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Kansas State Board of Education July 8, 2025

Call to Order

Chair Cathy Hopkins called the meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, July 8, 2025, in the boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. Chair Hopkins recited the Board mission statement and then asked for a moment of silent reflection or prayer, followed by everyone standing and joining in the Pledge of Allegiance.

Roll Call

The following Board members were present:

Mrs. Betty Arnold

Mrs. Michelle Dombrosky

Mrs. Melanie Haas

Mr. Dennis Hershberger

Mrs. Cathy Hopkins, Chair

Dr. Beryl New

Mrs. Connie O'Brien

Mrs. Debby Potter

Mr. Jim Porter

Mr. Danny Zeck, Vice Chair

Mr. Mark Ferguson, Board Attorney was on Zoom,

Mr. R. Scott Gordon, KSDE General Counsel, was sitting at the table for Mr. Ferguson.

Commissioner Watson was seated in his place at the Board table.

Approval of June 10 & 11, 2025 minutes

Mrs. Arnold moved that the Kansas State Board of Education approve the minutes for the May 13 & 14 meeting. Mr. Hershberger seconded the motion. Motion carried 9-0-1 with Mrs. Potter present not voting.

Approval of the Agenda

Mrs. Haas moved that the Kansas State Board of Education approve the agenda. Mrs. Potter seconded the motion. Motion carried 10-0.

Consent Agenda

- a. Receive personnel report
- b. Act on FY26 Grant Awards for IDEA IV-B Special Education Targeted Improvement Plan Grants
- c. Act on local professional development plans

- d. Act on recommendation for a visiting scholar license
- e. Act on recommendations of the Licensure Review Committee

Mrs. Haas moved that the Kansas State Board of Education approve the Consent Agenda, Mrs. Arnold seconded the motion. Motion carried 10-0.

Commissioner's Report

Dr. Watson focused on AI. Artificial intelligence is beginning to replace workforce in many tech companies. This trend is predicted to spread across all sectors of business. AI is becoming core and is not optional. This means tech jobs are shrinking because of AI. The question for schools becomes, "What skills should we teach to prepare students for their future?"

He shared the story of Andrew Roth and Jack Moran, two men who met during WWII 80 years ago. Andrew was a Jewish prisoner in the Buchenwald concentration camp Buchenwald. Jack was with the American liberators of the camp. The liberation was April 11. Andrew changed his birthday to that day. Two 17 year olds, from two different worlds, have a chance meeting. 80 years later they met again.

Switching back to AI, Dr. Watson asked the question, "What skills do we teach in school?" What are the skills students need today? Jack and Andrew lived in a different world. They needed different skills. There are some commonalities. Showing up, working hard, caring about other people, communicating well, are among the core skills that are always needed.

Citizen's Open Forum

Chair Hopkins opened the Citizen's Forum and invited the following people to speak:

Jamie Finkeldei, President, Kansas Association of Independent and Religious Schools (KAIRS). Mr. Finkeldei spoke about proposed teacher licensure changes for the schools in his organization. He would like the State Board to consider some proposed changes for establishing a three tiered accreditation.

Dr. Mary Sinclair, Kansas PTA, spoke about the NAEP scores for Kansas and nationally. She presented the KS PTA issue brief entitled: *What NAEP scores tell us*.

Kim Whitman, Overland Park, representing Kansas students, spoke about 1:1 devices in elementary schools. Her remarks focused on the question of whether these devices are appropriate for young learners. She believes they are not.

Emily Brownlee, Overland Park, representing Kansas students, spoke about the excessive and inappropriate screen time that research shows is rewiring children's brains. She believes 1:1 devices in schools are hurting young children.

Erica Sheets, Leawood, Moms for Liberty, spoke about parental rights to opt children out of classes and activities that conflict with their beliefs. She urged the Board to establish this policy in all schools as an accreditation requirement.

Watson
00:7:21

Forum
00:34:26

Act on Budget Recommendations for the State Board to provide to the Governor's office prior to the legislative session

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

Dr. John Hess, Director, Fiscal Services and Operations

Dr. Harwood took the Board through the Kansas State Department of Education budget recommendations to be provided to the Governor for 2026-2027 (FY2027).

a. Major Categories of State Aid

State Foundation Aid

Supplemental State Aid

Capital Improvement State Aid

Capital Outlay State Aid

(Estimates for these categories are set during the Education Consensus Estimates)

Mrs. Arnold moved that the Kansas State Board of Education recommend the adoption of the consensus estimates for the major categories of state aid in Fiscal Year 2027. Mrs. Haas seconded the motion. Motion carried 8-0-2 with Mrs. Dombrosky and Mrs. O'Brien present not voting.

b. Budget Options

Special Education State Aid

Mr. Porter moved that the Kansas State Board of Education request a budget enhancement to provide funding needed to support 80% of Special Education Excess Costs for FY2027. Mrs. Haas seconded the motion. Motion carried 10-0.

Mentor Teacher Program – KSA 72-2561

Chair Hopkins moved that the Kansas State Board of Education request a budget enhancement of \$1.3 million for the Mentor Teacher Program for Fiscal Year 2027. Dr. New seconded the motion. Motion carried 10-0.

(actually took place later in the afternoon, see 7:27:40 on video)

Professional Development – KSA 72-2544

Mrs. Haas moved that the Kansas State Board of Education request a budget enhancement of \$1.77 million for the Professional Development Program for Fiscal Year 2027. Mrs. Arnold seconded the motion. Motion carried 7-3 with Mr. Porter, Chair Hopkins and Mrs. Potter voting no.

National Board Certification – KSA 72-2166

Mrs. Arnold moved that the Kansas State Board of Education request a budget enhancement of \$360,000 for the Teacher of Excellence program for Fiscal Year 2027.

(at this point
the Chair
moved
the rest
of the
budget to
the end
of the
day)
Look at
7:27:40

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

c. Other Programs/Legislative Initiatives

Kansas Safe and Secure Schools

Mrs. Potter moved that the Kansas State Board of Education request a budget enhancement of \$15 million for the Safe and Secure Schools Grant program for Fiscal Year 2027. Mr. Hershberger seconded the motion. Motion carried 8-1-1 with Vice Chair Zeck voting no and Mrs. Dombrosky present not voting.

E-Rate

Mrs. Arnold moved that the Kansas State Board of Education request a budget enhancement of \$500,000 for the E-Rate Infrastructure Match for Fiscal Year 2027. Mr. Porter seconded the motion. Motion carried 6-4 with Mrs. Potter, Vice Chair Zeck, Mrs. O'Brien and Mrs. Dombrosky voting no.

Increased Office Rent for KSDE

Mr. Porter moved that the Kansas State Board of Education request a budget enhancement of \$148,262 to cover the increase in state office rental for Fiscal Year 2027. Vice Chair Zeck seconded the motion. Motion carried 8-2 with Mr. Hershberger and Mrs. Potter voting no.

Military Interstate Children's Compact Commission

Mr. Hershberger moved that the Kansas State Board of Education request a budget enhancement of \$7,532 to cover the cost of the Military Interstate Children's Compact Commission dues increase for Fiscal Year 2027. Mrs. Potter seconded the motion. Motion carried 9-1 with Mrs. Dombrosky voting no.

State Board of Education Compensation

Chair Hopkins moved that the Kansas State Board of Education request a budget enhancement of \$120,000 plus a 4.4% increase to provide State Board member compensation to be commensurate with legislator compensation for Fiscal Year 2027. Mrs. O'Brien seconded the motion. Motion carried 9-1 with Mrs. Potter voting no.

Administrative Funding for E-Rate

Mrs. Arnold moved that the Kansas State Board of Education request a budget enhancement of \$95,920 to replace funding required to support school districts with the E-Rate process for Fiscal Year 2027. Mrs. Haas seconded the motion. Motion carried 6-4 with Vice Chair Zeck, Mrs. Dombrosky, Mrs. O'Brien and Mrs. Potter voting no.

Presentation on Persistently Dangerous Schools Definition and History

Bert Moore, Director, Special Education

Gabrielle Hull, Legislative Coordinator

PDS

01:53:20

Bert Moore, Director, Special Education and Gabrielle Hull, KSDE Legislative Coordinator, presented the federal and state definitions of “Persistently Dangerous Schools” and reviewed how laws related to school district open enrollment impact student opportunities to attend school districts of their choice. This presentation was given in the context of the recent *Dear Colleague* Letter from the US Dept. of Education which advised that if a child attends a persistently dangerous school, they may transfer to another school. Local education agencies must provide a school choice option for students that attend an unsafe school or become a victim of a violent crime.

Kansas defines a school as persistently dangerous if they for three consecutive years:

1. Have 1+ students expelled for a federal Gun Free Schools violation; and
2. 2% or five students (whichever is greater) utilize the individual option (to transfer); and
3. 2% or five students are expelled for violence related offenses including crimes against persons which constitute the commission of a felony, including murder, aggravated assault, battery, criminal threat, hazing, kidnapping, robbery, burglary, and stalking; or sex crimes such as rape, aggravated indecent liberties with a child, indecent solicitation of a child, sexual battery, sexual exploitation of a child, and sodomy; or child abuse or terroristic threat.

Mr. Moore stated that Kansas has always allowed parents to apply to attend school districts they do not reside in and in 2022 the Legislature put into statute this tradition, which went into effect in the 2024-2025 school year. He also noted there are no Kansas schools that have been deemed persistently dangerous.

Performance for July

In honor of July 4th, there was a patriotic performance led by two students from Wamego Middle School, Marabelle Aldridge and Lucy Ross (assisted by KSDE staff Mary Lonker and Nathan McAlister). The students each read a portion of the Declaration of Independence, after which Board member Jim Porter accompanied the entire Board and many KSDE staff members, and the Tonganoxie High School Summer Choir, in singing *My Country 'Tis of Thee*. The Tonganoxie Singers, with their teacher, Mr. Gifford (celebrating 40 years of teaching), sang three beautiful songs. The Board was grateful for the time and talent shared by the choir and by the young students from Wamego. Mr. Porter, long time church organist and choir director, and former music teacher, played beautifully.

Perform

3:52:38

Reading Corner (a monthly effort to highlight reading in Kansas schools)

Dr. Laurie Curtis, Early Literacy and Dyslexia Coordinator, introduced Dr. Julie Cannizzo, and Stephanie Basham, from Goddard Public Schools.

Reading
Corner
3:48:35

Summer learning is an important program in Goddard, with a multitude of special programs for students. K-4 Champs and 5-8 Champs are both 19 day programs (8:30 – 3:00) which focus on reading. 93% of students maintained or improved their reading level. 380 students participated.

Receive State Assessment Cut Scores – Part 1

(Note: there were three parts of this presentation, spanning the two days of meetings, however they are recorded together for the minutes, to provide a coherent overview of the Assessment Cut Scores which will be voted on in August.)

Beth Fultz, Director, Career, Standards and Assessment Services (CSAS)

Susan Martin, Director and Matt Copeland, Associate Director at Assessment Technology Solutions (ATS) at the Assessment and Achievement Institute (AAI) at the University of Kansas

Dr. Art Thacker, Principal Scientist at HumRRO representing the Kansas Technical Advisory Committee (TAC)

Dr. Dan Gruman, Director of Assessment and Research in USD 512 Shawnee Mission representing the Kansas Assessment Advisory Council (KAAC)

Cut
Scores
Part 1
4:08:40

The 2025 Kansas State Assessment Standard Setting (cut scores) Workshop was held June 9 – 13, 2025 in Topeka at the Topeka Center for Advanced Learning Career (TCALC).

Beth Fultz, Susan Martin, and Matt Copeland presented a summary of attendees participating in the standard setting panels, a review of the bookmark standard setting procedure and protocol, and evaluation survey results. Dr. Thacker, also in attendance, provided his observations and expectations from a technical advisory perspective on the loyalty of the process. Dr. Gruman will review the KAAC recommendations shared at the April Kansas State Board of Education meeting and his observations of the standard setting workshop including the importance of the final vertical articulation recommendation.

Receive State Assessment Cut Scores – Part 2

Beth Fultz explained the four performance level descriptors:

Level 1: limited ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc) grade (ELA, Math, Science) Standards.

Cut
Scores
Part 2
5:39:51

Level 2: basic ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc) grade (ELA, Math, Science) Standards.

Level 3: proficient ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc) grade (ELA, Math, Science) Standards.

Level 4: advanced ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc) grade (ELA, Math, Science) Standards.

She shared where the percentages would lie in English Language Arts, Math and Science. Mrs. Fultz went over the KAP performance scores from 2024 in all three areas.

Dr. Dan Gruman discussed the issue of trying to fixed a misaligned system (one that does not accurately reflect student performance, according to Kansas educators in the classroom) without reducing the rigor.

Receive State Assessment Cut Scores – Part 3

Mrs. Fultz shared the recommended cut scores:

MATH		Lowest Obtainable Scale Score	Level 2 Cut	Level 3 Cut	Level 4 Cut	Highest Obtainable Scale Score
	G3	400	510	540	570	700
	G4	400	510	540	579	700
	G5	400	510	540	599	700
	G6	400	510	540	596	700
	G7	400	510	540	603	700
	G8	400	510	540	594	700
	G10	400	510	540	600	700

Cut Scores
Part Three
WED
At time stamp
03:07:04
on July 9

ELA		Lowest Obtainable Scale Score	Level 2 Cut	Level 3 Cut	Level 4 Cut	Highest Obtainable Scale Score	
	G3	400	510	540	609	700	
	G4	400	510	540	607	700	
	G5	400	510	540	600	700	
	G6	400	510	540	593	700	
	G7	400	510	540	600	700	
	G8	400	510	540	594	700	
	G10	400	510	540	588	700	

SCIENCE		Lowest Obtainable Scale Score	Level 2 Cut	Level 3 Cut	Level 4 Cut	Highest Obtainable Scale Score
	G5	400	510	540	582	700
	G8	400	510	540	569	700

The Board will vote on this item in August.

