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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

KANSAS STATE BOARD OF EDUCATION

February 10 & 11, 2026 BOARD MEETING MATERIALS

In this packet please find the following:

- Minutes from January 13 & 14, 2026 meeting.
- Agenda for February Meeting 2026
- Consent Agenda Items

TUESDAY ITEMS

- Commissioner's Report
- Citizen's Open Forum
- Presentation by the Kansas University Center for Innovation, Design and Digital Learning, sharing their framework for using AI responsibly within the classroom
- Teacher Highlight: Olathe US History teacher Kim Wahaus, sharing her lesson plan for using AI to engage students with the Declaration of Independence
- Student Performance (Drama) Spring Hill High School
- Reading Corner: Teaching reading in all classroom (PE and Music for instance!)
- District Owned Devices Survey Update and Research
- McPherson District middle school policy change on district owned devices
- Effect of devices on student development
- Act on recommendations of the Professional Practices Commission
- Cell phone policy in Beloit District
- Executive session

WEDNESDAY ITEMS

- Honoring Dr. F. Floyd and accepting a Robert Hodgell painting in his honor
- Legislative Report
- Receive contract with Logicalis services
- Update on lack of funding for Cybersecurity
- Receive Innovative Assessment Pilot with Olathe District
- Receive Business Education Content Standards
- Receive Regulations/Rules Review

- Parent Highlight: Celebrating Kansas' Parents as Teachers home visiting program
- KESA Cohort of Specialized Schools
- Update from the search firm Hazard Young Attea Associates

NOTIFICATION OF POLICY COMMITTEE MEETING

- Policy Committee meets in room 117 on the first floor of Landon during Tuesday lunch

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

The meeting is archived on YouTube KSDE Livemedia channel. The time stamps are aligned with those videos.

Kansas State Board of Education
Tuesday, January 13, 2026

Call to Order

Chair Cathy Hopkins called the meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, January 13, 2026, in the boardroom of the Landon State Office Building, 900 SW Jackson Street, Topeka, Kansas. Chair Hopkins read the mission statement for the Board and then asked for a moment of silent reflection or prayer, followed by everyone standing and joining in the Pledge of Allegiance.

Roll Call

All the Board members were present:
(listed alphabetically by last name)
Mrs. Betty Arnold
Mrs. Michelle Dombrosky (virtually present)
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 and Commissioner Watson were in attendance at the Board table.

MINUTES

(NOVEMBER MINUTES) Mr. Porter moved to approved the minutes for the November 12 & 13, 2025, Kansas State Board of Education meeting and the minutes for the November 18, 2025, Kansas State Board of Education *Special* meeting. Mr. Hershberger seconded the motion. Motion carried 9-0-1 with Mrs. Potter present not voting.

(DECEMBER MINUTES) Mrs. Haas moved to approve the minutes for December 9 & 10, 2025 minutes and the minutes for December 16, 2025, Kansas State Board of Education *Special* meeting. Mrs. Arnold seconded the motion. Motion carried 9-0-1 with Mrs. Potter present not voting.

AGENDA

Mrs. Haas moved to approve the agenda for January 13 & 14, 2026. Mrs. Arnold seconded the motion. Motion carried 10-0.

CONSENT AGENDA

Mrs. Dombrosky removed e and l for a separate vote.
Mr. Porter moved to approve the Consent Agenda. Mr. Hershberger seconded the motion. Motion carried 7-3 with Mr. Zeck, Mrs. Potter and Mrs. O'Brien voting no.

Consent Agenda items approved:

Notified of Monthly personnel report
Act on Recommendations of the Licensure Review Committee
Act on Local Professional Development Plans
Act on Recommendations for Licensure Waivers
Act on request to hold a bond election:
USD 417 Morris County, Morris County
USD 407 Russell County, Russell County
USD 340 Jefferson West, Jefferson County
USD 322 Onaga-Havensville-Wheaton,
Pottawatomie County
USD 270 Plainville, Rooks County
USD 353 Wellington, Sumner County
USD 469 Lansing, Leavenworth County
USD 418 McPherson, McPherson County
USD 482 Dighton, Lane County
USD 232 DeSoto, Johnson County
USD 404 Riverton, Cherokee County
Act on request to receive Capitol Improvement (Bond and Interest) State Aid
USD 417 Morris County, Morris County
USD 407 Russell County, Russell County
USD 340 Jefferson West, Jefferson County
USD 322 Onaga-Havensville-Wheaton,
Pottawatomie County
USD 379 Clay County, Clay County
USD 270 Plainville, Rooks County
USD 353 Wellington, Sumner County
USD 469 Lansing, Leavenworth County
USD 418 McPherson, McPherson County
USD 482 Dighton, Lane County
USD 232 DeSoto, Johnson County
USD 404 Riverton, Cherokee County
Act on the Disorganization of *Southern Cloud* District
Act to approve negotiation between Kansas School for the Deaf (KSD) and Kansas National

