problems in energy, power, and transportation systems using appropriate tools and methodologies.

5.1.9 PS The teacher knows how to use, assess, and maintain products and systems associated with energy, power, and transportation.

5.1.10 PS The teacher implements and maintains safe practices and procedures associated with energy, power, and transportation.

5.1.11 PS The teacher establishes and maintains a safe standards-compliant laboratory environment, reflecting state and national program guidelines for energy, power, and transportation systems.

5.1.12 PS The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

Function 2: The teacher demonstrates an understanding of applying, maintaining, and assessing technological systems and products associated with Materials, Manufacturing, and the Built Environment.

Content Knowledge (CK)

5.2.1 CK The teacher understands and knows how to integrate math and science concepts such as static and dynamic loads and how they produce forces (e.g. compression, tension, torsion) that affect stability and failure in a structure.

5.2.2 CK The teacher knows how to operate, maintain, and organize equipment associated with materials, manufacturing, and the Built Environment in a technology and engineering education laboratory.

5.2.3 CK The teacher knows the variety and properties of materials used in the manufacture of products or construction of structures and can use selection criteria and information to determine the best material for manufacturing purposes.

5.2.4 CK The teacher understands the components of a manufacturing or construction system associated with enterprise, research and development, finance, production planning, production, quality control, and marketing.

5.2.5 CK The teacher understands manufacturing systems and processes (e.g. flexible, continuous, batch, custom production) and construction systems and processes, (e.g. on-site and prefabricated techniques, residential, commercial, and civil construction).

5.2.6 CK The teacher understands gathering processes (e.g. harvesting, drilling, and mining) to obtain raw materials, primary processing, (e.g.), and secondary processing methods (e.g. casting and molding, forming, assembling).

5.2.7 CK The teacher understands the numerous constraints on structural designs, such as building codes, cost, and function associated with construction.

5.2.8 CK The teacher understands state and federal laws, industrial safety rules and regulations, liability issues and legal responsibilities relating to safety in the materials, manufacturing, and the Built Environment learning environment.

Professional Skills (PS)

5.2.9 PS The teacher is able to design a product, design and build tooling, sequence operations, and produce the product.

5.2.10 PS The teacher knows how to use, assess, and maintain products and systems associated with materials, manufacturing, and the Built Environment.

5.2.11 PS The teacher instructs students in organizing and managing manufacturing enterprises and construction projects, including all aspects from research and development to marketing and selling.

5.2.12 PS The teacher develops, uses, and maintains a system for equipment maintenance, ordering of laboratory equipment and supplies, and providing for safe and orderly materials handling and storage.

5.2.13 PS The teacher demonstrates safe practices and procedures associated with materials, manufacturing, and the Built Environment.

5.2.14 PS The teacher establishes and maintains a safe standards-compliant laboratory environment, reflecting state and national program guidelines for materials, manufacturing, and the Built Environment.

5.2.15 PS The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

Function 3: The teacher demonstrates an understanding of applying, maintaining, and assessing technological systems and products associated with Information and Communication Technologies.

Content Knowledge (CK)

5.3.1 CK The teacher understands concepts, terminology, and processes related to audio, video, electronic, telecommunications, data, technical, photographic, computer technologies, and graphic communications as applied to communication systems.

5.3.2 CK The teacher knows how to evaluate, use, and maintain communication products and systems.

5.3.3 CK The teacher knows how to design and plan an effective message for a given communication system, both digitally and physically.

5.3.4 CK The teacher understands operating systems, software applications, communication devices, and networking components and structures (e.g. LAN, MAN, WAN) in the information or communication technology classroom/laboratory.

5.3.5 CK The teacher understands legal and ethical issues, digital citizenship, and safety rules and regulations regarding the use of communication and information technologies (e.g. copyright, privacy, security).

Professional Skills (PS)

5.3.6 PS The teacher uses communication systems equipment including those associated with graphic design, photography, printing, technical drawing, electronic communication, telecommunication, digital/photo imaging, and computer technology.

5.3.7 PS The teacher knows how to use, assess, and maintain products and systems associated with information and communication technologies.

5.3.8 PS The teacher uses computers and calculations to access, retrieve, organize, process, maintain, interpret, and evaluate information in order to communicate.

5.3.9 PS The teacher demonstrates safe practices and procedures associated with information and communication technologies.

5.3.10 PS The teacher establishes and maintains a safe standards-compliant laboratory environment, reflecting state and national program guidelines for information and communication technologies.

5.3.11 PS The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance,

evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

Function 4: The teacher demonstrates an understanding of applying, maintaining, and assessing technological systems and products associated with Computation, Automation, Robotics, and Emerging Technologies.

Content Knowledge (CK)

5.4.1 CK The teacher knows principles of computational thinking (i.e., decomposition, pattern recognition, abstraction, and algorithm design) that help solve technological and engineering problems.

5.4.2 CK The teacher understands automation and robotic systems, including their physical, mechanical, technical, and programmable components.

5.4.3 CK The teacher understands artificial intelligence (AI) technologies, their applications, and associated ethical implications.

5.4.4 CK The teacher understands legal and ethical issues, and safety rules and regulations regarding the use of computation, automation, robotics, and emerging technologies.

Professional Skills (PS)

5.4.5 PS The teacher develops, produces, and documents solutions to problems in computation, automation, robotics and emerging technology using appropriate tools and methodologies.

5.4.6 PS The teacher knows how to use, assess, and maintain products and systems associated with computation, automation, robotics, and emerging technologies.

5.4.7 PS The teacher demonstrates safe practices and procedures associated with computation, automation, robotics, and emerging technologies.

5.4.8 PS The teacher establishes and maintains a safe standards-compliant laboratory environment, reflecting state and national program guidelines for computation, automation, robotics, and emerging technologies.

5.4.9 PS The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

Standard 6: Pedagogy. The teacher of technology and engineering education demonstrates an understanding of the pedagogical foundations associated with teaching technology and engineering education.

Function 1: The teacher demonstrates an understanding of curriculum and assessment associated with teaching technology and engineering education.

Content Knowledge

6.1.1 CK The teacher understands the state and national curricular models for technology and engineering education and the sequencing of courses associated with the developmental level of students.

6.1.2 Understands how to select and adapt appropriate materials and activities as well as plan instruction to promote technological and engineering literacy.

6.1.3 Understands how to select, create, and modify appropriate assessments to inform instruction and evaluate student learning in technology and engineering.

Professional Skills

6.1.4 PS The teacher discusses, develops, and implements programs and curricular materials reflecting state and national curricular models for technology and engineering education and sequences courses appropriately to the developmental level of students.

6.1.5 PS The teacher effectively uses appropriate educational or instructional technology to develop and present instructional material.

6.1.6 PS The teacher selects and uses appropriate instructional strategies and assessment practices in teaching various technology and engineering education programs.

Function 2: The teacher demonstrates an understanding of learning experiences and methodologies associated with teaching technology and engineering education.

Content Knowledge

6.2.1 CK The teacher understands educational principles and practices relating to technology and engineering education.

6.2.2 CK The teacher knows how to design, conduct, manage, and assess laboratory/field experiences related to technology and engineering education.

Professional Skills

6.2.3 PS The teacher is able to teach multidisciplinary activities and project-based learning.

6.2.4 PS The teacher facilitates the discovery of individual talents, aptitudes, interests, and potentials related to technology-based careers by providing “real world” learning opportunities.

6.2.5 PS The teacher provides students opportunities to develop the knowledge, skills, and dispositions necessary for success in post-secondary education, business, and/or industry.

Function 3: The teacher demonstrates an understanding of how to meet the needs of every student in their classroom.

Content Knowledge

6.3.1 CK The teacher understands the needs and challenges faced by all students in the technology and engineering education program.

6.3.2 Understands how to create a nurturing and supportive learning environment using knowledge of social and emotional principles, student behavior, organizational skills, and classroom management.

6.3.3 Understands how to differentiate instruction that effectively addresses a variety of student need.

Professional Skills

6.3.4 PS The teacher provides classroom and laboratory learning experiences in technology-related subjects that are appropriate for every student, regardless of gender, race, ethnicity, or special needs.

Function 4: The teacher demonstrates an understanding of laboratory design, maintenance, and management.

Content Knowledge

6.4.1 CK The teacher demonstrates knowledge, including the application of computers and media related to the design, organization, and management of technology and engineering education facilities to accommodate current and future multidisciplinary activities and project-based learning.

6.4.2 CK The teacher can operate and maintain technology and engineering education laboratory equipment.

6.4.3 CK The teacher knows about the environmental factors contributing to the safety, health, and educational performance in the technology and engineering education learning environment (e.g. lighting, climate control, air quality, organization and placement of equipment).

Professional Skills

6.4.4 PS The teacher develops, uses, and maintains a system for equipment maintenance, ordering of laboratory equipment and supplies, and providing for safe and orderly materials handling and storage (e.g. material safety data sheets).

6.4.5 PS The teacher organizes facilities to accommodate current/future multidisciplinary, project-based, and STEM learning activities.

Standard 7: Professional Responsibility: The teacher of technology and engineering education demonstrates an understanding of the profession, safety, funding, opportunities for students, and how it fits into contexts outside the classroom.

Function 1: The teacher demonstrates an understanding of the technology and engineering education profession.

Content Knowledge (CK)

7.1.1 CK The teacher knows about the technology and engineering education professional organizations and the benefits, resources, and opportunities for lifelong learning and development of technical and pedagogical skills they provide.