Act on Teacher Apprenticeship Program and approve MeadowLARK Grant Funds
Shane Carter, Director, Teacher Licensure

Mr. Carter explained that the Kansas Apprenticeship Council approved KSDE's application to start a Registered Teacher Apprenticeship program in May 2023. The Kansas Apprenticeship Council approved an update to the application to include a graduate degree apprenticeship route and approved a youth apprenticeship route to the program in April 2025. Currently, there are 318 apprentices in the Registered Teacher Apprenticeship program. Of the 318 apprentices, 167 apprentices will begin the program in the Fall 2025 cohort. The funding for the Fall 2025 cohort apprentices is different than the funding apprentices who joined the program in previous cohorts.

Mrs. Potter moved that the Kansas State Board of Education approve the addition of a graduate degree route within the Kansas Teacher Apprenticeship Program. Mr. Hershberger seconded the motion. Motion carried 9-0-1 with Mrs. Dombrosky present not voting.

Mrs. Potter moved that the Kansas State Board of Education approves the addition of a youth apprenticeship route within the Kansas Teacher Apprenticeship Program. Mr. Zeck seconded the motion. Motion carried 9-0-1 with Mrs. Dombrosky present not voting.

Mrs. Potter moved that the Kansas State Board of Education approves grant awards for the Kansas Registered Teacher Apprenticeship Program Districts for the 2025-2026 school year. Mrs. O'Brien seconded the motion. Motion carried 8-2 with Mrs. Dombrosky and Vice Chair Zeck voting no.

Act on Regenerated Licensure Test Scores
Shane Carter, Director, Teacher Licensure

Mr. Carter shared the process for reviewing teacher testing: a test is selected for regeneration or replacement (at minimum every 10 years), the agency is notified one year prior to change, volunteers are requested to participate in a multi-state standards setting panel which then meets and recommends cut scores and technical reports, which are reviewed by the Professional Standards Board that then recommends the cut scores to the State Board, which in turn acts on the recommendations and then Teacher Licensure updates the tests.

Apprenti
ceship
6:15:34

Scores
6:26:30

Mr. Porter moved that the Kansas State Board of Education adopt and set cut scores for the regenerated licensure tests as follows:
Early Childhood Education Foundational Knowledge and Content (Test #5534) with a recommended cut score of 163;
Middle School Social Studies (Test #5589) with a recommended cut score of 149.
Mrs. Arnold seconded. Motion carried 10-0.

Act on Career and Technical Education (CTE) Cluster and Pathway Review Recommendations

Natalie Clark, Assistant Director, CTE Career, Standards and Assessment Services

CTE
6:29:00

The Kansas Advisory Committee for Career and Technical Education (KACCTE) voted on the Career and Technical Education (CTE) 2024-2025 Cluster and Pathway Review recommendations during their June 4, 2025, Quarterly Advisory Committee Meeting. KACCTE received their information during their April 10, 2025, Quarterly Meeting and May 15, 2025, Meeting.

Cluster Review Committees began work in the fall of 2024 and were made up of Secondary Educators representing different sizes of school districts and different geographic locations across the State of Kansas, Post-Secondary Educators representing two and four-year colleges and business/industry representatives reflective of the Cluster/Pathways under review.

The Kansas Advisory Committee for Career and Technical Education respective business/industry committee member representing the reviewed Cluster served as chair and the committee was facilitated by a KSDE Education Program Consultant.

Once final approval is received, changes will begin with the 2026-2027 school year.

Mrs. Haas moved that the Kansas State Board of Education approve the Career and Technical Education 2024-2025 Cluster and Pathway Review recommendations approved by the Kansas Advisory Committee for Career and Technical Education. Mrs. Arnold seconded the motion. Motion carried 8-1-1 with Mrs. Dombrosky voting no and Mrs. O'Brien present not voting.

Act on Evaluation Review Committee for Educator Preparation Providers

Dr. Catherine Chmidling, Teacher Licensure

Dr. Chmidling explained the Evaluation Review Committee (ERC) is submitting recommendations to the State Board regarding educator preparation provider accreditation for Tabor College and program approvals for Emporia State University,

ERC
6:33:43

Fort Hays State University, Haskell Indian Nations University, and Kansas State University.

On May 19, 2025, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for **Tabor College Education Department**. Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, EPP Visit evidence, institution's Rejoinder to the Visitation report, and Team Lead's response to the Rejoinder.

ACCREDITATION RECOMMENDATION:

Recommend "Full Accreditation" status through June 30, 2032

On May 19, 2025, the Evaluation Review Committee reviewed applications for program approvals for **Emporia State University**.

Documents that were received and considered include program review submissions, rejoinders, and final team reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Emporia State University programs through December 31, 2030

On May 19, 2025, the Evaluation Review Committee reviewed applications for program approvals for **Fort Hays State University**.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved with Stipulation" status for the following **Fort Hays State University** program through December 31, 2027:

Innovative High and Low Incidence, I, K-6, 5-8, 6-12, PreK-12, new program

Areas for Improvement:

High Incidence Standards 1-8, Science of Reading: None

Low Incidence Standards 1-7: None

Recommend removing the new-program stipulation and extending "Approved" status for the following **Fort Hays State University** programs through December 31, 2029:

Innovative Elementary I, PreK-6 LERP

Areas for Improvement: Standards 1-7, Science of Reading

None

Low Incidence A, PreK-12

Areas for Improvement: Standards 1-7

None

Innovative Low Incidence I, PreK-12 Residency LRL

Areas for Improvement:
Standards 1-7

On May 19, 2025, the Evaluation Review Committee reviewed an application for program approval for **Haskell Indian Nations University**.

Documents that were received and considered include the program review submission, rejoinder, and final team report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Haskell Indian Nations University program through December 31, 2032:

Elementary PreK-6, I, continuing

Areas for Improvement

Standards 1-8 [Science of Reading embedded in 2024 Elementary standards]

No

On May 19, 2025, the Evaluation Review Committee reviewed an application for program approval for **Kansas State University**.

Documents that were received and considered include the program progress report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend removing the new-program stipulation and extending "Approved" status for the following program through December 31, 2028:

Restricted, I, 6-12, PreK-12

Areas for Improvement:

Standards 1-10, Science of Reading

None

Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for educator preparation provider accreditation for Tabor College and program approvals for Emporia State University, Fort Hays State University, Haskell Indian Nations University, and Kansas State University. Dr. New seconded the motion. **Motion carried 10-0.**

Receive KESA Graduation Standards

Dr. Jay Scott, Director, Accreditation and Design

Dr. Scott shared the proposed KESA Graduation Standards and explained that high school graduation rates are one of the student outcomes that will be evaluated to determine a system's accreditation status each year, beginning at the end of the 2026-2027 school year. In the standards, the Kansas State Board of Education can view a thoroughly vetted set of KESA Graduation Standards that include the KESA Graduation Rate, benchmarks for KESA Graduation Rate, and performance categories. He is

KESA
6:47:40

sharing this for the Accreditation & Design team, the KESA Outcomes workgroup and many educators across the state. To be voted on in August.

(At this point the rest of the budgetary actions were completed. They are listed at the beginning of the minutes for this day, with the other motions.)

Federal Funding

Dr. Harwood shared recent educational actions being taken on a national scale.

The Board went into Executive Session.

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. This session will begin at 6:30 p.m. for 30 minutes; no action will be taken during this session; and the open meeting will resume in the Board Room at 7 p.m. Mr. Gordon, Mr. Ferguson, Dr. Harwood and Dr. Watson are invited to join this Executive Session. Mrs. Haas seconded the motion. Motion carried 9-0-1 with Mrs. Potter present not voting.

After the executive session, Chair Hopkins recessed the meeting until Wednesday morning, July 9th at 9 a.m.

Finish Budget
motions
7:27:40

Fed Funding

Exec Session
8:29:40



Kansas State Board of Education
July 9, 2025

Chair Cathy Hopkins called the meeting to order at 9:00 a.m. Nine board members were present as Mrs. Haas was traveling to a conference in Salt Lake City. Mrs. Dombrosky attended on zoom. It was noted that R. Scott Gordon, General Counsel, KSDE was again at the Board table. Board Attorney Mark Ferguson was not able to be on zoom.

Board Goals
Commissioner Watson

Dr. Watson continued to discuss the proposed Board goals for the next two years. He is focused on trying to find commonality.

"The Problem is not the absence of goals...but the presence of too many that are ... unconnected and ever-changing...resulting in overload and fragmentation." (Fullan)
The Theory of Action: If we strengthen coherence across Kansas through focusing on a few high-leverage, fundamental actions, then our students will develop more knowledge and skills leading to greater opportunities and fewer limitations. (Fullan)

Dr. Watson shared that the simpler the work of the Board is, the more complex the work in the schools can become. If given complex rules, then the people on the front lines will react with simple measures, that is, by filling out the forms and following given regulations, but they will not wrestle with the essence of the policy and how it actually can apply to their environment. By giving schools much autonomy, they will develop authentic actions that are effective. The Board needs to offer simple, tight policy which will allow schools to become deep and complex in their response.

Using the KESA method, Dr. Watson offered the following three goals for August 2025 – December 2026:

1. Quality School Improvement: We will support and emphasize the four fundamentals of school improvement in the KESA process.
2. Quality Leadership Development: We have a culture of high expectations in our classrooms, buildings and districts so that each student has access to quality instruction, grade level standards and expectations for success.

3. Policy, Regulation and Alignment: We will eliminate, align and design policies and regulations in pre-K-12 to enhance the school improvement process, allowing school systems to focus on student success.

The methods will be through Board meeting planning, Commissioner's Report, KSDE Staff and Educator Reports, Friday Notes and Educator Engagements.

The Board had a robust discussion about goals.

Presentation on the Kansas Math Project

Todd Wiedemann, Director, Kansas MTSS and Alignment Project Staff

Amy De La Rosa, State Trainer, System Alignment Specialist

Mr. Wiedemann explained that The Kansas Math Project was developed by Dr. Power and Dr. Witzel and included 230+ reviewers from every level in Kansas education which included 8 pilot projects. It is a joint project of TASN and KSDE. He gave the background of the development of this project and the extensive high level, evidence based research which they relied upon.

The purpose of the Kansas Math Project:

We believe that every math teacher in Kansas should have a strong understanding of evidence-based teaching strategies, and that all teachers of math should have an equally strong understanding of math content. The Kansas Math Project has been developed to precisely attend to each of these beliefs through a systematic framework of modules geared for teachers and administrators.

This training is for teachers and administrators. There are five foundation modules:

Module A: All Students Can Learn Mathematics

Module B: Progressions that lead to Long-Term Proficiency

Module C: Systematic and Explicit Instruction

Module D: Using Data to Drive Instruction and Intervention

Module E: Build Students' language, understanding, fluency and problem solving

The presentation continued with detailed explanation of how the program works and what the basic principles are. There were many questions and comments from the Board.

Update on the Blue Ribbon Task Force on Student Screentime recommendations: District Outcomes across Kansas

Dr. Jake Steel, Director, Commissioner's Office

Payton Lynn, Researcher, Public Service Executive

Math
44:50

Update
2:20:00

Dr. Steel opened by framing technology in schools as a multi-layered conversation that includes screen time, personal devices, AI and many other issues. Today the focus is an update from the task force that was established last year which primarily focused on personal devices in school (cell phone usage by students). The task force made specific recommendations, not policy because these decisions are local, but after looking at research and sharing experiences, the members of the task force offered guidance, which the Board accepted and shared with Kansas districts.

Those recommendations were:

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

For this presentation, Dr. Steel and Miss Lynn were asked to survey districts to assess what policies are presently in place. There was a 90% survey response from superintendents.

Elementary and middle schools generally have established a bell-to-bell policy on student cell phones. High schools are moving more towards passing period and lunch time use of cell phones. Parents and staff support these types of policies and students have mixed reactions. Most districts do not have a policy in place for staff.

Districts shared these thoughts:

- Parents buy-in is vital
- District level task forces are needed to develop local policies
- There are challenges with consistent enforcement
- There needs to be education on appropriate use vs. cell phone bans

(Presentation on Cut Scores Part Three was at this point, but is reported on day one with the other two parts of the presentation)

Committee Reports

Mrs. Dombrosky gave a report on the Kansas State School for the Deaf negotiations and the Task Force.

Committee
Reports
3:41:50

Mr. Hershberger reported that the Policy Committee will be meeting in August.

Mrs. O'Brien tried to attend the KACIE Kansas Advisory Council on Indigenous Education, but they did not have a quorum so could not meet. She attended the graduation at Lawrence – Gardner high school, at the Juvenile Correction Center, and was very moved by the ceremony and the students that participated.

Mrs. Arnold attended a zoom for NASBE's Whole Child committee.

Chair Report

Chair Hopkins attended the National Teacher of the Year at Emporia and spoke for the Board at their evening ceremony. Attended the rededication ceremony at the memorial to fallen educators. Attended BOOST Building Opportunities for Outstanding Teachers Summer at Fort Hays. Took Jim Porter's place at the July KS Legislature Education Funding Task force.

Chair Report
3:54:00

Board Travel Requests:

Mrs. Arnold moved that the Kansas State Board of Education approve the travel requests as submitted. Mr. Hershberger seconded the motion. **Motion carried 9-0.**

Board Future Requests:

Mrs. Potter: Repeat Item on agenda for Persistently Dangerous Schools definition, critical of room clearing policies, and wondered if teacher licensure could be tied to ethics standards. She is concerned about teachers who are being physically hurt by their students.

Mrs. O'Brien: Wonders what **CIBT** is? She has the website address and would like to learn more.

Mrs. Dombrosky: Screen time in schools and 1-to-1 devices vs. actual books. Interested in parents' choice about how their child is educated (digital vs. traditional).

Mr. Hershberger: October is Agricultural Month.

Vice Chair Zeck: More info on AI.

Board Comments:

Mrs. Arnold: Could some board request be met with a written document and not an actual board presentation?

Mrs. Potter: Brought up the letters from Attorney General Kobach and what he is requesting. She asked questions about the recent meeting between the State Board leadership, KSDE staff, and the Attorney General. She began discussing the situation and General Counsel Gordon suggested the conversation needed to be in Executive Session.