Education Association (KNEA)
Receive TCLISSP Notification of intent to participate for Saint Boniface Academy & the Center for Behavioral/Academic Research (both in Wichita)

Consent Item e. and Consent Item i.
Mr. Porter moved that consent item e (Act to approve three new members for the Special Education Advisory Council) and i (Act on ESSER Liquidation, LTRS contract) be approved. Mr. Hershberger seconded the motion. Motion carried 7-1-2 with Mrs. O'Brien voting no and Mrs. Potter and Mrs. Dombrosky present not voting.

Commissioner's Report
Dr. Randy Watson

Dr. Watson
10:00

The presentation provides an overview of Board membership, reinforces the State Board's strategic goals, and highlights ongoing leadership, engagement, and planning priorities for the Kansas State Department of Education (KSDE).

The presentation includes a visual map of the Kansas State Board of Education districts, identifying each of the ten sitting Board members along with their district assignments and KSDE email addresses. This section emphasizes statewide representation and accessibility of Board leadership across all districts in Kansas.

Several slides reference Stephen Covey, signaling a thematic focus on leadership principles and habits that support effective governance, organizational culture, and continuous improvement. While these slides are primarily visual, they underscore the Board's emphasis on leadership development and values-based decision-making.

A central portion of the presentation outlines the Kansas State Board of Education Goals for August 2025 through December 2026. These goals are organized into three primary focus areas:

- Quality School Improvement, with an emphasis on the four fundamentals of school improvement through the KESA process;
- Quality Leadership Development, fostering high expectations and equitable access to grade-level instruction and standards; and
- Policy, Regulation, and Alignment, aimed at eliminating and aligning policies to better support student success and reduce system complexity.

To support these goals, the presentation describes methods, lead indicators, and measures of progress designed to ensure consistent implementation and accountability. Key strategies include intentional Board meeting planning and agenda alignment, regular reporting from the Commissioner, KSDE staff, and educators, and ongoing communication through weekly Friday Notes that share research and learning

resources aligned with Board priorities.

The presentation also highlights the importance of educator and community engagement, encouraging Board members to actively seek opportunities to connect with educators and community members across Kansas. These engagements are positioned as critical to understanding how Board goals are implemented at the local level and to informing continuous improvement efforts statewide.

Finally, the presentation references the search for a new Superintendent at the Kansas School for the Deaf, indicating a significant leadership transition and reinforcing the Board's role in guiding and supporting this process. The presentation concludes with a continued emphasis on leadership principles, accountability, and alignment in advancing the State Board's mission and goals.

Citizen's Open Forum

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

Steve Roberts: Private Citizen and former Kansas State Board of Education member. Mr. Robert recommended the book *A Conflict of Visions* by Thomas Sowell. He also announced that he would be running in the next election for the District 3 Board seat.

Jason Gillispe: Private Citizen, Parent. Urged the Board to give clear statewide guidance for ABA policy in schools. He has a son who has greatly benefitted from ABA therapy in the classroom. He brought a handout for the Board to read.

Lori Kopp: Lawyer with Kansas Association of State Boards. Her legal opinion is that the proposed guidance on ABA is not adequate. She urged the Board to postpone issuing this guidance and work further on refining the message.

Erica Sheets: Citizen, Parent of two special needs children who have now finished their education, Moms for Liberty representative. She expressed her thoughts on ABA therapy. She feels no vote is needed because it is therapy, not education. It is a valuable intervention but not appropriate for the classroom, rather it should be used in a private setting.

Nancy Moneymaker: Citizen, Parent and Grandparent. Based on 10 years of data, she has concluded that when school treats the "whole child" it takes away from education. She believes school should focus on education. If medical services are needed, those should be left to the medical field.