7.1.2 CK The teacher understands the historical evolution of the discipline.

7.1.3 CK Understands collaborative relationships of technology and engineering education to other academic subject areas.

Professional Skills (PS)

7.1.4 PS The teacher participates in professional organizations associated with technology and engineering education—their publications, resources, and opportunities for professional development.

7.1.5 PS The teacher creates and uses interdisciplinary learning experiences allowing students to integrate knowledge, skills, and methods of inquiry from several subject areas focusing on the practical application of that knowledge.

Function 2: The teacher demonstrates an understanding of principles and practices that ensure the safety of students in technology and engineering education classrooms and laboratories.

Content Knowledge (CK)

7.2.1 CK The teacher knows about general safety procedures related to tools, equipment, materials, and processes found in the technology and engineering education-learning environment.

7.2.2 CK The teacher understands state and federal laws, liability issues, and legal responsibilities relating to safety in the technology and engineering education learning environment.

Professional Skills (PS)

7.2.3 PS The teacher establishes and maintains a safe standards-compliant laboratory environment, reflecting state and national program guidelines for technology and engineering education.

7.2.4 PS The teacher develops, implements, and maintains a safety plan that includes orientation of all students to safety practices and documentation of their performance, evaluation of facilities and recommendations for improvement, and communicates the value and performance of prudent safety practices.

7.2.5 PS The teacher demonstrates safe practices and procedures with all tools, equipment, machines, systems, and procedures associated with technology & engineering education.

Function 3: The teacher demonstrates an understanding of professional contexts (e.g., organizational, advisory, governmental) and relevant platforms to promote technology and engineering programs beyond the classroom.

Content Knowledge (CK)

7.3.1 CK The teacher knows how to use public relations strategies to promote technology and engineering education.

7.3.2 CK: The teacher will demonstrate an understanding of the purpose, structure, and formation of an advisory board in technology and engineering education.

Professional Skills (PS)

7.3.3 PS The teacher develops and implements public relations strategies to promote technology and engineering education.

7.3.4 PS: The teacher identifies local professionals and stakeholders, facilitates advisory board meetings.

7.3.5 PS: The teacher facilitates advisory board meetings to gather insights and align program goals with industry needs.

7.3.6 PS: The teacher evaluates and incorporates feedback from the advisory board to enhance curriculum and instructional practices.

Function 4: The teacher demonstrates an understanding education content, opportunities, and resources for students both inside and outside of technology and engineering classrooms for professional growth and college and career readiness.

Content Knowledge (CK)

7.4.1 CK The teacher knows the current knowledge, skills, and dispositions needed for success in post-secondary education, business, and/or industry.

7.4.2 CK The teacher is aware of local, state, and/or national practices for college and career readiness.

7.4.3 CK The teacher is aware of current and future career opportunities in technology and engineering related fields.

7.4.4 CK The teacher is aware of technology and engineering education related student organizations and their activities and opportunities for leadership development.

Professional Skills (PS)

7.4.5 PS The teacher serves as an effective advisor to a technology and engineering student organization.

7.4.6 PS The teacher communicates and provides students with experiences to learn about future education and career opportunities.

Function 5: The teacher demonstrates an understanding of fiscal management and funding strategies available in technology and engineering education.

Content Knowledge (CK)

7.5.1 CK: The teacher will demonstrate an understanding of grants and government programs to acquire funding for machines, tools, and materials.

7.5.2 CK: The teacher will demonstrate an understanding of budget management principles and financial accountability in educational settings.

Professional Skills (PS)

7.5.3 PS: The teacher develops proposals and applications for educational funding opportunities.

7.5.4 PS: The teacher leverages partnerships with local businesses, industry, and community organizations to secure financial and material resources.

Crosswalk: 2015 versus 2025 DRAFT Technology and Engineering Education Standards
Grades 6-12

General Information about this Revision: » Updated language. » Re-ordered the standards. » Aligned Standards with ITEEA Standards for Technological and Engineering Literacy with reference to ETS Praxis Standards.		
Standard 1		
2015 PREVIOUS STANDARD	2025 NEW STANDARD	WHAT CHANGED?
Standard 1: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of the nature of technology and its relationship to society.	Standard 1: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of the Nature and Characteristics of Technology and Engineering.	• Updated language • Moved indicators to Standard 2 • Moved “relationship to society” to Standard 3 • Added new indicators
Standard 2		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 2: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of design, engineering, and problem solving.	Standard 2: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of the Core Concepts of Technology and Engineering and how to Integrate Knowledge, Technologies, and Practices.	• Updated language • Previous Standard moved to Standard 4 • New Standard pulls indicators from multiple other standards as it is now a holistic overview of the discipline • Added new indicators
Standard 3		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 3: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of the systems of the designed world, the knowledge and skills needed in a	Standard 3: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of the History and Impact of Technology and its Relationship with Society.	• Updated language • Previous Standard indicators moved to Standards 2, 4, 5, 6, 7 • New Standard pulls indicators from Standard 1 & 5 • Added new indicators

technological world, and the career fields associated with it.		
Standard 4		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 4: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of knowledge and applications of major concepts, principles, theories, and systems associated with energy, power, and transportation technologies.	Standard 4: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of Design in Technology and Engineering Education.	• Updated language • Previous Standard moved to Standard 5 • New Standard pulls indicators from Standard 2, 3, 5 • Moved indicators to Standard 2
Standard 5		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5: Content Knowledge. The teacher of technology and engineering education demonstrates an understanding of knowledge and applications of major concepts, principles, theories, and systems associated with information and communication technologies.	Standard 5: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of Applying, Maintaining, and Assessing Technological Products and Systems.	• Updated language • Integrated indicators from Standard 4 & 6 • New Standard pulls indicators from Standard 2, 3, 4, 6 • Moved indicators to Standard 2 & 3 • Added new indicators
Standard 6		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?

Standard 6: Content Knowledge: The teacher of technology and engineering education demonstrates an understanding of knowledge and applications of major concepts, principles, theories, and systems associated with production technologies (manufacturing and construction).	Standard 6: Pedagogy. The teacher of technology and engineering education demonstrates an understanding of the pedagogical foundations associated with teaching technology and engineering education.	• Updated language • Previous Standard moved to Standard 5 • New Standard pulls indicators from Standards 3, 7, 8 • Moved indicators to 2, 5, 7 • Added new indicators • Realigned Pedagogy and Professional Responsibility
Standard 7		
PREVIOUS STANDARDS7	NEW STANDARD	WHAT CHANGED?
Standard 7: Instructional Practice. The teacher of technology and engineering education demonstrates an understanding of organization, maintenance and management, safety and laboratory practices associated with teaching technology and engineering education.	Standard 7: Professional Responsibility: The teacher of technology and engineering education demonstrates an understanding of the profession, safety, funding, opportunities for students, and how it fits into contexts outside the classroom.	• Updated language • New Standard pulls indicators from Standards 3, 6, 8 • Moved indicators to Standard 6 • Added new indicators • Realigned Pedagogy and Professional Responsibility
Standard 8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 8: Professional Responsibility: The teacher of technology and engineering education demonstrates an understanding of the profession, its curriculum, instructional practices for individual learners and learning, and college and career readiness practices for students.	[none]	• Moved indicators to Standard 6 & 7 in order to better align their outcomes with national standards

DRAFT Kansas Licensure Standards for Visually Impaired Education Preparation Programs

Grades Birth through Grade 3, PreK-12

"Learner(s)" is defined as children including those with disabilities or exceptionalities.

STANDARD 1 Legal/Historical/Philosophical

The candidate understands the historical and philosophical foundations of vision loss and its impact on birth through grade 12 development and education, the legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each learner's educational and social needs, and the legal rights of families and/or legal guardians.

Function 1.1

Understands the historical and philosophical foundations of vision loss and its impact on development and education from birth through grade 12.

Content Knowledge (CK)

CK 1.1.1

Understands the historical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.

CK 1.1.2

Understands the philosophical foundation of IDEA and 504 accommodations and special education, including models, theories, and philosophies that provide the basis of educational practice for learners who are visually impaired.

CK 1.1.3

Understands how case law and federal and state legislation affect current evidence-based educational practices and learner outcomes.

CK 1.1.4

Has knowledge of educational, sociocultural, historical, employment, and ideological considerations unique to the education of learners with visual impairment, including, but not limited to:

- Differences between the National Federation of the Blind (NFB) and the American Foundation for the Blind (AFB)
- History of Braille in the United States
- American Printing House for the Blind (APH)

CK 1.1.5

Knows current educational definitions of learners with visual impairments, including State of Kansas eligibility criteria, labeling issues, and current national and state incidence and prevalence figures.

Professional Skills (PS)

PS 1.1.6

Explains the history of IDEA and 504 accommodations and special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that sets precedence for special vision impairment legislation.

PS 1.1.7

Articulates a personal philosophy of special education that is specific to vision impairment education and includes current educational evidence-based research related to the instruction of VI learners and their needs.

PS 1.1.8

Explains the history of special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that sets precedence for special education legislation.

PS 1.1.9

Responds to and demonstrates the importance of educational, sociocultural, historical, employment, and ideological considerations unique to the field of educating learners with visual impairments.

Function 1.2

The legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each learner's educational and social needs, and the legal rights of families.

Content Knowledge (CK)

CK 1.2.1

Knows the legal and ethical implications of laws, regulations, and court cases related to the education of learners with visual impairments.

Professional Skills (PS)

CK 1.2.2

Explains the legal and ethical implications of laws, regulations, and court cases related to the education of learners with visual impairments.