The Chair adjourned the meeting until August 12th meeting at 10 a.m.

Cathy Hopkins, Chair

Deborah Bremer, Board Secretary

Comments

4:04:50



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Danny Zeck
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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

Agenda Tuesday, August 12, 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 the Minutes of June 2025		
(AI)	2. Approval of Agenda		
(AI)	3. Approval of Consent Agenda		
	a. Receive monthly personnel report and appointments to unclassified positions		Wendy Fritz, Director, Human Resources
	b. Kansas State School for the Blind: Accessible Arts		Jon Harding, Superintendent KSSB
	c. Kansas State School for the Blind: Resource Officer		Jon Harding
	d. Kansas State School for the Blind: KCK Police security contract		Jon Harding
	e. Kansas State School for the Blind and Kansas State School for the Deaf Out of State contracts for Missouri Students		Jon Harding, Superintendent KSSB Luanne Baron, Superintendent, KSD
	f. Act on Local Professional Development Plans		Shane Carter, Director, Teacher Licensure
	g. Act on recommendation for a Visiting Scholar License		Shane Carter
	h. Act on recommendations of Licensure Review Committee		Shane Carter

Kansas Leads the world in the success of each student.

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

BOARD AGENDA for August 2025

TIME	ITEM	DURATION	PRESENTER
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 Board Goals	30 min	Dr. Randy Watson
11:15 a.m.	Break	10 min	
11:25 a.m. (IO)	7. Presentation on timeline for updating the Kansas Assessment Program	35 min	R. Scott Gordon, General Counsel, KSDE
12:00 p.m.	LUNCH back at 1:30 p.m.	1.5 hours	
1:30 p.m. (AI)	8. Act on State Assessments: English Language Arts, Math and Science Assessment Scales and Cut Scores	45 min	Beth Fultz, Director, Career, Standards and Assessment Services
2:15 p.m. (IO)	9. Reading Corner Regina Schutt and Laura Rowley Wichita USD 259	15 min	Dr. Laurie Curtis, Early Literacy/ Dyslexia Program Manager
2:30 p.m.	Break	10 Min	
2:40 p.m. (AI)	10. Act on KESA (Kansas Education System Accreditation) Graduation Requirements	10 min	Dr. Jay Scott, Director Assessment & Design
2:50 p.m. (RI)	11. Receive Accreditation Review Council's recommendations	15 min	Dr. Jay Scott, Director, Assessment & Design
3:05 p.m. (IO)	12. Overview of statutory, regulatory, and constitutional authority of the Kansas State Board of Education	P 20 min Q 10 min	R. Scott Gordon, General Counsel, KSDE
3:35 p.m. (AI)	13. Act on Professional Practices Commission (PPC) recommendations	10 min	R. Scott Gordon
3:45 p.m. (AI)	14. Act on Professional Practices Commission Appointments	10 min	R. Scott Gordon
3:55 p.m.	Break	10 min	
4:05 p.m. (RI)	15. Receive Evaluation Review Committee recommendations for higher ed program approvals	15 min	Dr. Catherine Chmidling, Teacher Licensure

Q is Questions, P is Presentation (AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion

*Board Member request

BOARD AGENDA for August 2025

TIME	ITEM	DURATION	PRESENTER
4:20 p.m. (RI)	16. Receive request to contract with America Learns for AmeriCorps performance, progress, and financial reporting	15 min	Dr. Jessica Dorsey, Director, Kansas Volunteer Commission
4:35 p.m. (IO)	17. Information about a career-connected learning model	15 min	Natalie Clark, CTE, Assistant Director
4:50 p.m. (RI)	18. Receive approve funding for homeless children and youth	15 min	Maureen Tabasko, McKinney Vento Coordinator
5:05 p.m.	19. Executive Session: Negotiations	15 min	Mark Ferguson, Board Attorney
5:25 p.m.	RECESS until August 13 at 9:00 a.m.		

Q is Questions, P is Presentation (AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion
 *Board Member request

Agenda Wednesday, August 13, 2025

TIME	ITEM	DURATION	PRESENTER
9:00 a.m.	Call to Order		Chair Hopkins
9:00 a.m. (IO)	1. Federal Funds Update	10 min	Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services
9:10 a.m. (IO)	2. Seal of Literacy presentations a. Foundations Course b. Phillips Fundamental Learning Center: Alphabetic Phonics	1 hour total	Dr. Cynthia Lane, Blueprint for Literacy, Jeanine Phillips, Phillips Fundamental Learning Center
10:10 a.m.	Break	10 min	
10:20 a.m. (IO)	3. Seal of Literacy presentation c. R.E.A.D. Redefined d. LETRS e. Testing option	1 hour total	Jane Hayes and Amy Taylor, R.E.A.D. Dr. Curtis, Early Literacy/Dyslexia, KSDE Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services
11:20 a.m.	Break	10 min	
11:30 a.m.	4. Presentation: Privacy for Third Party Data in Schools *	P: 20 min Q:10 min	Virginia Crossland Macha, Parents-In- Charge
12:00 p.m.	5. Committee Reports	10 min	
12:10 p.m.	6. Chair Report	5 min	
12:15 p.m. (AI)	7. Board Travel Requests	5 min	
12:20 p.m.	8. Board future agenda requests	5 min	
12:25 p.m.	Adjourn until September 9 th at 10 a.m.		

There will be a Kansas State Board of Education Policy Meeting on Monday, August 11th at 4:00 p.m. in the Boardroom at the Landon Building, 900 SW Harrison, Topeka Kansas. This is a public meeting but will not be livestreamed or recorded.

Q is Questions, P is Presentation (AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion
*Board Member request

Agenda Number: Consent

Meeting Date: August 12



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

(785) 296-3201

www.ksde.org

Item Title: HR Board Materials

From: Mady Carpenter

HR Board Materials:

-Personnel Count

-Report on Personnel

Kansas leads the world in the success of each student.



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

Item Title: Personnel Report

From: Mady Carpenter, Wendy Fritz

Personnel Report:

Total employees 281 as of pay period ending 7/05/2025. 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).

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

Jillian Kildow to the position of Program Manager on the Career, Standards, and Assessment Services Team, effective July 14, 2025, at an annual salary of \$81,033.94. This position is funded by the ESEA Assessment grant and the State General Fund.

Anthony Meals to the position of Education Program Consultant on the Career, Standards, and Assessment Services Team, effective July 7, 2025, at an annual salary of \$66,588.34. This position is funded by the State General Fund, Perkins Admin, Perkins State Leadership.

Angel Spann to the position of Coordinator on the Early Childhood Team, effective July 2, 2025, at an annual salary of \$72,314.32. This position is funded by IDEA EC Admin.

Renee Nugent to the position of Deputy Commissioner on the Division of Learning Services Team, effective July 1, 2025, at an annual salary of \$192,041. This position is funded by the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: Consent

Superintendent

Commissioner:

Meeting Date: August 12

Jon Harding

Randy Watson

Item Title:

Accessible Arts at Kansas State School for the Blind

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Accessible Arts, Inc. for arts-related services (drama, movement, dance, visual arts, music) for students on campus and across the state in exchange for KSSB facility use in an amount not to exceed \$135,000.00

Explanation of Situation Requiring Action:

KSSB has housed Accessible Arts on our campus for decades. Accessible Arts is a non profit that provides art exploration and experiences for our students August-May each year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: Consent

Superintendent

Jon Harding

Commissioner:

Randy Watson

Meeting Date: August 12

Item Title:

School Resource Officer for Kansas State School for the Blind

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of KSSB to contract with KCK Police Department to maintain a School Resource Officer who will provide protection and security during the daytime hours (7a-3p). The amount of the contract is not to exceed \$81,000.00 dollars.

Explanation of Situation Requiring Action:

Officer Dave Mitchell would be assigned to KSSB to coordinate security and emergency services as needed. Officer Mitchell has been an exceptional addition to our campus.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: Consent

Superintendent:

Jon Harding

Commissioner:

Randy Watson

Meeting Date: August 12

Item Title:

KCK Police security contract for the Kansas State School for the Blind

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew the contract with KCK Police to provide evening and overnight security services in an amount not to exceed \$150,000.00

Explanation of Situation Requiring Action:

KSSB contracts with KCK Police to provide evening and overnight armed protection for students/staff who reside in our dormitory. The dormitory has students 11 mos. of the year (Aug-June).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: Consent

Superintendents Jon Harding and
Luanne Barron

Commissioner:
Randy Watson

Meeting Date: August 12

Item Title:

Authorize Out-of-State Tuition Contract for students attending the **Kansas School for the Deaf**

Recommended Motion:

It is moved that the Kansas State Board of Education authorize contracts for out-of-state tuition for the 2025-2026 school year for students attending the Kansas School for the Deaf.

Explanation of Situation Requiring Action:

In order to prepare for the 2025-2026 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas School for the Deaf (KSD) to enter into contracts for out-of-state tuition with the school districts listed below.

KSD will receive payments from:

North Kansas City School District, Kansas City, Missouri - 2 Day Students - \$80,000
Excelsior Springs School District, Excelsior Springs, Missouri - 1 Day Student - \$40,000
Lone Jack School District, Lone Jack, Missouri - 1 Day Student - \$40,000
Midway R-1 School District, Cleveland, Missouri - 1 Day Student - \$40,000
Center School District, Kansas City, Missouri - 1 Day Student - \$40,000
Harrisonville School District, Harrisonville, Missouri - 1 Day Student - \$40,000

Item Title:

Out of State contracts for Missouri students @ **Kansas State School for the Blind**.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Kansas State School for the Blind (KSSB) to contract with the following out-of-state school districts in Missouri for student placements, with an amount not to exceed \$40,000.00 per student for day services and not to exceed \$20,000.00 per student for dorm services, for the period of the 2025-2026 school year:

Lawson R-XIV (2);
Kansas City Public Schools (2);
West Platte School District;
Independence School District;
Cameron R-1;
Raymore Peculiar School District.

KSSB will ensure all contracts follow state and federal laws. The KSSB Superintendent (or their chosen person) can sign these agreements.

These are the known districts that have requested placement for students @ KSSB for the 25/26 school year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: Consent

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: August 12

Item Title:

Act on Local Professional Development Plan

Recommended Motion:

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

USD 260 Derby

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



Derby PUBLIC SCHOOLS

USD 260 District Professional Development Plan



August 1, 2024 – July 31, 2029

Date Plan Approved by State Board of Education: TBD

Date of Plan Expiration: 7/31/2029

5-year Professional Development Plan Approval

The USD 260 Professional Development Council approved the following plan, at its meeting held on May 8, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Breanne C. Casey
Signature

6-11-25
Date

The USD 260 Board of Education approved the following plan, at its meeting held on April 28, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: [Signature]
Signature

6/23/2025
Date

Plan Updates

[illegible]

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

DERBY USD 260 DISTRICT PROFESSIONAL DEVELOPMENT



Our District Mission

The mission of USD 260, Derby Public Schools, is to create a tomorrow that is better than today by ensuring all students continually grow and learn.

Our District Vision

Every student, every day, preparing for the future.

Philosophy Statement (Our “Why”):

At Derby Public Schools as part of our vision to reach every student, every day, preparing for the future, we strive to have meaningful professional development for all staff to ensure we can positively impact student learning. Our philosophy for professional development aligns to the following definition, delivery methods and goals.

Definition:

Professional Development and Learning experiences for all staff, certified and classified, who are involved with educating students will be defined as activities that are aligned with district belief

statements, the District Improvement Plan, department/school goals and objectives, and tiered to meet individual improvement plans.

Acceptable Modes:

“Formal” (conference, seminar, workshop), “Informal” (book study, collaborative discussions, observations, learning from a peer), activities should be reflective of state/district/building goals in a variety of designs and collaborative groups.

Universal Goals:

The mission of Derby Public School’s PDC is to create a tomorrow that is better than today by ensuring all students continually grow and learn. This group sees the following needs as fit for professional learning:

- Should emphasize life-long learning; no educator is too experienced to improve
- Emphasizes gathering experience, skills rather than just earning points
- Applies strategies to student-learning should be the driving principle behind PD
- Provides more secondary-level training in specific special needs like autism, TBI, ODD, learning styles, etc.
- Increases opportunities for training of classified personnel
- Uses all-inclusive ways to collect the teacher opinions for PD opportunities Employs sharing by staff members, giving ample time to prepare concepts and materials for presentation
- Chooses research-based practices that are driven by improving student achievement
- Utilizes differentiation based on the perceived and evidentiary needs of the participants
- Connects back to student learning data to identify professional development needs
- Seeks to apply teaching and learning within the context of each educator’s role.

The committee agrees on the need for decreasing the following practices as described by the following resource: (<https://code.org/educate/professional-development-philosophy>)

- Transmitting information or facts—rather, we should strive to empower deep and meaningful learning of concepts, skills, and the processes involved in their attainment
- Showcasing the “sage on the stage” talking at participants and presenting information—rather, we should strive for a participant-centric and hands-on model that uses a “guide on the side”
- Specific tools without context of a course and curriculum—rather, we should strive to build capacity for the tools and techniques implemented within the specific course or curriculum to facilitate pedagogically sound use
- Providing stand-alone learning opportunities—rather strive to situate individual PD opportunities as part of a larger development process including ongoing work and follow-up workshops

District-Wide Supports:

The committee agrees that the following supports as necessary:

- Building & district leaders’ universal vision
- Trainings, workshops, and/or conferences

- School-organized activities
- Flexible PDC budget in each building

Summarizing Conclusion Statement:

As educators, we must improve student learning, staff learning & instructional practices in the classroom in order to improve achievement outcomes for all. The most important factor among all professional development and pedagogical tools is our Derby Public Schools staff.

Learning Forward Standards for Professional Learning

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

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 Derby Public School 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.

Council members may resign at any time by submitting a letter of resignation to the Chairperson of the Professional Development Council. Vacancies shall be filled by a consensus of the Professional Development Council and must represent the same group.

PROFESSIONAL DEVELOPMENT COUNCIL POSITION DESCRIPTION

Purpose: Members will represent their individual buildings on the district Professional Development Council

Responsible to: The group that selected them.