Dr. Kylie Stewart: Professor of Special Education in Pittsburg, mother of a student who attends Kansas School for the Deaf (KSD). She is concerned about the teacher shortage. One out of four KSD teachers are actually licensed and this is partly because of the unique licensure requirements in Kansas. She believes KSD needs tuition dollars and to think outside the box with paraprofessionals. KSD must work with licensure at KSDE, looking at tuition funding in TASN and actionable opportunities.

Sharon Knewtson: Parent of child at KSD. Sharon asked that in the overall report from the KSD Task Force that the administrator and parent recommendations be added. She noted there are ten open positions and that KSD needs more proactive efforts to find teachers. She suggested the Board/Commissioner contact Larry Finn who teaches American Sign Language at KU to consult and reach out to training institutions to recruit.

Zack Winch: Parent of child at KSD. He supports American Sign Language as irreplaceable to the intellectual development of deaf students. As the search begins for the new KSD superintendent, he recommends the qualities needed are: strong administrative skills, ability to act as change agent with literacy issues, and he feels the superintendent does not need to be a deaf person. KSD is a cultural institution, but it is fundamentally an educational agency which serves both deaf students and those who are hard of hearing, non-verbal, or have cochlear implants. Deaf students need to be prepared to be successful in the hearing world and this means they must have strong skills in written language. Written language is the link between the deaf and non-deaf world.

Nick Compagnone: Representing Kansas Association of Religious Schools (KAIRS). He invited the Board to the KAIRS Conference to be held on February 9-10. He shared the agenda with the Board. In particular the Board is invited to the Monday night banquet which will honor the finest teachers in the religious schools across the state.

Mrs. Potter came to the podium.

There was a discussion about whether Board members are allowed to speak during Citizen's Forum, according to Board policy. The Board Attorney expressed that the purpose of the Citizen's Forum is not for Board members to express personal opinions, however, he doesn't feel it is worth to draw a legal challenge to this particular issue. If the Board wants to modify its policies to make this clear that would be a possible choice in future.

Debby Potter: Board member. She addressed the issue of making a public records request, which was made by Katie Vandergriend, who asked for all written

communications including emails, letters and text messages concerning letters given to Debby Potter by Board Attorney Mark Ferguson on December 18, 2025. The date range she requested was between July -December. Mark Ferguson responded in writing by saying these communications are protected by Attorney/Client communication. Mrs. Potter feels she is included in that protected group and should have access to all that communication that is about her. She demands that she receive these communications immediately. Mr. Ferguson did not respond in the required time for a public records request (3 days). She feels this is an example of his incompetence and acting in bad faith. She referred to asking the Board attorney for his resignation.

At this point Mr. Porter interrupted with a Point of Order, saying there should be no personal comments and that has been violated. Mrs. Potter returned to her seat.

The Chair closed the Citizen's Forum.

Task Force for School Improvement at the Kansas School for the Deaf

KSD Task Force 1:01:00

Lisa Karney, KSDE, Chairperson for the Task Force

Membership of Task Force

- State Board Members
    - Melanie Haas
    - Dr. Beryl New
    - Michelle Dombrosky
- Kansas School for the Deaf parent representatives
    - Dr. Kylie Stewart
    - Zach Wentz
    - Sharon Knewtson
- Kansas School for the Deaf Administrators
    - Luanne Barron
    - Molly Rothwell
    - Ben Cardon
- Kansas State Department of Education (KSDE) Liaison
    - Lisa Karney

Task Force Recommendations

- Reading and Math
    - Appropriate instruction methodology for deaf students.
- KESA Strategic Plan
    - Incorporating or looking to Conference of Educational Administrators of School and Programs for the Deaf (CEASD) work.
- Transition Goals and Focus
    - After graduation
- Teacher Pipeline and Retention
    - Review/revise Deaf Education licensure, particularly in comparison to other states, as well as accreditation for Kansas higher education.
- KSDE Role
    - Update KSDE website
        - Make parent resources more accessible.
        - Elevate parents' rights.
        - IEP information.
        - Families Together.
- Establish standing Parent Advisory Council
    - Council of parents, teachers, building leaders, and state board members.

It was noted that the report should include the administrator and parent recommendations.

Mrs. Arnold moved that the Kansas State Board of Education approve the recommendations of the Kansas School for the Deaf Task Force as presented, including the subset of the administrator and parent recommendations, with a timeline expectation that action will be taken immediately. Dr. New seconded the motion. Motion carried 10-0.