STANDARD 2 Characteristics of Vision Impairment

The candidate understands the characteristics and causes of vision impairment and blindness, including co-occurring conditions, the development of vision, the structures of the eye, etiology, and related terminology.

Function 2.1

Understands the characteristics of vision impairment and blindness, including co-occurring conditions.

Content Knowledge (CK)

CK 2.1.1

Has knowledge of the characteristics of students with visual impairments including those with co-occurring conditions.

CK 2.1.2

Recognizes the typical and atypical development and areas of the brain involved in processing visual images.

CK 2.1.3

Knows characteristics related to the visual system and visual disorders such as inherited traits, neurological disorders, and Cerebral/Cortical Visual Impairments.

CK 2.1.4

Is aware of the effects of medications on visual systems and functioning.

CK 2.1.5

Knows the most prevalent causes of severe, uncorrectable visual impairment in children and youth ages birth through grade 12 and their implications.

CK 2.1.6

Has knowledge of sensory development and its impact on development and learning when vision is impaired.

Professional Skills (PS)

PS 2.1.7

Can accurately read, interpret, and summarize eye reports.

PS 2.1.8

Appropriately applies knowledge of characteristics related to the visual system and visual disorders to professional practice.

Function 2.2

Understands vision development, structures of the eye, etiology, and related terminology.

Content Knowledge (CK)

CK 2.2.1

Recognizes the role of vision on development and learning across the lifespan.

CK 2.2.2

Has knowledge of the structure of the eye and function of the human visual system.

CK 2.2.3

Is well-versed in the etiology, degree, and onset of visual impairment that affects students' development and learning.

CK 2.2.4

Understands terminology related to the visual system and visual disorders, such as inherited traits, neurological disorders, and Cerebral/Cortical Visual Impairments.

Professional Skills (PS)

PS 2.2.5

Applies knowledge of vision development, structures of the eye, etiology, and related terminology in practice.

STANDARD 3 Assessment

The candidate demonstrates knowledge and use of a variety of formal and informal assessment instruments, procedures, and technology considerations to evaluate, contribute to eligibility decisions, and plan and monitor progress.

Function 3.1

The candidate demonstrates knowledge and the use of a variety of formal and informal assessment instruments, procedures, and technology considerations to evaluate and make eligibility decisions.

Content Knowledge (CK)

CK 3.1.1

Has knowledge of basic terminology used in assessment, use and limitations of assessment instruments, and options for specialized assessment materials and equipment for unique sensory needs.

CK 3.1.2

Understands pre-referral, referral, and classification procedures, with considerations for assessing students with visual impairments and co-occurring disabilities.

CK 3.1.3

Recognizes assessment information in making eligibility, program, and placement decisions for individuals with and without identified exceptionalities, including those from culturally and/or linguistically diverse backgrounds.

CK 3.1.4

Know the difference between functional vision assessment and learning media assessment.

CK 3.1.5

Is familiar with the rating scales and assessments available to support the IFSP/IEP team in determining the amount and type of service.

Professional Skills (PS)

PS 3.1.6

Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.

PS 3.1.7

Conduct [administer] individualized functional vision, learning media, assistive technology and other Expanded Core Curriculum-related assessments.

PS 3.1.8

Interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments.

PS 3.1.9

The candidate demonstrates the use of rating scales and/or assessments to support the IFSP/IEP team in determining the amount and type of service.

Function 3.2

The candidate demonstrates knowledge and use of a variety of formal and informal assessment instruments to plan and monitor progress.

Content Knowledge (CK)

CK 3.2.1

Recognizes assessments that address age, visual impairment, family values and priorities, visual prognosis, and other individual services.

CK 3.2.2

Has knowledge of non-biased formal and informal vision-related assessments.

CK 3.2.3

Understands clinical low vision evaluation, functional vision, learning media, and assistive technology assessments to identify optimal assistive technology.

Professional Skills (PS)

PS 3.2.4

Administers non-biased formal and informal vision-related assessments.

PS 3.2.5

Adapts assessments when tests are not validated on individuals with visual impairments to determine baseline performance.

PS 3.2.6

Applies results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments to identify optimal assistive technology.

PS 3.2.7

Modifies instructional practices in response to ongoing assessment data.

STANDARD 4 Instructional Planning & Specially Designed Strategies

The candidate uses knowledge and skill in planning and implementing explicit instruction based on subject matter, functional skills, individual needs, general curriculum goals, natural and school environments, and community.

Function 4.1

The candidate uses knowledge and skill in planning and implementing explicit instruction based on subject matter, functional skills, individual needs, and curriculum goals.

Content Knowledge (CK)

CK 4.1.1

Understands that the visual system is relied on for learning, conceptualization, and problem-solving to maximize student access to developmentally appropriate activities (for young children) and to the curriculum (for school-aged children).

CK 4.1.2

Knows what constitutes an appropriate curriculum for visually impaired individuals and how to individualize that curriculum to meet student needs.

CK 4.1.3

Understands alternative methods to develop basic concepts needed by infants and students with visual impairments, including those with multiple disabilities and/or giftedness, and develop, coordinate, and implement appropriate programs.

CK 4.1.4

Knows ergonomics and appropriate technology settings aligned with students' preferred learning media and low/high tech strategies to support and promote access to the curricula.

CK 4.1.5

Knows multiple techniques, such as task analysis, for modifying instructional methods and materials for students who are visually impaired and how to assist classroom teachers in implementing these modifications.

CK 4.1.6

Knows methods to teach visual efficiency skills, including instruction in the use of print adaptations, optical devices, and non-optical devices for students who have residual vision.

CK 4.1.7

Knows methods to develop alternative organization skills, independent living, and study skills for students who are visually impaired.

CK 4.1.8

Identifies unique issues specific to visual impairment in accessing digital multimedia and virtually built environments, and knows methods for teaching non-visual and alternative strategies to promote digital citizenship and secure online practices.

CK 4.1.9

Knows specialized resources unique to visual impairment to address and enhance the specific communication needs of students with varied communication abilities, reading levels, and language proficiency.

CK 4.1.10

Knows methods to communicate instructional objectives in ways that enhance the abilities of visually impaired learners to conceptualize key elements, particularly concepts generally presented in a visual format.

CK 4.1.11

Knows communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities.

CK 4.1.12

Knows how and where to obtain specialized instructional materials for students with visual impairments.

CK 4.1.13

Knows the advantages and disadvantages of a wide range of instructional and assistive technologies specific to visual impairment.

CK 4.1.14

Collaboratively identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities.

Professional Skills (PS)

PS 4.1.15

Selects evidence-based practices, accommodations, and modifications that address age, visual impairment, personal and family values and priorities, visual prognosis, and other individual services.

PS 4.1.16

Selects, adapts, and uses nonvisual/alternate instructional strategies to address co-occurring disabilities.

PS 4.1.17

Demonstrates proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille (UEB).

PS 4.1.18

Demonstrates basic proficiency in reading and writing (UEB and Nemeth) braille for mathematical and scientific notation and in using the Cranmer abacus.

PS 4.1.19

Produces braille with braille, slate and stylus, computer (including use of braille translation software), and braille production methods.

PS 4.1.20

Identifies and adapts curricula for instruction of literacy, other academic areas, and the Expanded Core Curriculum.

PS 4.1.21

Selects and uses various adaptive methods to teach technology skills.

PS 4.1.22

Integrates basic principles of accessibility to select, create, adapt, and format text, images, and media, including the conversion of print materials into braille, tactile, and/or digital formats, to

promote usability and accessibility to meet the individual needs of students with visual impairments.

PS 4.1.23

Teaches varied visual, nonvisual, and multi-sensory devices, programs, and software to launch, navigate, save, and retrieve information on devices and local systems and online.

PS 4.1.24

Teaches students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency and independently use dual learning media such as visual and auditory information, or auditory and tactile information.

PS 4.1.25

Teaches students to access, interpret, and create increasingly complex printed and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, and tables, based on individual needs.

PS 4.1.26

Prepares students with progressive visual conditions to transition to alternative skills.

Function 4.2

The candidate uses knowledge and skill in planning and implementing explicit instruction based on natural and school environments and community.

Content Knowledge (CK)

CK 4.2.1

Understands basic orientation and mobility terminology, concepts and skills.

CK 4.2.2

Understands developmentally appropriate human guide techniques, familiarization to new environments, self-protective techniques, and requesting/refusing assistance to promote safe travel across environments.

CK 4.2.3

Understands all areas of the Expanded Core Curriculum, their significance to learners with visual impairments, and how to implement them within the learner's programming.

CK 4.2.4

Understands the use of mobility devices and dog guides.

CK 4.2.5

Knows methods to prepare students who are visually impaired for structured orientation and mobility assessment and instruction, and understands the limits of intervention by non-orientation mobility certified personnel.

CK 4.2.6

Knows methods to develop adapted physical and recreational skills for learners ages birth to 21 who are visually impaired.

Professional Skills (PS)

PS 4.2.7

Demonstrates basic proficiency in human guide, protective techniques, alignment, and search techniques in orientation and mobility with developmentally appropriate modifications.

PS 4.2.8

Sequences, implements, and evaluates learning objectives and goals for optimizing sensory efficiency, developing concepts, and accessing the general and Expanded Core Curriculum across settings.

PS 4.2.9

Uses strategies to facilitate maintenance and generalization of skills across learning environments.

PS 4.2. 10

Promotes and reinforces sensorimotor and physical skills, including gross and fine motor skills, posture, balance, purposeful movement, and strength to meet individual needs unique to visual impairment.