Payment: According to Certified Master Contract

Selection: Members will be chosen by election at the building level:

- Elementary—One representative per building
- Middle School—Two representatives per building
- High School—Three representatives
- Administrator
-

PROFESSIONAL DEVELOPMENT COUNCIL (PDC) MEMBERS 2024-2025

PDC Chairperson: Mrs Becky Casey, Derby North Middle School

Building Representatives - Each building annually elects a building PDC representative that serves a term. Representative listing can be shared upon request.

District Administration –Dr. Holly Putnam-Jackson, Assistant Superintendent of Teaching and Learning and Instruction

Points earned through PDC can be used for licensure and salary advancement upon request.

Professional Development Office – located at District Administration Center Office
hours: 8:00 a.m. to 4:30 p.m.

Questions call – 788-8443 or e-mail – Dara Hennesy, PDC Secretary E-mail
address: dhennesy@usd260.com

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Cooper Elementary	1
Derby Hills Elementary	1
El Paso Elementary	1
Oaklawn Elementary	1
Park Hill Elementary	1
Stone Creek Elementary	1
Swaney Elementary	1
Tanglewood Elementary	1
Wineteer Elementary	1
Derby Middle School	2
Derby North Middle School	2
Derby High School	3
Total	16

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented? Principal and DNEA representatives all one process with DNEA

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?
 Nominations and selection by April 15th
 How can staff nominate (with the permission of the nominee) and/or volunteer for a membership slot?
 Building PDC rep and Principal
 What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
 Google form
 Who tallies the selections?
 Principal and DNEA rep
 Who reports the results to the PDC Chair? Each building PDC representative reports the results to the PDC chair.

SELECTION AND TERMS

Professional Educators will elect members from within their group to represent them on the Professional Development Council and Administrators will elect members from within their group to represent them on the Professional Development Council.

The term of office for regularly elected Professional Development Council members, including the chair, will be one year. The term shall be from July 1 to June 30. Any member may be re-elected.

The vacancies for representatives from each school shall be filled within each school by election from respective buildings for Professional Educators in that building. Names of elected representatives will be submitted to the PDC office by **April 15**.

Council members may resign at any time by submitting a letter of resignation to the Chairperson of the Professional Development Council. Vacancies shall be filled by a consensus of the Professional Development Council and must represent the same group.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District Leaders	1
Total	1

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented? Asst. Sup of Teaching and Learning

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? Once the vacancy is shared.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot? Leaders discuss who to select to represent them at their first administrative team meeting of the new academic year.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections? Conversation

Who tallies the selections? N/A

Who reports the results to the PDC Chair? Assistant Superintendent of Teaching and Learning and Instruction

1.25 (Optional) Approved process for PDC member selection when no candidates:

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.

- Attend annual training and required quarterly Professional Development Council meetings and report information to building faculty and principal (Any absences must be approved by the Assistant Superintendent of Teaching and Learning and Instruction)
- Develop and maintain a confidential, collegial relationship with teachers

- Assist teachers in completing their Professional Development Plans at the beginning of the school year
- Direct teachers with license renewal questions to a license consultant at KSDE
- Assist teachers in maintaining their personal professional development accounts (including completing District Inservice Evaluations and entering individual professional development information for out-of-district requests, college courses, book studies, etc.)
- Encourage and assist teachers in completing Application and Implementation Level requirements
- Assist teachers with professional development questions by answering them directly, asking the PDC Secretary or Assistant Superintendent of Teaching and Learning and Instruction, and/or bringing the questions to the Professional Development Council
- Perform duties as assigned by the building Principal and the Assistant Superintendent of Teaching and Learning and Instruction, which *may* include:
 - Enter district professional development activities on the professional development software
 - Pre-register staff; remove absent staff after the activity
 - Print the sign-in sheet; collect the sign-in sheet after the activity and get the principal's signature, make a copy of the sign-in sheet to file in the building, and send the original to the Professional Development Secretary
- Understand that job responsibilities may vary according to each building's needs

1.4 Annual PDC Training

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

(b) Each council shall have the following responsibilities:

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

USD 260 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 Frontline by the PDC Clerk. 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? One year

If the terms are staggered, how is that done? N/A

In what month or timeframe are officers selected? By April 15th

Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? Next scheduled meeting

The duties of a Chairperson will include, but not be limited to:

- Presiding at all regular meetings
- Calling and presiding at all special meetings
- Preparing and distributing the agenda at least three days in advance of the meeting if needed
- Voting in case of a tie vote
- Appointing Professional Development Council members to subcommittees subject to the approval of the Professional Development Council
- Receiving any resignations from Professional Development Council members
- Establishing yearly Professional Development Council tasks and timelines as needed
- Carrying out other necessary duties

The PDC Secretary is provided to the PDC by district and is neither a member or an officer of the PDC.

1.51 Meetings

In what months does the PDC operate? Year-round

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? Once per quarter . Summer training for new members, IPDP prep training. September column movement.

If there is no set schedule, how will a meeting be scheduled? N/A

What is the process for scheduling extra meetings, if needed? Week in advance when possible

Can meetings be online or electronically? Yes

Besides the PDC, who is expected or allowed to attend? Members and those with requests of the PDC.

MEETINGS

Persons serving on the council must attend quarterly meetings. Special meetings may be called as necessary. Length of meeting shall be no more than 90 minutes. A vote of the Professional Development Council members may extend this time limit.

Notification of meeting must be posted online by the PDC secretary to the following:

- Professional Development Council Members
- Each District Building (for posting)
- Building Administrators
- Superintendent

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 9 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
2. When are staff trained to use the system? Late summer
3. List the names of the forms used in the system for PDC activities and business:
Individual DP, Submission for points and approval, Book Study Form, Webinar Support form

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.

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	News of the week	PDC Chair	Y
IPDP's	X	Frontline	Asst. Sup of Teaching and Learning	Y
Meeting Minutes	X	Frontline	PDC Chair	Y
Member Selection	X	Google	Principal/DNEA Rep	Y
Officer Selection	X	Minutes	PDC Chair/ Asst. Sup of Teaching and Learning	Y
PD Plan Process	X	Agenda/Minutes folder	PDC Chair/ Asst. Sup of Teaching and Learning	Y
PD Points	X	Frontline	PDC Admin Asst	Y
Staff PD Needs Assessments	X	Google	Asst. Sup of Teaching and Learning	Y

Forms for PDC Documentation

(Forms not in Frontline are in appendixes)

- Out-of-District Knowledge (Frontline Form)
- Graduate Credit (Frontline: used only if you are wanting to use part of the learning for application)
- Application (available through Knowledge level form in Frontline)
- Impact (available through Application level form in Frontline)
- Book Study
- Professional Journal
- Video Study
- Action Research/Lesson Study
- Service to Profession Log
- Appeal Process



RECORDS AND MAINTENANCE OF RECORDS

Meeting records and materials will be kept on file in the PDC office and/or posted in the Frontline form management system.

Minutes of Professional Development Council meetings will be recorded and published for council members. Minutes will be entered into the Front Line System.

A copy of each Development Plan and each certified staff member's points record will be maintained in the PDC Office.

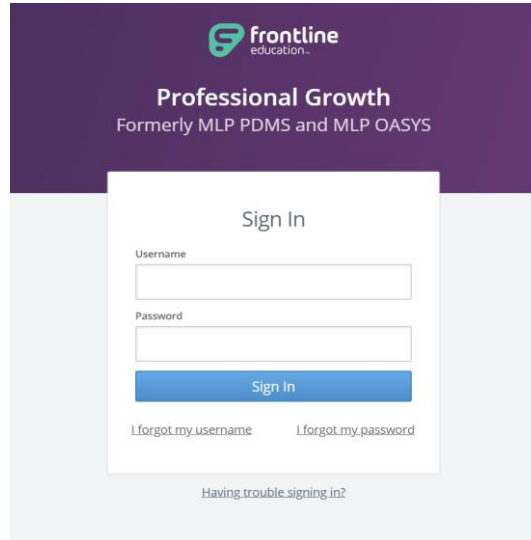
Information about Personal Development Plans and individual records of inservice points earned will be available to employees as follows:

- Records will be available at reasonable times in the PDC Office.
- A transcript for salary advancement and/or licensure may be obtained through completion of the proper form available online.
- Individuals will have access to their own files during the regular business hours of the PDC Office.
- Only district administrators and members of the Board of Education acting in an official

capacity will be granted access to individual records. Access to individual records by another person will require written permission from the individual whose records are being accessed.

Derby Frontline Access:

<https://login.frontlineeducation.com/login?signin=6271283eb2b055b0f7b0bcca59ab894a&productId=pd&clientId=pd#/login>

The image shows a login interface for 'Frontline education'. The header is purple with the 'frontline education' logo. Below the header, it says 'Professional Growth' and 'Formerly MLP PDMS and MLP OASYS'. The main content is a white box titled 'Sign In' containing two input fields for 'Username' and 'Password', a blue 'Sign In' button, and two links: 'I forgot my username' and 'I forgot my password'. At the bottom of the white box is a link 'Having trouble signing in?'.

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 using the “ News of the week.”

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. In addition, the Board of Education (BOE) will also approve it. 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 Spring and after negotiations 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 Assistant Superintendent of Teaching and Learning and Instruction 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 Supervisors
2nd-	PDC Clerk for appropriate approvals
3rd-	Assistant Superintendent of Teaching and Learning and Instruction

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-	Designated Supervisor
2 nd -	PDC Clerk for appropriate approvals
3 rd -	Assistant Superintendent of Teaching and Learning and Instruction

Delegated Approval-The PDC delegates its authority to allow the Assistant Superintendent of Teaching and Learning and Instruction to approve PD points. If the Assistant Superintendent of Teaching and Learning and Instruction 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. 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

PROFESSIONAL DEVELOPMENT POINTS APPEAL PROCESS

In the event an application for professional development points is denied, the applicant will have 20 contract days, following notification to file an appeal to the district level Professional Development Council. In order to appeal the denial of points, an applicant must notify the PDC secretary of his/her intent within the allotted timeline, so that the appeal may be placed on the agenda of the next regular council meeting. At this time, the applicant will be allowed to make his/her appeal before the council. Following the appeal, the council will vote on whether or not to uphold the decision made at the building level. The decision will require a simple majority to carry. In the event of a tie, the chair will be allowed to cast the deciding vote. The decision of the district level council will be final as long as that decision is in accordance with state PDC regulations.

Once
APPLICATION FOR POINTS HAS BEEN DENIED

Applicant has
20 CONTRACT DAYS TO
FILE APPEAL TO PDC
SECRETARY

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 person who is employed by or who works or resides within USD 260 is eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Relative to awarding professional development points, these individuals should be treated the same as if they are employees of the district. However, the district is not required to provide non-employees access to district in-service activities.

The PDC Office is the liaison between non-employee licensed teachers and leaders and the PDC. To begin this process, non-employees may contact the liaison at 1-316-788-8400.

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

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals 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 designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See the Individual Professional Development Plan and Awarding Professional Development Points for Re-licensure sections for a description of 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 all district students are meeting 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.
-

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

[ELA Standards Alignment Toolkit](#)

[HGSS Standards Alignment Toolkit](#)

[Data Review Guide](#)

[KESA Student Outcome Data](#)

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

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.

The school improvement needs must be prioritized systematically for the district to allow the district to concentrate on goals and actions able to reduce the number of goals 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 begin 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 be the beginning of 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 ELA/Math state assessment results, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

- review KESA Student Outcome Data and KESA Data Review Guide,
- 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.
- walk away with a plan to engage 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.

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.

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 (Optional)

Section Three

Individual Professional Development Plans (IPDP)

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

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

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

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

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

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

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

3.0 Introduction

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

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

Individual Professional Development Plan (IDPD)

1. An Individual Professional Development Plan (IDPD) needs to be completed by all Certified Staff on My Learning Plan by September 1.
2. It is recommended individual certified personnel maintain a record (i.e. electronic portfolio, notebook, etc.) of activity requests.
3. Points need to be submitted by **June 30th** annually.



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

How Many Points Do I Need for Licensure Renewal.

Bachelor's Degree

160 points

earned under an approved IDP.
80 of the 160 points must be a
college or university credit.
(1 college hour = 20 points.)
Undergraduate credit must be
preapproved by the assistant
Superintendent.

Advanced Degree

120 points

earned under an approved IDP. An
educator can renew on points only
or a combination of semester
credits and points.

Three Exceptions: PDC approval
is not required for these three
exceptions.

Exception #1

If completing a graduate
degree before July 1, 2003
AND having at least three
years of accredited
experience during the term
of the professional license
being renewed.
(This can be done twice.)

Exception #2

If completing a program for an
additional endorsement or
license (new field, school
specialist or leadership) and can
provide an official transcript to
verify at least 8 hours that were
part of an approved program.

Exception #3

If completing a National
Board Certification
assessment process through
the National Board of
Professional Teaching
Standards during the term of
the professional license being
renewed.

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.

DISTRICT IN-SERVICE EDUCATION PLAN

The District In-service Education Plan allows teachers to renew licensure. Inservice 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.

3-TIER POINT SYSTEM

The new 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.

LEVELS	CONTENT i.e., reading, math, curriculum areas	PROFESSIONAL EDUCATION i.e. learning strategies or pedagogues	SERVICE TO PROFESSION i.e., SIT, PDC, NCA QPA, and Curricular Committees
KNOWLEDGE  "What do I know that I didn't know before?"	1 point = 1 contact hour	1 point = 1 contact hour	1 point = 1 contact hour
APPLICATION  "What knowledge am I applying in the classroom or to policies that I expect will improve student outcomes or behavior?"	2 x Knowledge points	2 x Knowledge points	

IMPACT  “How did I improve student performance or what has positively changed about the program?”	3 x Knowledge points	3 x Knowledge points	
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EXAMPLES OF HOW STAFF DEVELOPMENT ACTIVITIES AND POINTS MAY BE ACCUMULATED

You DO NOT fill out these forms. These are provided as Graphic Organizers to demonstrate how points accumulate.