R.I.S.E Helping Students Become Classroom Ready
Kelsey Sciacca, Principal, Park Elementary School
Carmen Zeisler, ESSDACK Service Center

RISE
12:24:25

The presentation introduces the R.I.S.E. Program, an innovative approach designed to help students who are not classroom-ready or who might otherwise face out-of-school suspension. The program focuses on on-campus behavioral wellness and school discipline, aiming to keep students engaged in learning while addressing behavioral challenges.

The challenge highlighted is the growing prevalence of disruptive and unsafe behaviors among elementary students, which often leads to suspensions without providing additional support. This cycle results in lagging skills, fractured relationships between school and home, and burnout for both students and teachers.

To address these issues, the R.I.S.E. Program emphasizes Relationships, Instruction, Safety, and Emotional well-being. It serves as an alternative to suspension and as a Tier 3 behavioral intervention. The program teaches strategies for classroom success, responsibility, and accountability within the school community.
The structure of R.I.S.E. is leveled and self-contained, with progression based on student needs:

- Level 0: Take a Breath
- Level 1: Connection & Safety
- Level 2: Brain Awareness and Learning
- Level 3: Preparing Brains and Bodies for the Classroom
- Level 4: Transitioning Back to the Classroom

Throughout the program, students engage in academics, brain-awareness lessons, service projects, small group interventions, and restorative practices. Emotional check-ins and accountability are central components.
The presentation also outlines criteria for candidates, the Student of Concern process, and the importance of team building among staff. Educators receive training to strengthen Tier 1 supports, focusing on brain science, restorative practices, and dignity-based approaches.

The ultimate goal of R.I.S.E. is to keep students in school, help them build internal strengths, and successfully reintegrate them into their classrooms. The program has shown promising results: of 13 students served, most have not repeated behaviors, and success stories include dramatic improvements in attendance and engagement. Finally, the presentation underscores the importance of collaboration between R.I.S.E. staff, home schools, and families, as well as community partnerships. The message closes with a powerful reminder: every student deserves a chance to rewrite their story and change their path.

Update: Legislative Report

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

Legislative Report 3:34:00

Session Overview

- The 2026 Kansas Legislative Session began on January 12 and is currently in its second day of a 90-day session.
- This is the second year of the biennium, meaning bills introduced last year remain active.
- For education-related legislation:
    - 68 carryover bills from last year.
    - 11 new bills introduced for 2026.

Key Legislative Dates

- Jan 12 – Session begins
- Feb 4 – Last day for individual legislator bill introduction
- Feb 6 – Last day for non-exempt committee bill introduction
- Feb 19 – Turnaround Day (last day to consider bills in chamber of origin)
- March 27 – First Adjournment
- April 11 – Sine Die (final adjournment)

Carryover Bills Passed Out of Committee

- SB 48 – School District Accreditation: Requires districts to demonstrate academic improvement and comply with state statutes for accreditation.
- SB 49 – School Boards: Needs assessment requirements; board members receive state assessment data; identify allocations or reallocations in budgets.
- SB 75 – Education Opportunity Tax Credit: Refundable tax credit for families with children not enrolled in public schools.
- SB 263 – Standards for active shooter drills in public and accredited nonpublic schools.
- HB 2104 – Standardizing firearm safety programs in school districts.

- SB 47 – Transparency and governance changes for local school boards (public comment requirements, agenda additions, access to school property, and dues payment authorization).

Carryover Bills Passed by a Chamber

- HB 2164 – Prohibits certain sex offenders from entering school property or attending school activities; includes criminal penalties.
- HB 2034 – Authorizes school districts to employ or accept volunteer chaplains; prohibits certain individuals from serving as chaplains.
- HB 2203 – Defines "other health impairment" to include fetal alcohol syndrome disorder.

New Bills for 2026

- HB 2409 – Prohibits starting school before Labor Day.
- HB 2411 – Reduces waiting period for rehiring KPERS retirees in teaching positions.
- HB 2412 – Increases penalties for child endangerment if the child is under six years old.
- HB 2415 – Requires local boards to appoint a nonvoting student representative.
- HB 2420 – Requires parental consent for school-based mental health services; establishes exceptions and civil penalties for violations.
- HB 2431 – Establishes a student secular bill of rights to protect against religious coercion and discrimination in public schools.
- HB 2421 & SB 302 – Restrict student use of personal electronic devices during school hours; prohibit staff-student communication via social media for official purposes.
- SB 315 & HB 2434 – Appropriations for fiscal years ending June 30, 2026, 2027, and 2028.