PS 4.2.11

Uses strategies to facilitate integration into various settings.

PS 4.2.12

Orients students to unfamiliar school environments.

PS 4.2.13

Teaches and reinforces protective and alignment techniques for independent travel.

PS 4.2.14

Teaches orientation skills using environmental features, self-advocacy for optimal environmental accommodations and modifications, including requesting and refusing assistance as needed.

PS 4.2.15

Reinforces skills taught by orientation and mobility specialists to support the use of mobility devices and dog guides, for orientation and mobility.

PS 4.2.16

Teaches basic orientation, body image, spatial, temporal, positional, directional, and environmental concepts based on individual needs to promote motor skill development, orientation and mobility, and academic and social inclusion.

PS 4.2.17

Teaches and reinforces human guide techniques to students with visual impairment, their peers, and others who interact with them.

PS 4.2.18

Demonstrates methods to develop social and daily living skills as needed by students with visual impairments, with an emphasis on family input and participation.

PS 4.2.19

Employs strategies for promoting self-advocacy and responsibility in students who are visually impaired.

PS 4.2.20

Uses functional life skills instruction strategies relevant to independent community and personal living, and employment for individuals who are visually impaired including methods

for accessing printed public information, methods for accessing community services, methods for accessing public transportation, and methods for acquiring practical skills.

STANDARD 5 Transition—Birth through Post-Secondary

The candidate demonstrates knowledge and skills to support, plan, and implement transitions from Part C to Part B services, from preschool to elementary settings, from elementary to middle and/or secondary settings, and from secondary to post-secondary settings, including community, vocational, and post-secondary educational settings.

Function 5.1

The candidate demonstrates knowledge and skills to support, plan, and implement the transitions from one service or setting to another, including Part C to Part B services, preschool to elementary settings, and elementary to middle or secondary settings.

Content Knowledge (CK)

CK 5.1.1

Understands the impact of vision impairment on planning for transitions from Part C to Part B services, early childhood to elementary, elementary to middle school, and middle/secondary settings, including services provided by governmental and non-governmental agencies.

CK 5.1.2

Understands the importance of collaboration with family, school personnel, and community service agencies to support transitions including how to access information and appropriate resources to support these transitions.

CK 5.1.3

Has knowledge of strategies for assisting parents and other professionals in planning appropriate transitions for students with visual impairments.

CK 5.1.4

Knows the roles and responsibilities of teachers and support personnel in providing services for students with visual impairments in a range of settings.

CK 5.1.5

Demonstrates knowledge of available community resources, including those that support family empowerment, as well as the learner's cultural background, transitional services, and specialized needs, and the impact those resources can have on the learner.

CK 5.1.6

Knows strategies for developing career awareness for learners with visual impairment.

Professional Skills (PS)

PS 5.1.7

Is able to develop transition plans to move learners with vision impairment from Part C to Part B services; preschool to elementary settings; elementary to middle/secondary settings; and secondary to community, vocational, or post-secondary educational settings, including the determination of appropriate assistive technology.

PS 5.1.8

Uses assessment data to develop plans for transitions to new educational placements, environments, and for school and life changes, including post-secondary outcomes.

PS 5.1.9

Utilizes techniques and strategies to facilitate the maintenance and generalization of knowledge and skills, promoting a successful transition to various learning environments.

Function 5.2

The candidate demonstrates knowledge and skills to support, plan, and implement the transition from secondary to community, vocational, or post-secondary settings.

Content Knowledge (CK)

CK 5.2.1

Recognizes the legal requirement and importance of secondary transition planning for learners with visual impairments.

Professional Skills (PS)

PS 5.2.2

Able to design secondary transition plans and teach transition skills for postsecondary education, employment, recreation and leisure, daily living, and community participation.

PS 5.2.3

Collaborates with families, school personnel, the legal system, and communities to secure appropriate resources and services for vocational and transition support.

PS 5.2.4

Able to develop school-based employment and community evidence-based experiences and curricula in preparation for postsecondary education, future employment, and community integration.

PS 5.2.5

Makes use of structures supporting interagency collaboration and coordinates interagency agreements and transition plans to implement a learner's transition from secondary to community, vocational, or post-secondary educational settings.

STANDARD 6 Professional Learning and Ethical Practice

The candidate demonstrates professional responsibilities, upholds ethical standards, and is a lifelong learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues to make informed decisions.

Function 6.1

The candidate demonstrates professional responsibilities.

Content Knowledge (CK)

CK 6.1.1

Has knowledge of the roles and responsibilities of teachers and support personnel in providing services for learners with visual impairments in a continuum of settings.

CK 6.1.2

Knows the roles of all members of the learner's educational/vision care team.

CK 6.1.3

Understands the importance of modeling instructional skills for individuals with exceptionalities.

CK 6.1.4

Recognizes their role in determining and recommending appropriate type and amount of services based on evaluation of needs in all areas of the Expanded Core Curriculum (ECC).

CK 6.1.5

Knows nationally recognized (e.g., Expanded Core Curriculum [ECC], Association for Education and Rehabilitation of the Blind and Visually Impaired [AER], Council for Exceptional Children [CEC]), state or provincial, and local curricula standards. [see appendix of terms]

Professional Skills (PS)

PS 6.1.6

Uses verbal, nonverbal, and written language for effective communication.

PS 6.1.7

Researches and applies information on exceptionalities.

PS 6.1.8

Articulates instructional and professional philosophies and ethical practices to address the specific needs of learners with visual impairment across the continuum of services.

PS 6.1.9

Plans and advocates for student needs.

PS 6.1.10

Plans and advocates for evidence-based educational strategies and federal law/regulation compliance related to visual impairment.

Function 6.2

The candidate articulates and advocates for individual needs regarding placement, service delivery models, type and amount of service.

Content Knowledge (CK)

CK 6.2.1

Knows the continuum of placements, services, and service delivery model options.

CK 6.2.2

Knows appropriate delivery models based on learner development and readiness.

CK 6.2.3

Knows how to identify community and professional agencies for collaboration.

Professional Skills (PS)

PS 6.2.4

Articulates the continuum of placements and services for various settings.

PS 6.2.5

Identifies various delivery models based on learner development and readiness.

PS 6.2.6

Identifies community and professional agencies for collaboration.

Function 6.3

The candidate recognizes regulatory and legal requirements to ensure ethical practices.

Content Knowledge (CK)

CK 6.3.1

Knows the laws, policies, and ethical principles related to the profession.

CK 6.3.2

Knows the rights and responsibilities for learners, parents, teachers, other professionals, and schools, and community and professional agencies related to visual impairments.

CK 6.3.3

Knows the importance of serving as a role model for learners with visual impairments.

CK 6.3.4

Knows the roles and responsibilities of teachers and support personnel in providing services for learners with visual impairments across the continuum.

Professional Skills (PS)

PS 6.3.5

Practices within the Kansas Educator Code of Conduct and other standards of the profession.

PS 6.3.6

Acts ethically in advocating for appropriate services.

PS 6.3.7

Advocates for the highest education and quality-of-life potential of individuals with visual impairments.

PS 6.3.8

Demonstrates respect for differences among learners with visual impairments.

Function 6.3

The candidate is a lifelong learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues, making informed decisions.

Content Knowledge (CK)

CK 6.3.1

Understands the significance of lifelong professional development.

CK 6.3.2

Knows the models, theories, philosophies, and research methods that form the basis for professional practice.

CK 6.3.3

Continuously addresses diverse family systems and the potential impact of differences in values, languages, and customs that can exist between the home and school.

CK 6.3.4

Understands how personal biases and differences may affect teaching.

Professional Skills (PS)

PS 6.3.5

Participates in learning communities and professional organizations.

PS 6.3.6

Reflects on their practice to improve instruction and guide professional growth, and obtains assistance when needed.

PS 6.3.7

Remains current on all areas of the Expanded Core Curriculum.

STANDARD 7 Collaboration & Family & Community Engagement

The candidate demonstrates effective and culturally responsive communication and collaboration skills to engage with families, educators, and service providers.

Function 7.1

The candidate demonstrates effective communication and collaboration skills to foster inclusive learning environments that support the diverse needs of individuals birth through grade 12 with vision impairments.

Content Knowledge (CK)

CK 7.1.1

Understands models and strategies of consultation and collaboration to support students with visual impairments.

CK 7.1.2

Recognizes the roles of individuals with exceptionalities, families, and school/community personnel in planning individualized programs.

CK 7.1.3

Identifies culturally responsive factors that promote effective communication and collaboration.

CK 7.1.4

Comprehends the impact of visual impairment on development, learning, and access to the general and Expanded Core Curriculum.

CK 7.1.5

Acknowledges the importance of role models with visual impairments across various settings.

CK 7.1.6

Appreciates the importance of fostering respectful and beneficial relationships between families and professionals.

Professional Skills (PS)

PS 7.1.7

Maintains confidential communication regarding individuals with exceptionalities.

PS 7.1.8

Can structure, direct, and support the activities of paraeducators, volunteers, and tutors.

PS 7.1.9

Employ group problem-solving skills to develop, implement, and evaluate collaborative activities.

PS 7.1.10

Model techniques and coach others in using instructional methods and accommodations.

PS 7.1.11

Collaborate on referrals related to needed services.

PS 7.1.12

Collaboratively develop, implement, and continuously monitor communication goals, objectives, and systems for students with visual impairments and co-occurring disabilities.