Example:

	CONTENT	PROFESSIONAL EDUCATION	SERVICE TO PROFESSION
KNOWLEDGE 	In Dec. attended 6 hr inservice about reading instruction RE: Reading Academy = 6 pts		
APPLICATION 	After devel. lesson plans & prep during Jan-May, instructed 24 summer stud. In Read. Academy = 12 points		
IMPACT 	Pre (Jun) & post (Aug) tests doc. Success. Shared succ. w/princ. In Aug & faculty in Sept = 18 points		

TOTAL POINTS = 36

Example:

	CONTENT	PROFESSIONAL EDUCATION	SERVICE TO PROFESSION
KNOWLEDGE 			Served on PDC Council – 5 hrs Served on Math Comm. – 3 hrs served on QPA Team – 4 hrs
APPLICATION			
IMPACT			

TOTAL POINTS = 12

EXAMPLES OF HOW STAFF DEVELOPMENT ACTIVITIES AND POINTS MAY BE ACCUMULATED

(continued)

Example:

	CONTENT	PROFESSIONAL EDUCATION	SERVICE TO PROFESSION
KNOWLEDGE 		Attended inservice on student learning styles = 4 points	
APPLICATION 		Added 2 new strategies addressing student learn styles to lesson plans = 8 points	
IMPACT 		Carefully Documented; shared results in a presentation at KSDE Effective Schools Conf. = 12 points	

TOTAL POINTS = 24

PROFESSIONAL LEARNING LEVELS KNOWLEDGE LEVEL

- All knowledge level applications must be new knowledge that impacts student achievement.
- Points are earned from workshops which relate directly to your Individual Professional Development Plan (IPDP) which should target reading, writing, math and other instructional strategies.

District Level Meetings

- An individual seeking PDC points is required to sign-in at the mtg/workshop.
- A full day's training must be signed in twice to represent both the morning and afternoon segments of the training.
- All In-District documentation will be sent in for PDC credit by the individual responsible for the meeting.

Building Meetings

- Any individual seeking PDC points is required to sign-in at the mtg/workshop.
- An agenda with start and stop times must be attached to the sign-in sheet by the individual in charge of the meeting.
- This documentation will be sent in for PDC credit through the building level PDC committee. Needs principals or directors approval.

Out-of-District Conferences

- An individual seeking PDC points is required to complete and submit an anticipated absence form for approval through the building PDC Committee and/or administration.
- After the completion of the out of district meeting, the out-of-district form on Frontline (previously MyLearningPlan.com) must be completed and submitted for approval by the building level PDC committee. **MAKE SURE TO COMPLETE VALIDATION FORM AND THEN MARK COMPLETE.**

APPLICATION LEVEL

- Proof of a knowledge level form or graduate credit form should be recorded on Frontline (previously MyLearningPlan).
- Application is obtained from teacher presentations made to students following the "new learning" knowledge level form.
- An application level form can only be linked to a knowledge level form once and points will be doubled.
- An application level form is recommended to be completed and submitted within six months of new learning; any extension of time is at the discretion of the building principal.
- If an application level form has been submitted and will not be put into place within the next six months, you must provide a reason in the comment section of the application level form on Frontline (formally MyLearningPlan).
- When applying only one skill from an out-of-district conference, only request application points for the particular new knowledge break-out session that was directly applied. Ex. If a twenty-one hour reading conference is attended but only a three hour "Clarifying Unknown Words" break-out session is later applied, only three application points can be received.
- Evidence of the application to students must be submitted to the PDC committee to

include: lesson plans and student product samples.

IMPACT LEVEL

- Impact can be shown by attaching pre/post-test results, evidence of student product with a short narrative, and the application level form print out. This can be accessed on line.
- Impact level should take a minimum of a semester or longer. If less than a semester is needed to show impact, administrative authorization must accompany the application form.
- All documentation must be dated.

KNOWLEDGE LEVEL BOOK STUDY

- Book must be approved by the administration prior to reading.
- A study group must meet at least three times but no more than five times for a minimum of thirty minutes per session. Administrative approval is required for fewer than three meetings.
- Three or more people are recommended for a book study group. If fewer than three people participate, permission must be given by the administration.
- Each individual attending the book study must submit the completed knowledge level book study form at the conclusion of the book study for approval by the building level PDC committee.
- A generic book study form from Frontline (formally) MyLearningPlan.com must be used for all book study meetings and for summary of the information learned.

KNOWLEDGE LEVEL PROFESSIONAL JOURNAL STUDY

- Journal topics must be approved by administration prior to the beginning of the study.
- Journal articles may be an independent study.
- Journal topics must relate to your IDPD form.
- A generic professional journal study form from Frontline (formally MyLearningPlan.com) must be used for all professional studies and for summary of the information learned.

GENERIC IPDP FORM

- Building goals need to focus on writing, math, and reading:
 - Gain knowledge and skills to develop strategies to improve student achievement in reading.
 - Gain knowledge and skills to develop strategies to improve student achievement in math.
 - Gain knowledge and skills to develop strategies to improve student achievement in writing.

- An individual may have three personal goals:

Example:

- Explore, develop, and selectively implement effective instructional strategies across the curriculum.
- Gain knowledge and skills in the use of a variety of technologies available in the district.
- Increase knowledge and understanding of skills and methods relating to

maintaining the safety and welfare of students and staff.

- o Instructional strategies

SERVICE TO PROFESSION DEFINITION:

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

Listed below are examples of approved Service to Profession points:

- Professional Development Council (PDC) Committees
- Site Council Members
- Building Leadership Team (BLT) Meeting
- General Education Intervention (GEI) - standing committee members only
- Mentoring Student Teachers
- Superintendent's Advisory Council
- State/National Committees, regional committees, offices, or committees in professional organizations (NCTM, KATS, IRA, KMEA, KAPHERD, USA, NEA, etc.)
- Strategic Planning Committees
- IBB Team
- Other Committee Work (which 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)
- Committee Work defined as: committees meeting on a regular basis/at least 2 times per year and meeting the definition of service to the profession.
- Published article in a professional journal. Principal and building PDC committee must view the published article.

PRESENTER POINT INFORMATION

- All points for educational presentations to staff, parents, community, etc. will be earned through the "Service to Profession" format. Person earns one presentation point per one hour. Example: 3 hour workshop = 3 presenter "Service to Profession" points. It is not possible to receive "application" points when presenting to a staff following a workshop. The points received would be in the Service to Profession category (1 pt. earned per 1 hour).
- PDC points may be earned for each national or state conference presentation (KSDE Effective Schools Conference, NEA western states regional conference, National Science Conference, NCTM Conference, KEEN Conference, etc.).

(for optional use by PDC Building Rep)

[illegible]

FORMS AVAILABLE ON MY LEARNING PLAN

- Out-of-District Knowledge
- Graduate Credit (used only if you are wanting to use part of the learning for application)
- Application (available through Knowledge level form)
- Impact (available through Application level form)
- [Book Study](#)
- [Professional Journal](#)
- [Video Study](#)
- [Action Research/Lesson Study](#)
- Service to Profession Log
- Appeal Process

Out-of-District Knowledge

This form is used when you plan to attend a conference or seminar that is provided outside of the district. It is used when you want to take something to Application and/or Impact level.

*The new knowledge must be a something that will be used with students.

Application

This form will be used when application points will be applied to new learning that has been used with students.

Impact

This form will be used to show what impact the application level had on student achievement.

Service to Profession Log

This form will be used for committee meetings, seminars, conferences, etc. that do not directly impact student learning.

IN THE MATTER OF THE APPEAL OF, _____
Name (Petitioner)

-against-

USD 260

Please describe the basis for your appeal:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Employee Date_____

Appeal Accepted_____

Appeal Denied_____

Comments_____

[illegible]

Dated: _____

(Signature)

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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.

Graduate Credit

This form is used only for a portion of college or university credit hours that will be taken to Application and/or Impact.

The chart below shows the points that will be applied:

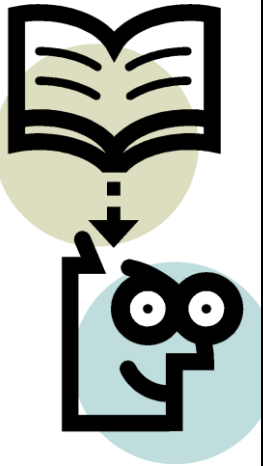
Graduate Credit Hours	Conversion from credit hours to point value for Application and Impact Levels	Point Value for Bld. Application Level (doubled) 2 times	Point Value for Bld. Impact Level (tripled) 3 times
1 hour	7 points	$7 \times 2 = 14$ points	$7 \times 3 = 21$ points
2 hours	14 points	$14 \times 2 = 28$ points	$14 \times 3 = 42$ points
3 hours	21 points	$21 \times 2 = 42$ points	$21 \times 3 = 63$ points
4 hours	28 points	$28 \times 2 = 56$ points	$28 \times 3 = 84$ points
5 hours	35 points	$35 \times 2 = 70$ points	$35 \times 3 = 105$ points
6 hours	42 points	$42 \times 2 = 84$ points	$42 \times 3 = 126$ points

Knowledge points are not available for college credit. However, when graduate level learning is applied to the classroom, you may apply for application and impact points using the rubric above.

Professional Learning Experiences Levels and Categories

Levels and Categories	Characteristics	Evidence	Point Awards
			One PD point is earned for every one clock-hour of in-service activity and there are <i>no limits</i> on the number of points that may be earned for the purpose of licensure renewal. <i>If points awards relate to salary movement and are different in</i>

			<i>amount or are limited compared to those used for licensure renewal, they will be in green, italic font.</i>
Application  Of content and/or Professional practices <i>“What am I <u>doing</u> that I didn’t do before?”</i>	- Has developed a sense of expertise and confidence with the strategy and is able to apply appropriate strategies with ease and automaticity - Engages in dialogue with peers about how to improve or enhance use of skill or behavior - Can be accessed through the completed Out-of-district, Graduate Credit, Book Study, or Professional Journal forms	- Evidence and/or artifacts that result from application of the strategy - This form will be used when Application points will be applied to new learning that has been used with students	2 x the knowledge level points awarded for specific strategy Evidence should include: - Lesson Plans - Student Product Samples
Impact  Of content and/or Professional practices <i>“What <u>results</u> am I getting?”</i>	- Able to correlate the goal to student learning and school improvement - Uses student achievement results to guide use and adaptation of strategy - Able to train or coach others in the use of the strategy - Can be accessed through the completed Application form	- Evidence and/or artifacts that demonstrate impact from the strategy - This form will be used to show what impact the application has had on student achievement	3 x the knowledge level points awarded to specific strategy Evidence should include such items as: Pre/post test results attached with a short narrative, and the Application level form print out
Service to the Profession Log  <i>“How have I served others in the profession or the profession?”</i>	Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, content, directly relates to licensure of professional educators, accreditation processes, or professional organizations	Participation in activities that help others in the profession expand their expertise in instructional systems, pedagogy, content. - This form will be used for committee meetings, seminars, conferences, etc. that do not directly impact student learning - See Presenter Point Information	- Service on accreditation teams - 1 point/hour served - State committees, regional committees, offices, or committees in professional organizations, local committee work – 1 point/hour served - Workshop presentations to educators– 1 point/hour of presentation including preparation time for initial presentation and updates only.

		on Page 22	
Out-of-District Knowledge  Of content and/or Professional practices <i>“What do I <u>know</u> that I didn’t know before?”</i> 	• Has expanded knowledge of the indicated goal and can describe, discuss or explain what it is • Has attended a workshop or conference or may have read or heard about new knowledge/skills • Has knowledge but hasn’t applied or practiced the knowledge/skills	• Participation in activities that give participants new knowledge/skill about content and/or professional practices • This form is used when you plan to attend a conference or seminar that is provided outside the district. It is used when you want to take something to Application and/or Impact level • The new knowledge must be something that will be used with students	• Attendance at workshops or conferences, visits to other schools • 1 point = 1 contact hour of learning time
<u>Book Study</u> 	• This is used for three or more people who would like to do a book study • Book must be approved by administration	• Must include a learning objective for the book study. • Must meet at least three times as a group, with a maximum of five times per book • Each person will fill out his/her own Book Study on-line form	• <i>Maximum of 5 points</i> • <i>1 point per meeting per book study</i> • <i>Study group must meet at least three times but no more than five times for a minimum of thirty minutes per session (30 minutes allowed each time for reading the book)</i> • <i>Administrative approval is required for meeting fewer than 3 times</i> • <i>3 or more people are recommended for a book study group. If fewer than 3, permission must be given by Administration</i>
<u>Professional Journal</u> 	• Journal articles may be an independent study • Journal topics must relate to your IPDP form • Journal topic must be approved by administration prior to the beginning of the study	• Articles do not have to be read at the same time. • Each journal must include a learning objective. • Document each article on the Professional Journal on-line form as it is read	• <i>4 articles = 1 point</i> • <i>All four articles need to be on the same topic</i>

College Credit 	• This form is used only for a portion of college or university credit hours that will be taken to Application and/or Impact. • Conversion from credit hours to point value for Application and Impact Levels.	• Point Value for Application Level (doubled)	• <i>Knowledge points are not available for college credit. However, when Graduate level learning is applied to the classroom, you may apply for Application and Impact points using the table below.</i> • Point Value for Impact Level (tripled) • If not an approved activity, class must be a part of the IPDP goals.
<u>Video Study</u> 	• Study of video of professional development session • Study of video of lesson segments	• Point values vary from Knowledge to Application Level • Each video study must include a learning objective.	• Both knowledge and application, impact are available for video study based upon the reflection provided on the form
<u>Action Research or Lesson Study</u> 	• A form of classroom inquiry in which several teachers collaboratively plan, teach, observe, revise and share the results of a class lesson and plan to improve effectiveness	• Point Value for Application Level (doubled) • Each action research or lesson study must include a learning objective.	• <i>Knowledge points are not available for Action Research or Lesson Study</i> Counts as service to profession.

PDC FAQs (Frequently Asked Questions)

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal.

If points awards relate to salary movement and are different in amount or are limited compared to those used for licensure renewal, they will be in green, italic font.