At-Risk Accountability Plans

- Originated from House Sub for SB 387 (K.S.A. 72-3574).
- Starting in 2026–2027, districts must:
    - Designate two student cohorts.
    - Set four-year quantitative goals.
    - Identify interventions and track progress.

- Currently in year two of a pilot with 11 districts; integration with KESA is underway.
- Proposed Changes:
    - Change required cohort from 3rd grade to 4th grade for better goal setting.
    - Remove Free Lunch cohort requirement due to federal privacy rules.
    - Clarify goal requirements (ELA or Math per cohort instead of both).

Dyslexia
4:06:25

Presentation "Dyslexia Initiatives: Policy to Practice
Dr. Laurie Curtis
KSDE Dyslexia and Early Literacy Program Manager

The presentation focuses on Kansas' efforts to implement structured literacy practices and dyslexia initiatives, bridging policy and classroom practice. It begins by situating these efforts within the Science of Reading, a body of research from neuroscience, cognitive psychology, and education that informs effective reading instruction and intervention. This science explains why some students struggle and how educators can address these challenges through evidence-based teaching and assessment strategies.

A key concept introduced is the reading rope model, which illustrates how skilled reading depends on multiple interwoven components. When weaknesses occur—especially in phonological processing and decoding—students may exhibit characteristics of dyslexia. Dyslexia is described as a language-based disorder involving difficulty with speech sounds and the written code.
The presentation emphasizes the urgency of addressing reading struggles, noting that only about 40% of Kansas students are currently being reached effectively. It critiques outdated approaches such as the three-cueing system and balanced literacy, which rely on visual and contextual guessing rather than systematic decoding. Research using eye-tracking and fMRI has clarified that reading is not intuitive but a rapid, complex neurological process, reinforcing the need for explicit, code-based instruction.

Kansas' approach includes universal screening three times a year from kindergarten through ninth grade. These screeners do not diagnose dyslexia but assess risk and provide benchmarks for analysis. When risk is identified, diagnostic assessments follow to pinpoint specific difficulties and guide targeted

interventions. Flowcharts and protocols ensure consistency in assessment and instructional decision-making.

The framework for success rests on four fundamentals:

1. Structured Literacy
2. Standards Alignment
3. Balanced Assessment
4. Quality Instruction

These priorities are supported by systems for school improvement, professional learning, and high-quality instructional materials. KSDE provides resources such as the Kansas Dyslexia Handbook, screening protocols, observation tools, curriculum guidance, and professional development networks.

Finally, the presentation underscores the importance of highly trained educators, accurate data analysis, and coherent systems to deliver effective literacy instruction. The ultimate goal is to provide timely, intensive support for students at risk, ensuring equitable access to reading success across Kansas schools.

Act to approve language for $25,000 threshold amount in contracts to be approved by the Board

Threshold Policy 4:29:27

Mrs. Melanie Haas, District 2 Board Representative
Chair of the Board Policy Committee

Mrs. Arnold moved that the Kansas State Board of Education approve the change for the approval threshold of discretionary grants or contracts that are required to have state board approval from $10,000 to $25,000 and add this to the State Board Policy Manual. Mr. Hershberger seconded the motion. Motion carried 7-2-1 with Mrs. Dombrosky and Mrs. Potter voted no, Mrs. O'Brien present not voting.

Superintendent of the Year: Dr. Reginald Eggleston

Eggleston 4:44:25

Dr. Watson introduced the Superintendent of the year who has served the Junction City Area, USD 465 Geary County Schools since 2019.

"Prior to his role in Kansas, he served as the Chief Administrative Officer for the Alabama State Department of Education and has held a range of leadership positions

including Assistant Superintendent, Director of Special Education, Principal, Assistant Principal, and Special Education Teacher. He earned a Bachelor of Science from Troy University, a Master of Education from the University of Alabama at Birmingham, an Educational Specialist degree from Auburn University at Montgomery, and a Doctorate in Education from Nova Southeastern University.