Function 7.2

The candidate collaborates with families to support the development, learning, and well-being of individuals birth through grade 12 with vision impairments.

Content Knowledge (CK)

CK 7.2.1

Understands the family's concerns and develops strategies to address them.

CK 7.2.2

Acknowledge the role of families in educational decision-making and advocacy.

Professional Skills (PS)

PS 7.2.3

Assists families in becoming active participants in the educational team.

PS 7.2.4

Plan and conduct collaborative meetings with learners (when appropriate), families, and service providers.

Function 7.3

The candidate collaborates effectively with educators, service providers, and agencies to ensure coordinated support and equitable access to learning opportunities for individuals birth through grade 12 with vision impairments.

Content Knowledge (CK)

CK 7.3.1

Understands the appropriate duties and responsibilities of paraeducators.

CK 7.3.2

Understands the appropriate duties and responsibilities of educators and related service personnel.

CK 7.3.3

Understands the appropriate duties and responsibilities of agencies.

CK 7.3.4

Is aware of the role in sharing information with families and teams about the impact and implications of visual impairments on development, learning, and access to the general and Expanded Core Curriculum.

Professional Skills (PS)

PS 7.3.5

Collaborate with school personnel and community members to integrate individuals birth through grade 12 with vision impairments into various settings.

PS 7.3.6

Collaborate with paraeducators.

PS 7.3.7

Collaborate with educational teams and families on service delivery models unique to visual impairment.

PS 7.3.8

Support collaboration between medical care providers, families, and the educational team.

PS 7.3.9

Collaborate with assistive technology professionals to identify and support customized tools and solutions.

PS 7.3.10

Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.

STANDARD 8 Learner Development & Individual Learning Differences

The candidate demonstrates knowledge of vision and psychosocial development, as well as how vision loss affects self-determination, achievement, and learning to provide meaningful experiences.

Function 8.1

The candidate uses the knowledge of how visual impairments may affect self-determination and achievement.

Content Knowledge (CK)

CK 8.1.1

Understands typical and atypical human growth and development and the similarities and differences among individuals with visual impairments and its impact on self-determination and achievement.

CK 8.1.2

Understands the importance of role models with visual impairments for a full range of individual learners across settings.

CK 8.1.3

Understands the critical role of early intervention for students with visual impairments.

CK 8.1.4

Understands the effects vision impairments can have on an individual's life.

CK 8.1.5

Understands how the most prevalent causes of severe, uncorrectable visual impairment in children and youth ages birth to 21 can impact self-determination.

CK 8.1.6

Has knowledge of vision development and how co-occurring conditions may affect self-determination.

CK 8.1.7

Understands the role of conveying information about the impact and implications of visual impairment on development and learning, and access to the general and Expanded Core Curriculum to students, families and teams.

CK 8.1.8

Knows the importance of teaching individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.

Professional Skills (PS)

PS 8.1.9

Select, adapt, and use nonvisual/alternate instructional strategies to teach self-advocacy to students with visual impairments.

PS 8.1.10

Select, adapt, and use strategies to explicitly teach social communication skills related to appropriate body language, non-verbal communication, and social etiquette.

PS 8.1.11

Use procedures to increase the learner's self-awareness, self-management, self-control, self-reliance, and self-esteem.

PS 8.1.12

Teach learners to appropriately use self-advocacy across a variety of settings, such as home, school, and community.

Function 8.2

The candidate demonstrates the knowledge of psychosocial development, and how vision loss affects self-determination, achievement, and learning to provide meaningful experiences.

Content Knowledge (CK)

CK 8.2.1

Understands the psycho-social impact of the visual impairment on the learner's academic and social abilities, attitudes, interests, including valuing instruction and career development.

CK 8.2.2

Understands the impact of visual prognosis and other individual characteristics on the learner's academic and social abilities, attitudes, interests, including valuing instruction and career development.

CK 8.2.3

Is familiar with the different ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds, and strategies for addressing these differences.

CK 8.2.4

Recognizes characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

CK 8.2.5

Knows the impact of visual impairment, cultural identity, family systems, and family values on academic and social independence across the lifespan.

CK 8.2.6

Comprehends the impact and implications of sociocultural/psychosocial factors on social-emotional development.

CK 8.2.7

Understands the impact of environmental factors on students' development and learning.

CK 8.2.8

Knows procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, self-advocacy, and self-esteem.

CK 8.2.9

Understands the student's development, including the monitoring of relationships and friendships, as well as knowledge of self, including human sexuality.

CK 8.2.10

Understands the need for students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and well-being.

CK 8.2.11

Knows the importance of preparing learners to exhibit socially appropriate behavior.

Professional Skills (PS)

PS 8.2.12

Teaches non-visual/alternate strategies to promote familial attachment, early communication and literacy, orientation and mobility, and independence, addressing the effects of visual impairment on families and the reciprocal impact on individuals' self-esteem.

PS 8.2.13

Evaluates social skills and design behavior strategies for learners with visual impairments to maximize positive social engagement and interaction across environments.

PS 8.2.14

Teaches procedures to increase the learner's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy, including their legal rights and responsibilities related to being a citizen with a visual impairment.

PS 8.2.15

Is able to convey to the learner so they understand how medication may impact visual systems and functioning.

PS 8.2.16

Creates positive, productive learning environments that foster independence and student achievement, and that reduce the tendency of others to engender learned helplessness in learners with visual impairments.

STANDARD 9 Learning Environments

The candidate demonstrates an understanding of learning environments, including behavior and classroom management strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners.

Function 9.1

The candidate demonstrates an understanding of and uses strategies to create safe, inclusive, culturally responsive learning environments.

Content Knowledge (CK)

CK 9.1.1

Understands the demands of learning environments, including basic classroom management theories and strategies for individuals with visual impairment.

CK 9.1.2

Has knowledge of learning environments using problem-solving models, including Positive Behavioral Interventions and Supports (PBIS), Multi-Tier System of Support (MTSS) framework, and Functional Behavioral Assessments (FBA).

CK 9.1.3

Understands the importance of a supportive learning environment that allows individuals to retain and appreciate their own and each other's respective language and cultural heritage.

CK 9.1.4

Identifies and understands physical and virtual environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, as well as active participation in, individual and group activities in general and Expanded Core Curriculum environments.

Professional Skills (PS)

PS 9.1.5

Direct and support the activities of paraeducators, volunteers, and tutors to maintain the physical safety of the student.

PS 9.1.6

Identify and implement physical and virtual environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, as well as active participation in, individual and group activities in general and Expanded Core Curriculum environments.

PS 9.1.7

Uses effective and varied behavior management strategies, including the least intensive behavior management strategy consistent with the needs of the individual with visual impairment, including modifying the learning environment, and implementing Behavior Intervention Plans (BIP) with fidelity.

PS 9.1.8

Create an environment that encourages active participation, self-determination, self-advocacy, and increased independence.

PS 9.1.9

Create a safe, equitable, positive, and supportive learning environment that allows individuals to retain and appreciate their own and each other's respective language and cultural heritage.

PS 9.1.10

Collaborate with team members to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials.

Function 9.2

Candidates use motivational and instructional interventions to teach individuals with visual impairment how to adapt to different environments.

Content Knowledge (CK)

CK 9.2.1

Knows the basic Orientation and Mobility procedures to promote and maintain safety and accessibility across all environments.

Professional Skills (PS)

PS. 9.2.2

Designs and manages daily routines for learners across multiple environments.

PS 9.2.3

Identifies the behavior management supports needed for integrating the learner into various program placements including modifying the learning environment.

PS 9.2.4

Facilitates incidental learning experiences to address nonvisual access to physical and virtual environments.

PS 9.2.5

Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

Function 9.3

Candidates support students to become active and effective learners and develop emotional well-being and positive social interactions.

Content Knowledge (CK)

CK 9.3.1

Is familiar with strategies for learners with visual impairments to maximize positive social engagement and interaction across environments.

Professional Skills (PS)

PS 9.3.2

Design strategies for learners with visual impairments to maximize positive social engagement and interaction across environments.

APPENDIX OF TERMS (Visual Impairment Specific)

Association for Education and Rehabilitation of the Blind and Visually Impaired [AER]: This is a professional organization for professionals who provide services to persons with vision loss. The organization provides professional development opportunities to enhance and refine the knowledge, skills, and abilities of professionals within the field.

American Foundation for the Blind (AFB): An organization that is dedicated to the promotion of equality and inclusion for people who are blind and have low vision and their families. It is the publisher of the Journal of Visual Impairment & Blindness and is the steward of the Helen Keller Archival Collection of all materials related to Helen Keller.

American Printing House for the Blind (APH): The American Printing House for the Blind has been located in Louisville, Kentucky, since 1858. It is a nonprofit organization that provides products and services for people who are blind and those with low vision.

Braille Authority of North America (BANA): The purpose of BANA is to promote and facilitate the use, teaching, and production of braille. Their mission is to ensure literacy for tactile readers by standardizing braille and/or tactile graphics.

Braille: Braille is a comprehensive system of six raised dots that can be read with the fingers by people who are blind or who have low vision. Braille is not a language. Braille is a tactile code for written communication of words, scientific notation, mathematics, and music.

Candidate: The term candidate in the standards refers to prospective Teachers of Students with Visual Impairments (TSVI).

Cerebral/Cortical Visual Impairments: Cerebral Visual Impairment, also known as Cortical Visual Impairment or CVI, is a disorder resulting from damage to the parts of the brain that process vision. An individual with CVI has vision problems that cannot be attributed to issues with their eyes. The brain has difficulty processing and understanding visual signals.