2. What is PDC?

Professional Development Council is designed to allow educators to continue their professional growth and education without necessarily taking a college course. PDC allows educators to achieve licensure, as well as move across the district pay schedule.

3. How many PDC points equal one college credit hour?

20 PDC points = 1 credit hour

One college credit hour equals=20 points for column movement

How many hours and/or points are necessary for licensure?

Bachelor's degree - Every five years, the state requires 8 hours of college credit to become licensed. You may use 80 PDC points for licensure (equivalent to 4 hours) and then take the remaining 4 hours of approved college courses to meet the state requirements.

Master's degree - Every five years, the state requires 6 hours of college credit or 120 PDC points to become licensed. You may use ALL PDC points for licensure if you desire. In other words, you would not have to take college courses.

4. How long can you accumulate PDC points before you must start over?

PD points remain "active" for licensure and moving across the pay scale for five years. Each year after, the new year replaces one year of PDC points. For example, if you accumulated 35 points during your first year of teaching, and it is currently your 6th year of teaching, the first year's points no longer count. Your 6th year points replace the 1st year points. Be sure to "cash in" your points at appropriate times to receive the benefits of your efforts.

PD points for licensure are valid for the license period in which they are earned.

5. How many hours are necessary to move across the pay schedule?

You may move across the pay schedule with 10 approved credit hours OR 200 PDC points or any combination of these.

6. Can my PDC goals and activities carry over from year to year?

If you attend a workshop or begin working on a goal after April 1st, you may apply this workshop to either the current school year or the following year. If you carry a goal completely through the process and receive transfer points, you may not use the same goal/activity for the next school year. You may use a similar activity or change the one you used previously.

7. If a university compensates (check/voucher) a cooperating teacher for working with student teachers, may I still receive PD points? Yes.

8. May I earn points for attending an IEP meeting? No

9. May I earn points for parent contact night, open houses, attending music programs, etc.? No.

10. May I receive points for our school math night? For nights such as: Literacy Night, Technology, Math nights, etc.? No

11. Is a faculty meeting "service to the profession?" No. If your faculty meeting contains "new educational learning," your presenter will have a sign-in sheet and you would receive "knowledge" credit for that portion of the meeting.

PDC FAQs (Frequently Asked Questions)

12. Can I receive "service to profession" points for my special education meetings?

No. If the presenter is providing "new knowledge", he/she will have a sign-in sheet for any new learning, which will go through the "knowledge" format

13. *How many points would I earn for making the same presentation more than one time?*

You will earn one point per hour for every workshop presentation that you make (Present the same presentation 3 times @ 2 hours each = 6 points earned.)

14. *Am I allowed to receive points for a Front line (previously "MyLearningPlan") workshop?*

No. Points are earned from workshops which relate directly to your individual

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](#)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: Consent

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: August 12

Item Title:

Act on recommendation for Visiting Scholar License

Recommended Motion:

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

Explanation of Situation Requiring Action:

The Visiting Scholar license allows an individual who has documentation verifying the individual meets two of the three criteria specified below to practice on a temporary, limited basis in the content area of the individual's expertise.

Criteria to qualify for a Visiting Scholar license:

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

Outstanding distinction or exceptional talent in the field.

Significant recent occupational experience which is related to the field.

Hesston USD 460 and Joel Garber

Hesston USD 460 requests Joel Garber be granted a renewal of a Visiting Scholar license valid for the 2025-2026 school year. Mr. Garber will teach a full schedule of music courses to students at Hesston Middle School and Hesston High School.

Mr. Garber completed over 100 hours of professional development training related to his content area and pedagogical strategies during the 2024-2025 school year. I recommend the request for renewal of a Visiting Scholar license be approved based on meeting two three established criteria and completion of professional development training while serving as a Visiting Scholar during the 2024-2025 school year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: Consent

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: August 12

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

Content Test Appeal Cases

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

- 1) GPA in the content coursework during the applicant's initial teacher preparation program
- 2) Highest score achieved on the at least twice attempted appropriate PRAXIS content exam(s)
- 3) Employing school district's formal evaluation of applicant's content knowledge
- 4) Applicant interview with the Licensure Review Committee. The interview will be based on the content standards related to the educator's teaching endorsement. The applicant has the opportunity to provide lesson plans, unit plans of study or other examples of content competency to the committee prior to the interview.

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

The applicant is, also, asked to provide a written statement ahead of the interview to the committee members. This written statement does not directly impact their interview score. It is simply provided as supplemental information to the committee, so the members have as well-rounded of an introduction to the applicant as possible.

Case # 9059

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9060

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9061

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9062

Applicant requests initial Kansas licensure in History, Government and Social Studies 6-12. Applicant is appealing the content test requirement.

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9063

Applicant requests initial Kansas licensure in Early Childhood Unified Birth to Grade Three. Applicant is appealing the content test requirement.

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded

by Allen and approved unanimously.

Case # 9064

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9065

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9066

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9067

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9068

Applicant requests initial Kansas licensure in Early Childhood Unified Birth to Grade Three. Applicant is appealing the content test requirement.

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Licensure Review Committee

Board Materials

August 2025

Content Test Appeal Cases

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

- 1) GPA in the content coursework during the applicant's initial teacher preparation program
- 2) Highest score achieved on the at least twice attempted appropriate PRAXIS content exam(s)
- 3) Employing school district's formal evaluation of applicant's content knowledge
- 4) Applicant interview with the Licensure Review Committee. The interview will be based on the content standards related to the educator's teaching endorsement. The applicant has the opportunity to provide lesson plans, unit plans of study or other examples of content competency to the committee prior to the interview.

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

The applicant is, also, asked to provide a written statement ahead of the interview to the committee members. This written statement does not directly impact their interview score. It is simply provided as supplemental information to the committee, so the members have as well-rounded of an introduction to the applicant as possible.

Case # 9059

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9060

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved by unanimously.

Case # 9061

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9062

Applicant requests initial Kansas licensure in History, Government and Social Studies 6-12. Applicant is appealing the content test requirement.

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9063

Applicant requests initial Kansas licensure in Early Childhood Unified Birth to Grade Three. Applicant is appealing the content test requirement.

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9064

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9065

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9066

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9067

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

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 9068

Applicant requests initial Kansas licensure in Early Childhood Unified Birth to Grade Three. Applicant is appealing the content test requirement.

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

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Jessica, seconded by Allen and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: TUES 6

Staff Initiating:

Randy Watson

Director:

Commissioner:

Randy Watson

Meeting Date: August 12

Item Title:

Act on Board Goals

Recommended Motion:

It is moved that the Kansas State Board of Education accept the Board Goals as presented.

Explanation of Situation Requiring Action:

Dr. Watson will present the Board Goals and ask for them to be voted on.

Agenda Number: TUES 7

Meeting Date: August 12



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

Item Title: Presentation on timeline for updating the Kansas Assessment Program

From: R. Scott Gordon

KSDE's General Counsel, R. Scott Gordon, will explain the differences and the interplay between academic standards, assessment standards, the role of the Kansas State Board of Education, and the timelines for the most recent reviews, revisions, and adoptions of each. Mr. Gordon also will describe the timeline for negotiating and executing the current contracts that support the Kansas Assessment Program.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: TUES 8

Staff Initiating:**Director:****Commissioner:****Meeting Date: August 12**

Beth Fultz

Beth Fultz

Randy Watson

Item Title:

Act on 2025 State Assessment Scale and Cut Scores for Grades 3 - 8 & 10 in English Language Arts and Math and Grades 5 & 8 in Science

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed Kansas Assessment scale and cut scores for the 2025 revised state assessments in English Language Arts, Mathematics and Science.

Explanation of Situation Requiring Action:

Subject	Grade	Lowest Obtainable Scale Score	Level 2 Cut	Level 3 Cut	Level 4 Cut	Highest Obtainable Scale Score
ELA	3	400	510	540	609	700
	4	400	510	540	607	700
	5	400	510	540	600	700
	6	400	510	540	593	700
	7	400	510	540	600	700
	8	400	510	540	594	700
	10	400	510	540	588	700
Math	3	400	510	540	570	700
	4	400	510	540	579	700
	5	400	510	540	599	700
	6	400	510	540	596	700
	7	400	510	540	603	700
	8	400	510	540	594	700
	10	400	510	540	600	700
Science	5	400	510	540	582	700
	8	400	510	540	569	700

Agenda Number: TUES 9

Meeting Date: August 12



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

Item Title: Reading Corner: August Back to School

From: Dr. Laurie Curtis, Early Literacy and Dyslexia Coordinator

Dr. Laurie Curtis will present two teachers from USD 259 in Wichita, Regina Schutt and Laura Rowley, who will share Back to School reading ideas for students.

Mrs. Schutt and Mrs. Rowley will share the program:

"Starting off Strong, using the Science of Reading from Knowledge to Application"

This program is a kindergarten program designed to teach the alphabet and involves both students and their families.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: TUES 10

Staff Initiating:

Jay Scott

Director:

Jay Scott

Commissioner:

Randy Watson

Meeting Date: August 12

Item Title:

Action to approve KESA Graduation Standards

Recommended Motion:

It is moved that the Kansas State Board of Education approve the KESA Graduation Standards as presented to go into effect beginning with the 2026-2027 school year.

Explanation of Situation Requiring Action:

A major responsibility of the State Board of Education is to accredit school systems. The State Board of Education has identified 3 areas to be evaluated for an accreditation status in Kansas, school improvement, student outcomes, and compliance. In the interest of clarity, consistency, and relevance to the 4 Fundamentals, KESA standards are being set in each of the 3 areas. The KESA Graduation standards have been developed and are now in front of the State Board of Education for action.

KESA Graduation Standards				2020-2024
Performance Category	Additional Description	Criteria	Supports	#/% of Systems
		KESA graduation rate = average of the 5 most recent 4-year graduation cohorts		
Exceeds Performance Expectations	Meets the Standard: Systems that meet or exceed KSDE's Kansas Can Lead the World! Graduation rate goal	95.0%+ KESA graduation rate (regardless of change from one KESA graduation cohort to the next.)	-No supports required	60 (21.0%)
Meets Performance Expectations	Meets the Standard: Systems that meet KSDE's performance expectations for KESA graduation rate	A) 88.0-94.9% KESA graduation rate AND KESA graduation rate does not decrease more than 2.0% from one KESA graduation cohort to the next. OR B) Below 88.0% KESA graduation rate AND KESA graduation rate does increase from one KESA graduation cohort to the next	-No supports required	187 (65.4%) Criterion A: 151 (52.8%) Criterion B: 36 (12.6%)
Identified Need for Improvement Toward Performance Expectations	Does not Meet the Standard: Systems that do not meet KESA graduation rate expectations	A) 88.0-94.9% KESA graduation rate AND KESA graduation rate does decrease more than 2.0% from one KESA graduation cohort to the next. OR B) Below 88.0% KESA graduation rate AND KESA graduation rate does not increase from one KESA graduation cohort to the next.	First Year Not Meeting Standard: 1. System notified. 2. Discussion with Regional Executive about improving outcome. 3. Must indicate how this data will be addressed in the KESA Action Plan. *Second Consecutive Year Not Meeting Standard: 1. System notified. 2. ARC conducts an on-site review.	39 (13.6%)* Criterion A: 13 (4.5%) Criterion B: 26 (9.1%)
*If these standards were in place now, 23 systems would be receiving an ARC on-site review.				

Agenda Number: TUES 11

Meeting Date: August 12



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

Item Title: Receive Accreditation Review Council Recommendations for Accreditation Status

From: Jay Scott

The Accreditation Review Council (ARC) is made up of educators, diverse in role and geographic location, that is charged with making a recommendation of accreditation status for every system, every year to the State Board of Education. This receive item is comprised of the ARC's recommendations of accreditation status for each system in KESA (303 school systems in 24-25).

The ARC makes their recommendations of accreditation by reviewing reports prepared by KSDE showing how each school system in KESA either met or did not meet KESA standards. For 2024-2025, KSDE evaluated school systems in two areas, School Improvement and Compliance. In School Improvement, KSDE's Action Plan Review team evaluated each system's KESA Action Plan for clarity, alignment to the 4 Fundamentals, and being data-driven. A school system meeting those criteria would result in having a Ready-to-Implement KESA Action Plan. In Compliance, each system was evaluated by a lead team at KSDE against the standards for being "in compliance". The ARC reviewed the attached reports (Action Plan status, Compliance status), and then voted on a recommendation of accreditation status for each system during an early July meeting.

During the meeting, the ARC voted to recommend every school system in KESA to be accredited based on the attached reports. Every school system in KESA has a Ready-to-Implement KESA Action Plan, meeting the KESA standards in School Improvement. In Compliance, the majority of the school systems met the standards in each of the 14 KESA Compliance areas. There are several school systems that are Not In Compliance in a few Compliance areas, however, this is the first year for those particular school systems to be Not In Compliance and, following our evaluation process, a school system's accreditation status is not affected when not meeting standards for one year. If a school system does not meet standards for two consecutive years in the same KESA area, that is when the ARC will complete a more in-depth review to determine if the system should remain accredited or be accredited with conditions. Therefore, while not all school systems met standards in each KESA Compliance area, the ARC, following our KESA process, is recommending each school system to remain accredited. The school systems that did not meet KESA Compliance standards have been notified.

So, as a receive item, the Accreditation Review Council is recommending each school system in KESA to be accredited for the 25-26 school year.

Kansas leads the world in the success of each student.