Geary County Schools USD 475 serves the communities of Junction City, Fort Riley, Milford, and Grandview Plaza through 17 schools, offering programs from early childhood through high school. With approximately 50% of its students connected to the military, USD 475 proudly leads Kansas as the first district to implement the Purple Star School Program, supporting the unique needs of military-connected learners. Junction City High School features 15 career pathways, Advanced Placement and dual-credit opportunities, and internship programs designed to prepare students for college and career success. Guided by a five-year Strategic Plan, the district remains focused on academic excellence, student well-being, family engagement, and staff support.

Upon joining Geary County Schools USD 475, Dr. Eggleston led transformative reforms that strengthened equity, transparency, and academic excellence across the district. After data revealed significant disproportionality in suspensions of Black male students with disabilities, he spearheaded the development of a districtwide Code of Conduct, implemented data-driven reviews, and introduced SEL and PBIS frameworks—efforts that resulted in measurable equity gains and removal from federal designation status. At the same time, Dr. Eggleston prioritized open, inclusive communication through community listening sessions, coalition meetings, and video updates, fostering trust and collaboration. His leadership emphasizes equity, professionalism, and fiscal responsibility, balancing community priorities with strategic planning, legislative advocacy, and the pursuit of external funding to expand early childhood education and support staff development.

In addition to more than 30 years in public education, Dr. Eggleston brings over three decades of distinguished military service as a Colonel in the U.S. Army Reserves. His background in leadership, discipline, and service to others deeply informs his approach to education and community engagement. Under his direction, USD 475 has advanced initiatives addressing students' academic, social, and emotional needs, earned National Blue Ribbon School recognition, and strengthened community partnerships, ensuring equitable opportunities and sustainable success for more than 7,000 students and 1,300 staff members." (From the website www.kansassuperintendents.org)

Dr. Eggleston noted that his staff and family have been wonderful and they are all part of his journey. He started as a special education teacher, then an assistant principal,

high school principal and then he moved into administrative positions, director of special education, assistant superintendent and then to a state position in Alabama of chief administrative officer. His military background has been very helpful serving in Geary County with Ft. Riley. He works hand in hand with his local board of education.

In terms of school leadership development he stated the first thing is to be present; letting people know you are there for them and listening to them. A leader doesn't have to have all the problems, but that you are there with them and you will work with them to find a solution to the problem. In this day and age, he noted, people get paralyzed because they are looking for a 100% solution, and in most of the problems we face, there is no such thing as a 100% fool-proof solution. There is a 60%, 70%, or 80% solution and then we have to work together to manage the rest. If we, as school leaders, can help people with that understanding, then success can be greater. People will be more open to risk and can do great things with the individuals they serve if they understand that nothing will be perfect. If leaders are afraid, things will remain the same. Be present, take risks, and accept that no solution is all encompassing.

Act on Higher Education Standards and Recommendations from the Evaluation Review Committee — Higher Ed Standards 5:04:00

Dr. Catherine Chmidling, Teacher Licensure

Mr. Zeck moved that the language be edited to: "children including those with disabilities and exceptionalities." Mrs. Potter seconded the motion. Motion carried 8-2 with Mr. Porter and Mrs. Haas voting no.

Mrs. Arnold moved that the Kansas State Board of Education approve the new educator preparation program standards for Technology and Engineering Education 6-12, and Visually Impaired Education B-3, PreK-12. Dr. New seconded the motion. Motion carried 10-0.

Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for program approval for the Kansas Independent College Association. Mrs. O'Brien seconded the motion. Motion carried 10-0.

Act on initiating Request for Proposal for the Kansas Integrated and Accountability System (KIAS) — KIAS 5:08:50

Dean Zajic, Assistant Director, Special Education

Mr. Zeck moved that the item be tabled for another month in order to investigate more about the data and how it is used. Mrs. Potter seconded the motion. Motion fails

4-5-1 with Mrs. Haas, Dr. New, Mrs. Hopkins, Mrs. Arnold and Mr. Potter voting no and Mrs. O'Brien present not voting.

Mrs. Arnold moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract bid process to provide maintenance, technical support, and enhancements for the existing Kansas Integrated Accountability System (KIAS) necessary for oversight of the Individuals with Disabilities Education Act (IDEA), the Elementary and Secondary Education Act (ESEA), and the Kansas Education for Exceptional Children Act for the period of execution through June 30, 2030 in an amount not to exceed $1,000,000 to be funded from ESEA and IDEA funds. Mrs. Haas seconded. 6-2-2 with Mr. Zeck and Mrs. Dombrosky voting no, Mrs. Potter and Mrs. O'Brien present not voting.