Cranmer abacus: The Cranmer abacus is a modification of the Japanese abacus that is designed for use by individuals who are blind. It sits in a black plastic box with red felt in the bottom of the box to keep the beads from randomly sliding. A black plastic horizontal crossbar has 13 parallel metal rods vertically through it. Each rod has one spherical white plastic bead above the crossbar and four below. Raised dots can be felt on the crossbar and the lower rim of the box at each column, and as raised slashes between every three dots.

Council for Exceptional Children [CEC]: The Council for Exceptional Children is the largest international professional organization dedicated to improving the success of children and youth with disabilities and/or those who are gifted and talented. CEC advocates for

governmental policies, establishes professional standards, and offers professional development opportunities for special educators.

Expanded Core Curriculum (ECC) for VI: The ECC is a foundational curriculum essential for preparing students who are blind or visually impaired. The ECC is widely accepted by educators of students who are blind and visually impaired and continues to be the compensatory learning framework for innovation and educational program design. Included areas are Assistive Technology, Career Education, Compensatory Access Skills, Independent Living Skills, Orientation & Mobility, Recreation & Leisure, Self-Determination, Sensory Efficiency, and Social Interaction Skills.

Learner: Learners are individuals from birth through secondary school completion or age 21, including those with disabilities or exceptionalities.

National Federation of the Blind (NFB): The NFB is the oldest and largest nationwide organization of Americans who are blind. It was founded in 1940 with its headquarters in Baltimore, MD. The organization has affiliates and chapters in all fifty states, Washington, D.C., and Puerto Rico. The NFB provides information and support for children and adults who are blind.

Nemeth Braille: The Nemeth Code is a Braille code used for mathematical and scientific notation linearly using standard six-dots for tactile reading by individuals who are visually impaired. Nemeth Code is just one code used to write mathematics in Braille. There are numerous systems in use worldwide; however, Kansas uses Nemeth Code for mathematics and science.

Orientation and Mobility Procedures (O&M): Orientation and mobility training helps individuals with vision impairments learn to navigate their environment. It teaches them to use mobility aids such as a white cane or a guide dog and to move safely through their environment. O&M is taught by a certified orientation and mobility specialist (COMS).

Unified English Braille (UEB): Unified English Braille was developed by the International Council on English Braille to join the braille codes used by English-speaking countries and to unify the braille symbols used in literary, mathematics, music, and computing contexts. This is the Braille system most commonly used in schools.

Crosswalk: 2001 versus 2025 DRAFT Visually Impaired Standards
Birth through Third Grade, PreK-12

General Information about this Revision: » Updated and expanded language » Created new Characteristics of Vision Impairment, Transitions, and Learning Environments standards.		
Standard 1		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #1 The teacher of the visually impaired demonstrates understanding of philosophical, historical, and legal foundations of education for individuals who are blind or visually impaired.	STANDARD 1 Legal/ Historical/ Philosophical The candidate understands the historical and philosophical foundations of vision loss and its impact on birth through grade 12 development and education, the legal and ethical implications of laws, regulations, and court cases that are appropriate to meet each learner's educational and social needs, and the legal rights of families and/or legal guardians.	• Updated and expanded language
Standard 2		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #2 The teacher of the visually impaired demonstrates understanding of learners' diversity and provides support for students' cognitive, physical, social, and emotional development.	STANDARD 2 Characteristics of Vision Impairment The candidate understands the characteristics and causes of vision impairment and blindness, including co-occurring conditions, the development of vision, the structures of the eye, etiology, and related terminology.	• Moved Learner Characteristics to Standard 8. • Moved Vision Impairment characteristics from Standard 3.

Standard 3		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #3 The teacher of the visually impaired demonstrates assessment, diagnostic, and evaluation knowledge and skills related to infants and children who are visually impaired and their families.	STANDARD 3 Assessment The candidate demonstrates knowledge and use of a variety of formal and informal assessment instruments, procedures, and technology considerations to evaluate, contribute to eligibility decisions, and plan and monitor progress.	Updated and expanded language
Standard 4		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #4 The teacher of the visually impaired demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of subject matter, child needs, the general curriculum goals, school environment, and community.	STANDARD 4 Instructional Planning & Specially Designed Strategies The candidate uses knowledge and skill in planning and implementing explicit instruction based on subject matter, functional skills, individual needs, general curriculum goals, natural and school environments, and community.	Updated and expanded language
Standard 5		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #5 The teacher of the visually impaired promotes learning by working in collaboration with other educators, professionals, and parents, to establish school and classroom learning	STANDARD 5 Transition—Birth through Post-Secondary The candidate demonstrates knowledge and skills to support, plan, and implement transitions from Part C to Part B services, from preschool to	- Moved Collaboration to Standard 7. - Created Transition Standard.

environments conducive to learning by infants and children with visual impairments.	elementary settings, from elementary to middle and/or secondary settings, and from secondary to post-secondary settings, including community, vocational, and post-secondary educational settings.	
Standard 6		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #6 The teacher of the visually impaired demonstrates knowledge and skill in addressing behavioral concerns, facilitating problem solving, and developing the social skills of infants and children with visual impairments.	STANDARD 6 Professional Learning and Ethical Practice The candidate demonstrates professional responsibilities, upholds ethical standards, and is a lifelong learner who engages in reflective practice to analyze and evaluate the implications of current trends and issues to make informed decisions.	• Moved behavioral and problem-solving strategies to Standard 9 • Moved social skills to Standard 4 • Moved professionalism and ethics from Standard 8. • Updated language
Standard 7		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #7 The teacher of the visually impaired demonstrates effective communication and collaborative skills and knowledge related to working with parents, instructional teams, and other professionals and service providers to address the overall educational, social, and health needs of infants and children with visual impairments.	STANDARD 7 Collaboration & Family & Community Engagement The candidate demonstrates effective and culturally responsive communication and collaboration skills to engage with families, educators, and service providers.	• Moved Collaboration from Standard 5. • Updated language

Standard 8		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard #8 The teacher of the visually impaired demonstrates professional and ethical practices consistent with the highest standards of pedagogy, confidentiality, and commitment to continued professional growth.	STANDARD 8 Learner Development & Individual Learning Differences The candidate demonstrates knowledge of vision and psychosocial development, as well as how vision loss affects self-determination, achievement, and learning to provide meaningful experiences.	• Moved Professionalism and Ethics to Standard 6. • Moved Learner Development from Standard 2. • Updated language
Standard 9		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
None	STANDARD 9 Learning Environments The candidate demonstrates an understanding of learning environments, including behavior and classroom management strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners.	• Created Learning Environments standard.

Agenda Number: 10 c.

Meeting Date: 12/9/2025



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

From: Catherine Chmidling

The Evaluation Review Committee is submitting the following recommendation to the State Board regarding educator preparation provider program approval for the Kansas Independent College Association.

The educator preparation program review process is guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, and 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 and assessment instruments.

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

The review team's report and institution's response to the report, along with the institutional report, 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 the education preparation program.

The 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. 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 program. These final recommendations have been submitted to appropriate representatives of the educator preparation institution and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations will be submitted in January 2026 as an Action item.

Kansas leads the world in the success of each student.



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November 12, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Kansas Independent College Association

Introductory Statement:

On November 10, 2025, the Evaluation Review Committee reviewed an application for program approval for Kansas Independent College Association.

Documents that were received and considered include the program review submission and final team report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Kansas Independent College Association program through December 31, 2032:

High Incidence K-6, 6-12, PreK-12, A UG & Grad continuing

Areas for Improvement

Standards 1-8, Science of Reading

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.)



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Item Title: Dyslexia Definition Update and Kansas Dyslexia Initiatives "From Policy to Practice"

From: Dr. Laurie Curtis

1. Dyslexia Definition Updated by International Dyslexia Association

The Kansas Dyslexia Handbook has used the IDA definition of dyslexia in their handbook and in professional learning sessions since the initial handbook was created and used by all schools in Kansas. The new definition can be found at this link: [Definition of Dyslexia - International Dyslexia Association](#).

The definition that has been in use was provided in 2002. The new definition builds on that definition, preserving the essential elements of that definition, but integrating additional insight gained over the last two decades as the science of reading continues to inform practice. Changes were made with feedback from over 2,000 researchers/ educators and the process and details of specific changes can be found at this link: [2025 Dyslexia Definition Project - International Dyslexia Association](#)

Due to this change, it will be important to replace the old definition with this 2025 updated definition when we do our annual review/ revision of the Kansas Dyslexia Handbook (June 2026). Dr. Curtis and her team will incorporate the new definition into our guidance documents and framework to assure that KSDE is providing the most current information possible to all systems.

2. From Policy to Practice: Kansas Dyslexia Initiatives

This presentation will provide an overview of the basics of KSDE Literacy Initiatives, specific to dyslexia and practices that occur in our schools to identify students who are at risk for reading difficulty. This will include an overview of the protocols and expectations for screening, diagnostic assessments, instruction, and intervention and how these initiatives are supported by our KESA School Improvement Model.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:

Sherry Root

Director:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date:

12/9/2025

Item Title:

Act on 2026 Legislative Priorities - Frank Harwood, Gabrielle Hull (Facilitators)

Recommended Motion:

Suggested motions will be supplied.

Explanation of Situation Requiring Action:

Gabrielle Hull moderated a discussion with the Board on the 2026 Legislative Priorities document which was received in November. The Legislative Liaisons for the Board will rely upon the full support (unanimous vote) and/or consensus (majority) of the Board for the positions they take on legislative issues. A vote will be taken on each item listed.