Org No	Organization	School Year	Action Plan Status
D0101	Erie-Galesburg	2025	Ready to Implement
D0102	Cimarron-Ensign	2025	Ready to Implement
D0103	Cheylin	2025	Ready to Implement
D0105	Rawlins County	2025	Ready to Implement
D0106	Western Plains	2025	Ready to Implement
D0107	Rock Hills	2025	Ready to Implement
D0108	Washington Co. Schools	2025	Ready to Implement
D0109	Republic County	2025	Ready to Implement
D0110	Thunder Ridge Schools	2025	Ready to Implement
D0111	Doniphan West Schools	2025	Ready to Implement
D0112	Central Plains	2025	Ready to Implement
D0113	Prairie Hills	2025	Ready to Implement
D0114	Riverside	2025	Ready to Implement
D0115	Nemaha Central	2025	Ready to Implement
D0200	Greeley County Schools	2025	Ready to Implement
D0202	Turner-Kansas City	2025	Ready to Implement
D0203	Piper-Kansas City	2025	Ready to Implement
D0204	Bonner Springs	2025	Ready to Implement
D0205	Bluestem	2025	Ready to Implement
D0206	Remington-Whitewater	2025	Ready to Implement
D0207	Fort Leavenworth	2025	Ready to Implement
D0208	Trego County	2025	Ready to Implement
D0209	Moscow Public Schools	2025	Ready to Implement
D0210	Hugoton Public Schools	2025	Ready to Implement
D0211	Norton Community Schools	2025	Ready to Implement
D0212	Northern Valley	2025	Ready to Implement
D0214	Ulysses	2025	Ready to Implement
D0215	Lakin	2025	Ready to Implement
D0216	Deerfield	2025	Ready to Implement
D0217	Rolla	2025	Ready to Implement
D0218	Elkhart	2025	Ready to Implement
D0219	Minneola	2025	Ready to Implement
D0220	Ashland	2025	Ready to Implement
D0223	Barnes	2025	Ready to Implement
D0224	Clifton-Clyde	2025	Ready to Implement
D0225	Fowler	2025	Ready to Implement
D0226	Meade	2025	Ready to Implement
D0227	Hodgeman County	2025	Ready to Implement
D0229	Blue Valley	2025	Ready to Implement
D0230	Spring Hill	2025	Ready to Implement
D0231	Gardner Edgerton	2025	Ready to Implement
D0232	De Soto	2025	Ready to Implement
D0233	Olathe	2025	Ready to Implement
D0234	Fort Scott	2025	Ready to Implement
D0235	Uniontown	2025	Ready to Implement
D0237	Smith Center	2025	Ready to Implement
D0239	North Ottawa County	2025	Ready to Implement

D0240	Twin Valley	2025	Ready to Implement
D0241	Wallace County Schools	2025	Ready to Implement
D0242	Weskan	2025	Ready to Implement
D0243	Lebo-Waverly	2025	Ready to Implement
D0244	Burlington	2025	Ready to Implement
D0245	LeRoy-Gridley	2025	Ready to Implement
D0246	Northeast	2025	Ready to Implement
D0247	Cherokee	2025	Ready to Implement
D0248	Girard	2025	Ready to Implement
D0249	Frontenac Public Schools	2025	Ready to Implement
D0250	Pittsburg	2025	Ready to Implement
D0251	North Lyon County	2025	Ready to Implement
D0252	Southern Lyon County	2025	Ready to Implement
D0253	Emporia	2025	Ready to Implement
D0254	Barber County North	2025	Ready to Implement
D0255	South Barber	2025	Ready to Implement
D0256	Marmaton Valley	2025	Ready to Implement
D0257	Iola	2025	Ready to Implement
D0258	Humboldt	2025	Ready to Implement
D0259	Wichita	2025	Ready to Implement
D0260	Derby	2025	Ready to Implement
D0261	Haysville	2025	Ready to Implement
D0262	Valley Center Pub Sch	2025	Ready to Implement
D0263	Mulvane	2025	Ready to Implement
D0264	Clearwater	2025	Ready to Implement
D0265	Goddard	2025	Ready to Implement
D0266	Maize	2025	Ready to Implement
D0267	Renwick	2025	Ready to Implement
D0268	Cheney	2025	Ready to Implement
D0269	Palco	2025	Ready to Implement
D0270	Plainville	2025	Ready to Implement
D0271	Stockton	2025	Ready to Implement
D0272	Waconda	2025	Ready to Implement
D0273	Beloit	2025	Ready to Implement
D0274	Oakley	2025	Ready to Implement
D0275	Triplains	2025	Ready to Implement
D0281	Graham County	2025	Ready to Implement
D0282	West Elk	2025	Ready to Implement
D0283	Elk Valley	2025	Ready to Implement
D0284	Chase County	2025	Ready to Implement
D0285	Cedar Vale	2025	Ready to Implement
D0286	Chautauqua Co Community	2025	Ready to Implement
D0287	West Franklin	2025	Ready to Implement
D0288	Central Heights	2025	Ready to Implement
D0289	Wellsville	2025	Ready to Implement
D0290	Ottawa	2025	Ready to Implement
D0291	Grinnell Public Schools	2025	Ready to Implement

D0292	Wheatland	2025	Ready to Implement
D0293	Quinter Public Schools	2025	Ready to Implement
D0294	Oberlin	2025	Ready to Implement
D0297	St Francis Comm Sch	2025	Ready to Implement
D0298	Lincoln	2025	Ready to Implement
D0299	Sylvan Grove	2025	Ready to Implement
D0300	Comanche County	2025	Ready to Implement
D0303	Ness City	2025	Ready to Implement
D0305	Salina	2025	Ready to Implement
D0306	Southeast Of Saline	2025	Ready to Implement
D0307	Ell-Saline	2025	Ready to Implement
D0308	Hutchinson Public Schools	2025	Ready to Implement
D0309	Nickerson	2025	Ready to Implement
D0310	Fairfield	2025	Ready to Implement
D0311	Pretty Prairie	2025	Ready to Implement
D0312	Haven Public Schools	2025	Ready to Implement
D0313	Buhler	2025	Ready to Implement
D0314	Brewster	2025	Ready to Implement
D0315	Colby Public Schools	2025	Ready to Implement
D0316	Golden Plains	2025	Ready to Implement
D0320	Wamego	2025	Ready to Implement
D0321	Kaw Valley	2025	Ready to Implement
D0322	Onaga-Havensville-Wheaton	2025	Ready to Implement
D0323	Rock Creek	2025	Ready to Implement
D0325	Phillipsburg	2025	Ready to Implement
D0326	Logan	2025	Ready to Implement
D0327	Ellsworth	2025	Ready to Implement
D0329	Wabaunsee	2025	Ready to Implement
D0330	Mission Valley	2025	Ready to Implement
D0331	Kingman - Norwich	2025	Ready to Implement
D0332	Cunningham	2025	Ready to Implement
D0333	Concordia	2025	Ready to Implement
D0334	Southern Cloud	2025	Ready to Implement
D0335	North Jackson	2025	Ready to Implement
D0336	Holton	2025	Ready to Implement
D0337	Royal Valley	2025	Ready to Implement
D0338	Valley Falls	2025	Ready to Implement
D0339	Jefferson County North	2025	Ready to Implement
D0340	Jefferson West	2025	Ready to Implement
D0341	Oskaloosa Public Schools	2025	Ready to Implement
D0342	McLouth	2025	Ready to Implement
D0343	Perry Public Schools	2025	Ready to Implement
D0344	Pleasanton	2025	Ready to Implement
D0345	Seaman	2025	Ready to Implement
D0346	Jayhawk	2025	Ready to Implement
D0347	Kinsley-Offerle	2025	Ready to Implement
D0348	Baldwin City	2025	Ready to Implement

D0349	Stafford	2025	Ready to Implement
D0350	St John-Hudson	2025	Ready to Implement
D0351	Macksville	2025	Ready to Implement
D0352	Goodland	2025	Ready to Implement
D0353	Wellington	2025	Ready to Implement
D0355	Ellinwood Public Schools	2025	Ready to Implement
D0356	Conway Springs	2025	Ready to Implement
D0357	Belle Plaine	2025	Ready to Implement
D0358	Oxford	2025	Ready to Implement
D0359	Argonia Public Schools	2025	Ready to Implement
D0360	Caldwell	2025	Ready to Implement
D0361	Chaparral Schools	2025	Ready to Implement
D0362	Prairie View	2025	Ready to Implement
D0363	Holcomb	2025	Ready to Implement
D0364	Marysville	2025	Ready to Implement
D0365	Garnett	2025	Ready to Implement
D0366	Woodson	2025	Ready to Implement
D0367	Osawatomie	2025	Ready to Implement
D0368	Paola	2025	Ready to Implement
D0369	Burrton	2025	Ready to Implement
D0371	Montezuma	2025	Ready to Implement
D0372	Silver Lake	2025	Ready to Implement
D0373	Newton	2025	Ready to Implement
D0374	Sublette	2025	Ready to Implement
D0375	Circle	2025	Ready to Implement
D0376	Sterling	2025	Ready to Implement
D0377	Atchison Co Comm Schools	2025	Ready to Implement
D0378	Riley County	2025	Ready to Implement
D0379	Clay County	2025	Ready to Implement
D0380	Vermillion	2025	Ready to Implement
D0381	Spearville	2025	Ready to Implement
D0382	Pratt	2025	Ready to Implement
D0383	Manhattan-Ogden	2025	Ready to Implement
D0384	Blue Valley	2025	Ready to Implement
D0385	Andover	2025	Ready to Implement
D0386	Madison-Virgil	2025	Ready to Implement
D0387	Altoona-Midway	2025	Ready to Implement
D0388	Ellis	2025	Ready to Implement
D0389	Eureka	2025	Ready to Implement
D0390	Hamilton	2025	Ready to Implement
D0392	Osborne County	2025	Ready to Implement
D0393	Solomon	2025	Ready to Implement
D0394	Rose Hill Public Schools	2025	Ready to Implement
D0395	LaCrosse	2025	Ready to Implement
D0396	Douglass Public Schools	2025	Ready to Implement
D0397	Centre	2025	Ready to Implement
D0398	Peabody-Burns	2025	Ready to Implement

D0399	Paradise	2025	Ready to Implement
D0400	Smoky Valley	2025	Ready to Implement
D0401	Chase-Raymond	2025	Ready to Implement
D0402	Augusta	2025	Ready to Implement
D0403	Otis-Bison	2025	Ready to Implement
D0404	Riverton	2025	Ready to Implement
D0405	Lyons	2025	Ready to Implement
D0407	Russell County	2025	Ready to Implement
D0408	Marion-Florence	2025	Ready to Implement
D0409	Atchison Public Schools	2025	Ready to Implement
D0410	Durham-Hillsboro-Lehigh	2025	Ready to Implement
D0411	Goessel	2025	Ready to Implement
D0412	Hoxie Community Schools	2025	Ready to Implement
D0413	Chanute Public Schools	2025	Ready to Implement
D0415	Hiawatha	2025	Ready to Implement
D0416	Louisburg	2025	Ready to Implement
D0417	Morris County	2025	Ready to Implement
D0418	McPherson	2025	Ready to Implement
D0419	Canton-Galva	2025	Ready to Implement
D0420	Osage City	2025	Ready to Implement
D0421	Lyndon	2025	Ready to Implement
D0422	Kiowa County	2025	Ready to Implement
D0423	Moundridge	2025	Ready to Implement
D0426	Pike Valley	2025	Ready to Implement
D0428	Great Bend	2025	Ready to Implement
D0429	Troy Public Schools	2025	Ready to Implement
D0430	South Brown County	2025	Ready to Implement
D0431	Hoisington	2025	Ready to Implement
D0432	Victoria	2025	Ready to Implement
D0434	Santa Fe Trail	2025	Ready to Implement
D0435	Abilene	2025	Ready to Implement
D0436	Caney Valley	2025	Ready to Implement
D0437	Auburn-Washburn	2025	Ready to Implement
D0438	Skyline Schools	2025	Ready to Implement
D0439	Sedgwick Public Schools	2025	Ready to Implement
D0440	Halstead	2025	Ready to Implement
D0443	Dodge City	2025	Ready to Implement
D0444	Little River	2025	Ready to Implement
D0445	Coffeyville	2025	Ready to Implement
D0446	Independence	2025	Ready to Implement
D0447	Cherryvale	2025	Ready to Implement
D0448	Inman	2025	Ready to Implement
D0449	Easton	2025	Ready to Implement
D0450	Shawnee Heights	2025	Ready to Implement
D0452	Stanton County	2025	Ready to Implement
D0453	Leavenworth	2025	Ready to Implement
D0454	Burlingame Public School	2025	Ready to Implement

D0456	Marais Des Cygnes Valley	2025	Ready to Implement
D0457	Garden City	2025	Ready to Implement
D0458	Basehor-Linwood	2025	Ready to Implement
D0459	Bucklin	2025	Ready to Implement
D0460	Hesston	2025	Ready to Implement
D0461	Neodesha	2025	Ready to Implement
D0462	Central	2025	Ready to Implement
D0463	Udall	2025	Ready to Implement
D0464	Tonganoxie	2025	Ready to Implement
D0465	Winfield	2025	Ready to Implement
D0466	Scott County	2025	Ready to Implement
D0467	Leoti	2025	Ready to Implement
D0469	Lansing	2025	Ready to Implement
D0470	Arkansas City	2025	Ready to Implement
D0471	Dexter	2025	Ready to Implement
D0473	Chapman	2025	Ready to Implement
D0474	Haviland	2025	Ready to Implement
D0475	Geary County Schools	2025	Ready to Implement
D0476	Copeland	2025	Ready to Implement
D0477	Ingalls	2025	Ready to Implement
D0479	Crest	2025	Ready to Implement
D0480	Liberal	2025	Ready to Implement
D0481	Rural Vista	2025	Ready to Implement
D0482	Dighton	2025	Ready to Implement
D0483	Kismet-Plains	2025	Ready to Implement
D0484	Fredonia	2025	Ready to Implement
D0487	Herington	2025	Ready to Implement
D0489	Hays	2025	Ready to Implement
D0490	El Dorado	2025	Ready to Implement
D0491	Eudora	2025	Ready to Implement
D0492	Flinthills	2025	Ready to Implement
D0493	Columbus	2025	Ready to Implement
D0494	Syracuse	2025	Ready to Implement
D0495	Ft Larned	2025	Ready to Implement
D0496	Pawnee Heights	2025	Ready to Implement
D0497	Lawrence	2025	Ready to Implement
D0498	Valley Heights	2025	Ready to Implement
D0499	Galena	2025	Ready to Implement
D0500	Kansas City	2025	Ready to Implement
D0501	Topeka Public Schools	2025	Ready to Implement
D0502	Lewis	2025	Ready to Implement
D0503	Parsons	2025	Ready to Implement
D0504	Oswego	2025	Ready to Implement
D0505	Chetopa-St. Paul	2025	Ready to Implement
D0506	Labette County	2025	Ready to Implement
D0507	Satanta	2025	Ready to Implement
D0508	Baxter Springs	2025	Ready to Implement