Recommendations of the Professional Practices Commission — PPC
R. Scott Gordon, General Counsel — 5:33:25
Mr. Sanchez, Chair of PPC

Mrs. Haas moved that the Kansas State Board of Education suspend the teacher's license for the remainder of the term for such contract was made in the case of 25-PPC-38. Mr. Porter seconded the motion. Motion carried 9-1 with Mrs. Potter voting no.

Act on Medical Applied Behavioral Analysis (ABA) therapy in school settings guidance — ABA
Brian Dempsey, Assistant Director, Special Education — 6:04:10

Mr. Porter moved that the Kansas State Board of Education approve the proposed guidance on Applied Behavioral Analysis, as presented. Mrs. Arnold seconded the motion. Motion carried 8-2 with Dr. New and Mrs. Dombrosky voting no.

Presentation: AI in Education — AI
Dr. Jake Steel, Office of the Commissioner — 6:25:50

The presentation introduces a learning series on Artificial Intelligence (AI) in education, emphasizing that understanding AI helps stakeholders make informed decisions about its use. It frames the discussion around foundational policy ideas for AI in education, citing *TeachAI*'s guidelines.

Core Message
The central theme is captured by Stephen Covey's quote: *"The main thing is to keep the main thing the main thing."* The presentation warns against adopting technology for its own sake, urging educators and policymakers to align AI adoption with educational

values and goals rather than trends or status symbols. An anecdote from *The Millionaire Next Door* illustrates the importance of values-driven decisions.

Vision and Mission

The Kansas State Department of Education's vision is to lead the world in the success of each student, achieved through rigorous academics, career training, and character development tailored to individual talents.

Key Topics and Principles

1. AI Spectrum – Encourages reflection on attitudes toward AI (Doomer, Gloomer, Zoomer, Bloomer).
2. Four Guiding Principles:
    - Instruction first
    - Use purpose-built tools
    - Framework matters
    - AI is fundamentally a pattern recognition system
    - Personalization, privacy, and public perception are critical.
3. Warnings:
    - Avoid anthropomorphizing AI
    - Treat adult users as adults
    - Address chatbot limitations
4. AI Literacy Frameworks – Introduces frameworks for understanding, evaluating, and using AI responsibly.

Policy and Best Practices

- Data Privacy:
    - Compliance with laws (KSDPA, FERPA, COPPA, CIPA, COPA)
    - Transparent data practices, consent requirements, and protection of sensitive information
    - Integration into existing privacy frameworks
    - Promote digital citizenship and awareness.

- Accessibility:
    - Ensure universal access and close digital gaps
    - Align with Universal Design for Learning (UDL)
    - Support personalization and assistive learning
    - Build sustainable infrastructure.
- Security:
    - Differentiate privacy (what data to collect) from security (how to protect it)
    - Implement technical controls and cybersecurity measures.
- Transparency:
    - Disclose when, where, and why AI is used
    - Ensure explainability and accountability
    - Cite AI use in formal outputs.
- Human Oversight:
    - Keep humans in the loop for review and decision-making
    - Design AI to support human judgment and well-being
    - Monitor and evaluate continuously.
- Training:
    - Address bias and transparency in training data
    - Build capacity among educators, students, and families.

Future Directions

Upcoming sessions will feature KU researchers sharing guidelines for responsible AI implementation across all education levels. The framework emphasizes:

- Human-centered foundations
- Strategic planning for AI integration
- Equal AI learning opportunities for all students
- Ongoing evaluation and professional development.

Executive Session

EXEC SESSION 6:59:00

Vice Chair Zeck moved that the Board go into Executive Session for the following purpose(s):

1. To discuss personnel matters of nonelected personnel, in order to protect the privacy interests of the individual(s) to be discussed [and/or]
2. To consult with an attorney which would be deemed privileged in the Attorney-Client relationship, in order to protect the privilege and the Board's communications with its attorney on legal matters.

The executive session will last no longer than 20 minutes and no action will be taken during this executive session. The following person(s) are invited to join this executive session: John Hess, Frank Henderson, Wendy Fritz. Mrs. Haas seconded the motion. Motion carried 10-0.

After the Executive Session, the meeting was recessed until the following morning at 9 a.m.