The motions are listed below, without the standard form of having one member make a motion to support and then having a second. These votes are for the purpose of guiding the Board Legislative Liaisons as they work with the Kansas State Legislature over the coming 2026 Legislative session.

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

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

(SEE ATTACHMENT FOR THE LEGISLATIVE POSITIONS TO BE VOTED ON)



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Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Connie O'Brien
District 4

Cathy Hopkins
District 5

Dr. Beryl A. New
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Debby Potter
District 10

2026 Legislative Positions of the Kansas State Board of Education

For Consideration on December 9th, 2025

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

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

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

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

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

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

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

- Only using public education funds for public schools.
- Following state statute and moving towards funding 92% of the excess cost of special education.

- Opportunities to expand and fund early childhood and kindergarten readiness.
- Funding transportation for all students in all unsafe situations, regardless of mileage.
- Continued funding for the teacher apprenticeship program.
- Increased state support on bond and interest.
- Financial support for school districts to enhance and improve their cybersecurity efforts.
- Funding to provide equitable compensation for State Board Members in line with recent changes in Legislative compensation.
- Adequate funding for the Kansas Department of Education and the Kansas State Board of Education to allow for the implementation of their constitutional and statutory duties.

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

- The constitutional authority given to the State Board of Education, the Kansas Legislature, and the Governor; including the State Board's authority to accredit school systems through the continued implementation of the Kansas Education System of Accreditation
- The governance responsibilities assigned to the Kansas State High School Activities Association.
- The authority of local boards of education.
- Collaboration with the Legislature to eliminate, align, and design regulations and statutes in preK-12 to enhance the school improvement process, allowing school systems to focus on student success.

The Kansas State Board of Education is prepared to continue to collaborate on the important work of the Education Funding Taskforce in preparation for the sunset of the school funding formula in 2027. Working together, Kansas Can lead the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:

Sherry Root

Director:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 12/9/2025

Item Title:

Act on request to approve the contract with USD 268 Cheney, USD 336 Holton and Manhattan Catholic School for testing of the Healthier Kansas Menu revisions.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the contract with USD 268 Cheney, USD 336 Holton and Manhattan Catholic School for testing of the Healthier Kansas Menu revisions.

Explanation of Situation Requiring Action:

Kelly Chanay (CNW Director).

Comments: This was presented to the State Board in November as a receive item. From January through February 2026, three school districts will test two (2) weeks of menus and be compensated for their time, purchase ingredients to prepare meals and gather student feedback. USD 268 Cheney (\$15,000); USD 336 Holton (\$15,000); Manhattan Catholic School (\$12,000); and alternate/back-up USD 362 Prairie View.



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Item Title: Teacher Highlight: Civics Teacher Thomas Fulbright

From: Nathan McAlister, Humanities Program Manager, History, Government and Social Studies

The Teacher: Thomas Fulbright, Hope Street Academy
(Board District 6: Dr. Beryl New)

In his 18th year at Hope Street Academy, Thomas currently teaches American History, Current Social Issues, Historical Inquiry, and Economics. Thomas holds a master's degree in social studies education from the University of Kansas and is working on a master's degree in American history through Ashland University, as part of his James Madison Fellowship (2023). In 2018 Thomas was named Kansas History teacher of the year by the Gilder Lehrman Institute of American History. He enjoys teaching at a school that recognizes that their at-risk students need teachers who do things a little differently. He loves his conversations with students as they come to appreciate the importance of understanding our past.

The Organization: The Gilder Lehrman Institute of American History was founded in 1994 by Richard Gilder and Lewis E. Lehrman. The Institute is the leading nonprofit and nonpartisan organization dedicated to K-12 history education while also serving the general public. Its mission is to promote the knowledge and understanding of American history through educational programs and resources. The Institute's diverse education programs, including the acclaimed Hamilton Education Program, provide opportunities to explore five centuries of American history. The Gilder Lehrman Affiliate School network comprises fourteen million students and 97,000 teachers from more than 36,000 schools worldwide. At the Institute's core is the Gilder Lehrman Collection, one of the great archives in American history. Drawing on the 87,000 documents in the Gilder Lehrman Collection and an extensive network of eminent historians, the Institute provides teachers, students, and the general public with direct access to unique primary source materials. The Contest: Through Building Better Citizens: An Innovative Curriculum Contest, Teachers had the opportunity to share a single class period lesson plan, creatively using questions from the citizenship test as an activity or assessment. The direction was to focus on specific questions on the exam, or on using the exam more broadly as a tool to understand citizenship and naturalization. The lesson plan could be one that teachers have used year over year in their classroom, or one created specifically for this contest. A jury of master teachers recruited by Gilder Lehrman Institute (GLI) reviewed each entry and determined the winners. Entries were evaluated based on the clarity of the objective, rationale, and methodology, alignment to standards, creativity and engagement, and differentiation for diverse learners. Teachers' work was reviewed and judged at their respective grade levels (Grades K-

8 and Grades 9–12)

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Agenda Number: 1

Meeting Date: 12/10/2025



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Item Title: Presentation: AI in Education Series

From: Jake Steel

In preparation for this month's AI in education learning series presentation, I am asking you to listen to this 15 min podcast. The podcast discusses two AI literacy frameworks and takes a deep dive into the frameworks. The podcast is accessible via the link provided below.

[Podcast on AI literacy frameworks](#)

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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 2

Staff Initiating:

Director:

Commissioner:

Meeting Date:

12/10/2025

Hannah Miller

Bert Moore

Randy Watson

Item Title:

Receive to initiate RFP (Request for Proposal) contract bid process for maintenance and enhancements of the Kansas Integrated Accountability System (KIAS) suite of applications

Recommended Motion:

(To be voted on in January.) It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract bid process to provide maintenance, technical support, and enhancements for the existing Kansas Integrated Accountability System (KIAS) necessary for oversight of the Individuals with Disabilities Education Act (IDEA), the Elementary and Secondary Education Act (ESEA), and the Kansas Education for Exceptional Children Act for the period of execution through June 30, 2030 in an amount not to exceed \$1,000,000 to be funded from ESEA and IDEA funds.

Explanation of Situation Requiring Action:

This request is made to enable the Kansas State Department of Education (KSDE) to continue the upkeep and enhancements to the existing Kansas Integrated Accountability System (KIAS) suite of applications. KIAS applications enable KSDE to collect data necessary to effect KSDE's oversight responsibilities under the Individuals with Disabilities Education Act (IDEA), the Elementary and Secondary Education Act (ESEA), and the Kansas Education Exceptional Children Act. KIAS allows KSDE to collect, store, report, and calculate data that will meet the Office of Management and Budget (OMB) and state data collection requirements for each program. Further, KIAS allows KSDE to track required data elements, conduct verification checks, update user guides, deploy live items, offer technical assistance, and develop award dissemination processes necessary to administer federal and state authorized grants. KSDE is not capable of providing ongoing technical support and regular maintenance of the KIAS applications. The selected vendor will conduct ongoing upkeep and necessary enhancements to the data collection and analysis application and the grants management application to support the state of Kansas in meeting and maintaining both state and federal data collection obligations.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 a.

Staff Initiating:

Payton Lynn

Director:

Renee
Nugent

Commissioner:

Randy Watson

Meeting Date:

12/10/2025

Item Title:

Review of KAR 91-41- Mentor Teacher Program Regulations

Recommended Motion:

It is moved that the Kansas State Board of Education approve removing the requirement to turn in applications and reports associated with mentor program grant funding unless and until funding is reinstated.

Explanation of Situation Requiring Action:

Review of KAR 91-41- Mentor Teacher Program Regulations

This article was reviewed based on whether the regulations:

Present a significant administrative burden,
Are disconnected from student learning

Place undue strain on district resources.

Article 41 of the Kansas State Department of Education regulations outlines the requirements for districts that apply for and receive state funding to support mentor teacher programs. Under Article 41, districts seeking state grant funds must submit an application to the State Board of Education. Districts that receive funding must also submit an annual evaluation report detailing program implementation and outcomes. The regulations appropriately describe requirements in the context of state funding and therefore do not necessitate formal amendment.

In recent years, the Kansas Legislature has chosen not to appropriate funds for the mentor teacher grant program. Article 41 regulations include requirements that districts submit applications and annual evaluation reports tied to the receipt of state funds.

The following recommendation is provided to adjust KSDE practice to reflect the current legislative context:

Because no state funds are currently allocated for the mentor teacher program, KSDE will update internal policy and procedure to relieve administrative burden associated with the applications and annual evaluation reports. Districts may continue to operate local mentor teacher programs using local resources, but submitting the applications and reports associated with state funding to KSDE will not be required unless funding is reinstated.

No changes to Article 41 regulations are recommended at this time.

91-41-1. Definitions. (a) "Board" means any local board of education.

(b) "Certificated" or "licensed" means holding a valid certificate or license issued by the state board.

(c) "Continuous assistance" means ongoing, structured, and unstructured contact throughout the school year.

(d) "Kansas exemplary educators network" means the Kansas teacher of the year program, Milken family foundation national educator awards program, presidential award for excellence in math and science teaching, and the Christa McAuliffe fellowship program.

(e) "Mentor teacher" means a certificated or licensed teacher who meets the following criteria:

(1) Has completed at least three consecutive school years of employment in the same school district;

(2) has been selected by the board on the basis of having demonstrated exemplary teaching ability as indicated by criteria established by the state board in these regulations; and

(3) has participated in, and successfully completed, a training program for mentor teachers provided for by the board in accordance with guidelines prescribed by the state board.