D0509	South Haven	2025	Ready to Implement
D0511	Attica	2025	Ready to Implement
D0512	Shawnee Mission Pub Sch	2025	Ready to Implement
S0507	St. Hosp. Training Center Parsons	2025	Ready to Implement
S0521	Department of Corrections	2025	Ready to Implement
S0604	School for Blind	2025	Ready to Implement
S0610	School for Deaf	2025	Ready to Implement
X0758	Heartspring	2025	Ready to Implement
Z0006	Brookridge Day School	2025	Ready to Implement
Z0009	Independence Bible School	2025	Ready to Implement
Z0026	Lutheran Schools (Topeka)	2025	Ready to Implement
Z0028	Dodge City Catholic Diocese	2025	Ready to Implement
Z0029	Kansas City Catholic Diocese	2025	Ready to Implement
Z0030	Salina Catholic Diocese	2025	Ready to Implement
Z0031	Wichita Catholic Diocese	2025	Ready to Implement
Z0032	Lakemary Center Paola	2025	Ready to Implement
Z0060	Accelerated Schools	2025	Ready to Implement
Z0064	Annoor Islamic School	2025	Ready to Implement
Z0066	Life Preparatory Academy	2025	Ready to Implement
Z0070	Branches Academy	2025	Ready to Implement

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Agenda Number: TUES 12

Meeting Date: August 12



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

(785) 296-3201

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Item Title: Overview of statutory, regulatory, and constitutional authority of the Kansas State Board of Education

From: R. Scott Gordon

KSDE's General Counsel, R. Scott Gordon, will provide a summary of the Kansas State Board of Education's authority and the process it uses to adopt, amend, review, and revoke regulations. Mr. Gordon also will explain the differences between statutory law, regulatory law, policies, and practices.

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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: TUES 13

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: August 12

Item Title:

Act on voluntary surrender of professional license (revocation)

Recommended Motion:

It is moved that the Kansas State Board of Education revoke the license in case 25-PPC-06.

Explanation of Situation Requiring Action:

In October of 2024, the Licensee entered into a criminal diversion agreement after having been charged with Lewd and Lascivious Behavior as prohibited by K.S.A. 21-5513(a)(2),(b)(1). Subsequent to that, the Kansas State Department of Education filed a complaint with the Professional Practices Commission seeking revocation of the Licensee's professional license. Licensee had been licensed by the State Board since 1994. Although Licensee submitted an answer to the complaint and requested a hearing, he has since withdrawn his request for a hearing and submits his voluntary surrender which acquiesces to the revocation of his license as requested by the complaint. The matter now comes to the State Board to accept his voluntary surrender and revoke his teaching license.

SEE ATTACHMENT

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

In the Matter of
the License of

25-PPC-06

Licensee

VOLUNTARY SURRENDER OF TEACHING LICENSE

I, **Licensee** hereby knowingly and voluntarily surrender my license to the Kansas State Board of Education ("State Board"). I am surrendering this license after having received and filed an Answer to the Complaint filed by the Kansas State Department of Education alleging professional misconduct. I hereby withdraw my request for a hearing on this matter and no longer contest the action requested by the Complaint.

I further acknowledge and understand that my surrender is subject to approval by the State Board. I understand surrendering my license; I will not have any type of hearing to contest the Complaint. I further acknowledge and understand that notice of the censure, suspension, or revocation of my license will be provided to all local education agencies in the State of Kansas and to the agency responsible for issuing educator licenses/certificates in each of the other states.

Licensee

Signature

(Printed or typed name)

VERIFICATION

STATE OF Kansas

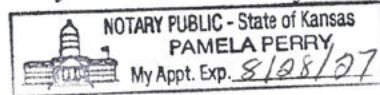
COUNTY OF Douglas ss:

BE IT REMEMBERED that on this 22 day of July, 2025.

before me, the undersigned, a notary public in and for the county and state aforesaid, came

Licensee who is personally known to me to be the same person who executed the within instrument and such person duly acknowledged the execution of the same.

IN TESTIMONY WHEREOF, I have set my hand and affixed my official seal the day and year last above written.



Notary Public

A handwritten signature in cursive script that reads "Pamela Perry".

My appointment expires:

August 28, 2027

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: TUES 14

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: August 12

Item Title:

Appointment of New Members of the Professional Practices Commission

Recommended Motion:

It is moved that the Kansas State Board of Education appoint (insert names here) to the Professional Practices Commission to a term three-year term effective immediately.

The Professional Practices Commission is charged by the Kansas State Board of Education to investigate and conduct hearings upon receipt of allegations of professional misconduct. Each member of the PPC shall have served a member of the public teaching profession for at least 5 years, three of which are recent, in order to be eligible. The following positions on the PPC are vacant:

Junior High/Middle School Principal

Elementary School Principal

Public School Classroom Teacher (at-large/any grade level)

Although not a legal requirement, KSDE prefers that no two members of the PPC come from the same school district in order to promote geographic diversity and to reduce the chances of more than one member needing to recuse themselves. The PPC currently includes members from the following school districts:

USD 512 - Shawnee Mission. Board District 7

USD 313 - Buhler. Board District 7

USD 102 - Cimarron. Board District 5

USD 345 - Seaman. Board District 1, 4, and 6

USD 418 - McPherson. Board District 9

USD 250 - Pittsburgh. Board District 9

The call for nominations to the PPC was sent on July 10, 2025 to members of the State Board, the United School Administrators of Kansas, the Kansas Association of American Educators, and the Kansas National Education Association. The call also was sent out on all listservs hosted by KSDE.

KSDE's General Counsel, R. Scott Gordon, will be available to assist the State Board. Nomination information will be provided separately.

Agenda Number: TUES 15

Meeting Date: August 12



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

From: Catherine Chmidling

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation provider program approvals for Emporia State University and Kansas State University.

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

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

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

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

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

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July 03, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Emporia State University

Introductory Statement:

On July 01, 2025, the Evaluation Review Committee reviewed applications for program approvals for Emporia State University.

Documents that were received and considered include program review submissions, rejoinders, and final team reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Emporia State University programs through December 31, 2032:

Building Leadership PreK-12, A

Areas for Improvement

Standards 1-7

None

Chemistry 6-12, I

Areas for Improvement

Standards 1-8

None

District Leadership PreK-12, A

Areas for Improvement

Standards 1-7

None

English Language Arts 6-12, I

Areas for Improvement

Standards 1-7, Science of Reading

None

Gifted PreK-12, A

Areas for Improvement

Standards 1-6

None

Health PreK-12, I

Areas for Improvement

Standards 1-5

None

Music-Instrumental PreK-12, I

Areas for Improvement

Standards 1-7

None

Music-Vocal PreK-12, I

Areas for Improvement

Standards 1-7

None

Physical Education PreK-12, I

Areas for Improvement

Standards 1-7

None

Speech/Theatre 6-12, I

Areas for Improvement

Standards 1-6

None

World Languages PreK-12, I

Areas for Improvement

Standards 1-8

None



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July 03, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approval for Kansas State University

Introductory Statement:

On July 01, 2025, the Evaluation Review Committee reviewed an application for new program approval for Kansas State University.

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

PROGRAM APPROVAL RECOMMENDATION

Recommend "New Program Approved with Stipulation" status for the following Kansas State University program through December 31, 2027:

Innovative Elementary Education Unified LERP new program

Areas for Improvement:

Standards 1-11, Science of Reading

none

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

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

PROGRAM REVIEW PROCESS

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

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

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

91-1-234. Innovative or experimental programs.

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

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

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

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

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

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

(a) Application.

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

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

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

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

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

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

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

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

(g) Annual report.

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

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

(h) Change of approval status.

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

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

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

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

(a) Application for program renewal.

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

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

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

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

(B) at least 12 weeks of student teaching.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

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

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

(f) Approval status.

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

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

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

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

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

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

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

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

Agenda Number: TUES 16

Meeting Date: August 12



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

Item Title: Receive recommendation to contract with America Learns for AmeriCorps performance, progress and financial reporting

From: Jessica Dorsey

The Kansas Volunteer Commission will contract with America Learns, LLC, for the AmeriCorps Impact Suite, which is a subgrantee progress and financial monitoring system. This system will be utilized to monitor the approximately \$2 million dollars in grant funds allocated to AmeriCorps Kansas subgrantees. In 2021, we moved to the America Learns system because it has budget templates aligned to the requirements of our federal funder, preloaded performance measures aligned to our required performance measure instructions, and a timesheet system for AmeriCorps members to record their service time. We also had a growing need to develop an electronic system for maintaining the files of our 250+ AmeriCorps members across the state for compliance and monitoring.

Previously, the files were kept in paper form and when we monitored for compliance, we had to either travel onsite or the programs had to scan the files (with over 25 required pieces of documentation each) and then send them to us via a secure file sharing system. This was cumbersome, time-consuming and unnecessary. America Learns offers a robust member file keeping system that makes compliance visits efficient. All programs need to do is click a button and Commission staff instantly have access to each electronic member file.

The contract includes the following services and costs:

Grantee Progress Reports: \$3,750

Financial Reports: \$3,750

Timesheets and Member Files: \$2,625 x 8 programs = \$21,000

Electronic document signing: \$250 x 8 programs = \$2,000

Implementation Consulting and Ongoing Support: Included

This contract will not exceed a total of \$30,500 and is contingent upon receiving the 2025-2026 AmeriCorps formula grant.

The contract also includes: unlimited accounts for commission staff, unlimited data storage and access across program years, including archived data from My Service Log, multiple daily data backups, including seven-year storage of end-of-the-month backups, and access to all upgrades and new features within the services being used.

Agenda Number: TUES 17

Meeting Date: August 12



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Item Title: Information About a Career-Connected Learning Model

From: Natalie Clark

Kansas Build Forward Partnership is a collaborative effort requested to expand construction trades in western/rural Kansas to prepare students for successful careers in the skilled trades. A skilled trades career-connected learning model would bring together employers, unions, high schools, educational partners and other relevant third parties. Collaborative partners in the initial discussion phase to develop a career-connected learning model for skilled trade occupations (construction, maintenance, repair and advanced manufacturing) include Kansas Department of Commerce (Kansas Office of Apprenticeship), AGC (Associated General Contractors) of Kansas, unions, high schools, and educational partners.

The Dwayne Peaslee Technical Training Center in Lawrence, Kansas has been researched as a potential model that could be replicated in western Kansas.

A philanthropic foundation has reached out to Kansas with an opportunity to review the possibility of expanding skilled trades in western/rural Kansas.

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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: TUES 18

Staff Initiating:

Director:

Commissioner:

Meeting Date: August 12

Maureen Tabasko

Bert Moore

Randy Watson

Item Title:

Act on recommendations for funding of McKinney Vento Education of Homeless Children and Youth Grants.

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for funding the 2025-2026 McKinney Vento Education of Homeless Children and Youth Grants.

Explanation of Situation Requiring Action:

The Kansas State Department of Education received \$557,125 for the 2025-2026 federal Education of Homeless Children and Youth Grants. The 2025-2026 grants are formula funded grants from the United States Department of Education. In Kansas, the grants follow a three-year cycle: the first year is competitive while the second and third years are continuation grants. The grant recommendations for the 25 - 26 school year are second year continuation grants.

The purpose of the Education of Homeless Children and Youth Grants, also known as the “McKinney Vento” subgrants”, is to ensure that children and youth experiencing homelessness have equal access to the same free and appropriate education, including public preschool education, provided to other children. The McKinney Vento Act defines homelessness as students who are lacking a regular, fixed and adequate nighttime residence.

By providing direct services, the grant program is intended to remove education barriers and enable children and youth experiencing homelessness to enroll and achieve success in school. Services are provided through programs on school grounds or at other facilities and, to the extent practical, provided through existing programs and mechanisms that integrate children experiencing homelessness with housed children and youth. The allowable uses of the McKinney Vento subgrant funds include, but are not limited to, fees to participate in classes, tutoring, before and after school programs, and school supplies and clothing.

The total number of McKinney Vento identified students in Kansas for the 2023 - 2024 school year was 8,799; an increase from the previous year’s total of 8,160.

USD 233 Olathe \$60,000
USD 259 Wichita \$60,000
USD 261 Haysville \$60,000
USD 290 Ottawa \$60,000
USD 320 Wamego \$15,000
USD 383 Manhattan-Ogden \$40,000
USD 409 Atchison \$15,000
USD 428 Great Bend \$15,000
USD 445 Coffeyville \$15,000

Agenda Number: WED 1

Meeting Date: August 13



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Item Title: Update on Federal Funds

From: Randy Watson

Dr. Frank Harwood, Deputy Commissioner, Division of Finance and Administration

Dr. Harwood will give an update on any recent developments with Federal Funding and the impact upon Kansas schools.

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Agenda Number: WED 2 & 3

Meeting Date: August 13



900 S.W. Jackson Street, Suite 102
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Item Title: Seal of Literacy Presentations

This presentation will focus on teacher training for reading. The following organizations and individuals will present:

- a. Foundations Course, Dr. Cynthia Lane, Blueprint for Reading
- b. Phillips Fundamental Learning Center: Alphabetic Phonetics, Jeanine Phillips
- c. R.E.A.D. Redefined, Jane Hayes and Amy Taylor
- d. LETRS, Dr. Laurie Curtis
- e. Testing Option, explained by Deputy Commissioner Dr. Renee Nugent, Division of Learning Services

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Agenda Number: WED 4

Meeting Date: August 13



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Item Title: Presentation on Privacy for Third Party Data in Schools

Virginia Crossland Macha, Parents-In-Charge, will present on third party data issues in schools. She will discuss student privacy and the access third party organizations have to student data.

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