(f) "Mentor teacher program" means a program established and maintained by a board for the purpose of providing probationary teachers with the professional support and continuous assistance of an on-site mentor teacher.

(g) "On-site" means at the location where a probationary teacher is assigned.

(h) "Probationary teacher" means a certificated or licensed teacher to whom the provisions of K.S.A. 72-5438 through 72-5443, and amendments thereto, do not apply.

(i) "School year" means July 1 through June 30.

(j) "State board" means the state board of education.

(k) "Training" means professional development provided to mentor teachers to enable them to support and assist probationary teachers. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

91-41-2. General requirements. (a) Each board making application for a grant of state moneys for a mentor teacher program shall submit a completed application to the state board on or before August 1 of the school year.

(b) Each board receiving state funds for a mentor teacher program shall submit an annual evaluation report to the state board. The report shall be submitted on or before June 30. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

91-41-3. Criteria for evaluating applications and approving mentor teacher programs. Each board applying for approval of a mentor teacher program shall submit an application containing the following statements and descriptions: (a) A statement of the district's purpose or purposes for establishment of the mentor teacher program;

(b) a description of the year-long continuous assistance activities to be provided under the program, including a description of the structured contact time between the mentor teacher and the probationary teacher and the unstructured opportunities to be provided under the program;

- (c) a description of the expectations for district administrators in supporting the program;
- (d) a description of how the mentor teacher program aligns with other professional development initiatives in the district;
- (e) a description of the method to be used to assign a mentor teacher to a probationary teacher giving consideration to endorsement areas, grade levels, and building assignment;
- (f) a description of the process to be used for reassignment of a successor mentor if the original mentor is unable to fulfill responsibilities; and
- (g) a description of how the program will establish ongoing professional development and support for each mentor teacher under the program. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

91-41-4. Criteria for determining exemplary teaching ability for qualification as a mentor teacher. In determining whether a teacher has demonstrated exemplary teaching ability for qualification as a mentor teacher, each board shall consider the following criteria: (a) Professional competency as indicated by the board's most recent evaluation of the teacher under K.S.A. 72-9001 through K.S.A. 72-9006, and amendments thereto, including competency in the teacher's area of certification or licensure, effective communication skills, and efficacy of instruction; and

(b) recognition, if any, under national or state programs, including the national board teaching certification program and the Kansas exemplary educators network. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 b.

Staff Initiating:

Payton Lynn

Director:

Renee Nugent

Commissioner:

Randy Watson

Meeting Date: 12/10/2025

Item Title:

Receive Item Review of K.A.R. 91-1-216 Procedures for professional development

Recommended Motion:

To be voted on in January

Explanation of Situation Requiring Action:

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

As part of the State Board of Education's ongoing review of education regulations, KSDE evaluated K.A.R. 91-1-216 using the Board-approved criteria to determine whether regulations:

Present a significant administrative burden,

Are disconnected from student learning, or

Place undue strain on district resources.

Overview of Current Regulation

K.A.R. 91-1-216 requires each educational agency to design, submit, and maintain a formal professional development plan for approval by the State Board. The regulation outlines the establishment of a professional development council, needs assessments, goal development, activity design, and evaluation criteria. Districts must submit plans annually by August 1, and the State Board must approve, approve with modifications, or disapprove each plan.

Findings from the Review

The annual submission, approval, and revision process of professional development plans requires substantial administrative time from both districts and KSDE. However, districts develop goals grounded in system needs, student data, and local priorities through the School Improvement process. Within this process, professional learning is integrated with the Kansas School Improvement Model and the Four Fundamentals that directly support a district's identified goals.

Because professional development is embedded within district school improvement plans, it functions as part of a continuous improvement cycle rather than a separate compliance requirement. By maintaining a separate state-submitted plan, the current regulation creates a disconnected process that is less aligned with School Improvement priorities. Removing the requirement to submit a professional development plan for approval allows districts to maintain a single, integrated improvement process in which professional learning is planned, implemented, and evaluated alongside the strategies aimed at improving student learning.

Recommendation

KSDE recommends eliminating the requirement for districts to submit a separate professional development plan to reduce unnecessary administrative obligations and allow districts to focus resources on the locally driven professional learning activities embedded in their school improvement work.

Text of Current Regulation

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.)

You may view the full regulation here: [Kansas Secretary of State | Publications | Kansas Administrative Regulations](#)



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Item Title: School Improvement Framework: Aligning Kansas' Four Fundamentals for Coherent Support

From: Payton Lynn

School Improvement in Kansas is the continuous and intentional alignment of systems, resources, and instructional practices to improve student outcomes by creating coherence across the systems of quality instruction, standards alignment, structured literacy, and balanced assessment. It prioritizes collaboration, support, and the sustained use of evidence-based practices to meet the unique needs of every system.

Dr. Renee Nugent will provide an overview of KSDE's emerging School Improvement Framework, grounded in Kansas' Four Fundamentals—Structured Literacy, Standards Alignment, Balanced Assessment, and Quality Instruction. This presentation will outline how KSDE is working to unify current state and federal requirements (KESA 2.0, At-Risk accountability, Title I/ESEA, and the Needs Assessment) into one coherent, clearly communicated model of continuous improvement.

The Board will receive an update on the School Improvement Working Group's progress, including early findings from a statewide review of support systems, opportunities for streamlining expectations, and next steps in building a data-informed, user-friendly platform that provides districts with clearer guidance, stronger alignment, and more targeted supports.

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Agenda Number: 5

Meeting Date: 12/10/2025



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Item Title: High-Quality Instructional Materials: Policy Levers and Opportunities for Kansas

From: Payton Lynn

Dr. Nugent will share high-level findings from this year's Instructional Materials Data Collection which includes information from districts and private accredited schools. She will highlight how KSDE can use this information to strengthen the implementation of High-Quality Instructional Materials (HQIM) in service of improving standards-aligned instruction across Kansas. This presentation will also introduce policy levers highlighting ways State Education Agencies (SEAs) signal the quality of instructional materials, how SEAs incentivize districts to select HQIMs, and how SEAs work to strengthen the implementation of those materials.

Dr. Nugent will outline considerations for Kansas—including data visualization, alignment with the KSDE Vision for Quality Instruction, and recommendations for strengthening both HQIM selection and implementation statewide.

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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:
Deborah Bremer

Director:

Commissioner:
Randy Watson

Meeting Date: 12/10/2025

Item Title:

Receive item to approve State Board Policy language change for the approval threshold

Recommended Motion:

In January the Board will be asked to approve the language changes to the Board Policy Manual. The recommended language is below.

Explanation of Situation Requiring Action:

In June the Kansas State Board of Education approved this motion:

TUES 8c. Raising Threshold for Grants and Contracts

Mrs. Arnold moved that the Kansas State Board of Education direct the policy committee to draft proposed language for a policy that would raise the threshold from \$10,000 to \$25,000 for discretionary grants or contracts that are required to have state board approval. Mr. Porter seconded the motion. Motion carried 7-2-1 with Mr. Zeck and Mrs. Potter voting no, and Mrs. Dombrosky present not voting.

In response, the Board Policy Committee has drafted the following proposed language for grants or contracts that are required to have state board approval:

Policy: Required State Board Approval for Contracts and Grants

Policy Type: Board-Staff Linkage

Subject to the exceptions outlined below, the Commissioner may not enter into a contract or issue a grant with a value of \$25,000 or more without the prior approval of the State Board.

A. For the purposes of this policy, a contract is defined as a written legal agreement to procure services for or on behalf of the State Department of Education. A grant is defined as a discretionary grant provided to local education agencies. It does not include state or federal aid to local education agencies that is distributed in accordance to a formula.

B. The following will not be subject to the requirement for prior approval from the State Board, but must follow all other applicable prior approval requirements:

a. State Department of Education overhead costs, including office rent, hardware, software, office supplies, and other similar costs that are necessary to operate the Department.

b. State Department of Education employee travel.

- c. Costs associated with conferences, training, and other meetings sponsored by the State Department of Education.
- d. Commodities purchased by the State Department of Education, such as books, food, and gasoline.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:
Deborah Bremer

Director:

Commissioner:
Randy Watson

Meeting Date: 12/10/2025

Item Title:

Receive Kansas School for the Deaf Task Force Recommendations

Lisa Karney

State Board members Haas, Dombrosky and New

Recommended Motion:

To be voted on in January

Explanation of Situation Requiring Action:

List of suggested focus areas / recommend to the State Board:

1. Reading (appropriate instruction methodology for deaf students), Math
2. KESA Strategic Plan as a guiding document (incorporating or looking to CEASD work)
3. Transition Goals & Focus (after graduation)
4. Teacher Pipeline & Retention (review/revise Deaf Education licensure, particularly in comparison to other states, as well as accreditation for KS higher education)
5. KSDE role (update KSDE website, make parent resources more accessible, elevate parents' rights, IEP information, and Families Together)

Agenda Number: 8

Meeting Date: 12/10/2025



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Item Title: KESA Update: School Improvement Days

From: Jay Scott

During this information-only session, an update on the KESA School Improvement Days that began in late September and ran through early December (37) will be provided. A review of the School Improvement Day agenda, the feedback from systems attending their respective School Improvement Day, and a summary of the KESA Action Plans that have been submitted to this point will be shared with the State Board of Education.

Kansas leads the world in the success of each student.