Kansas State Board of Education
Wednesday, January 14, 2026

Chair Hopkins called the meeting to order at 9:00. All Board members were present. Mrs. Dombrosky was present virtually. Dr. Watson and Mr. Ferguson were at the Board table.

Presentation: CTE The Career and Technical Student Organization (CTSO) Citizenship Day

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

The presentation focuses on Kansas Career and Technical Student Organizations (CTSOs) and highlights the leadership teams representing various student organizations across Kansas schools.

The featured officers include presidents and vice presidents from multiple schools, such as Newton High School, Blue Valley High School, Olathe North High School, Wichita Collegiate High School, Pleasant Ridge High School, Republic County High School, Wabaunsee High School, Jackson Heights High School, Riverton High School, Hays High School, Wichita East High School, Labette County High School, and Basehor-Linwood High School. These students hold positions like President, Vice President, Executive Vice President, and 1st Vice President, reflecting a diverse representation of leadership roles within CTSOs.

Each officer spoke briefly about the effect being part of a CTSO has had on their life. The Board asked questions, took photos with the students, and later, at the lunch hour, the Board was hosted at the Docking building, by the CTSO organizations. The Board sat at tables with the students and had great discussions and a good meal.

Presentation: Special Education Advisory Council (SEAC) Annual Report

SEAC
1:13:49

Dr. Lena Kisner, Chair, SEAC
Bert Moore, Director, Special Education

Dr. Kisner thanked the Board for joining the SEAC members for breakfast that morning. She noted that the Board had been presented with the Annual Report in

advance. She went over a few of the highlights and then welcomed questions and any discussion that the members wished to have.

Update: Citizenship Kickoff Events for America's 250th anniversary — 250th
Nathan McAlister, Humanities Program Manager — 1:24:00

The presentation focuses on commemorating the 250th Anniversary of the Declaration of Independence and its significance in civic education. It begins by emphasizing the importance of understanding the words, connections, and assessments related to this historic document. Nathan McAlister, Humanities Program Manager for HGSS, introduces the theme of exploring not just what was written in the Declaration, but why it was written.

The second section examines key grievances listed in the Declaration, such as quartering troops, making the military independent and superior to civil power, imposing taxes without consent, and depriving citizens of trial by jury. These examples underscore the principle that words matter, and students should grasp both the content and context of these statements.

The presentation then draws Kansas-specific connections, highlighting the state's role in American history. It references the Kansas Bill of Rights, which affirms equal and inalienable rights, and historical events like Bleeding Kansas, the fight against slavery, and Kansas' leadership in reforms such as women's rights and populist measures like the secret ballot. Additionally, Kansas' pivotal role in the landmark Brown v. Board of Education case is noted as a critical connection to civil rights.

Teachers, including Thomas Fulbright (Hope Street Academy) and Megan Berry (Abilene High School), are identified as leaders in this educational effort, representing different board districts. Their involvement signals a collaborative approach to teaching these civic principles.

The presentation revisits the famous passage from the Declaration asserting that governments derive their powers from the consent of the governed, and that people have the right to alter or abolish destructive governments. This section ties into formative and summative assessments, suggesting that evaluation will be part of the learning process.

A historical perspective is added with a reference to the Gettysburg Address, which tested whether a nation "conceived in liberty" could endure. This serves as a reminder of the ongoing challenge of upholding democratic ideals.

Finally, the presentation looks forward, posing questions about new connections and lessons to learn as part of the 250th-anniversary celebrations. It concludes with a Q&A segment and a note of thanks.

Act on Professional Development Regulation — Regs
Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services — 1:36:50

Mrs. Arnold moved that the Kansas State Board of Education approves eliminating the requirement for districts to submit a separate professional development plan to reduce unnecessary administrative obligations and allow districts to focus resources on the locally driven professional learning activities embedded in their school improvement work. Mr. Hershberger seconded the motion. Motion carried 10-0.

Presentation: High Quality Instructional Materials — HQIM
Dr. Renee Nugent, Deputy Commissioner, Division of Learning Services — 1:41:20

The presentation focuses on the critical role of instructional materials in achieving quality instruction across Kansas classrooms. It begins by framing three guiding questions: What role do instructional materials play in quality instruction? How does KSDE support local selection processes? And what is the current state of instructional materials in Kansas, along with next steps for support.

KSDE defines quality instruction as a classroom environment characterized by high expectations, data-driven teaching, intentional and cohesive lesson design, standards-aligned tasks and materials, and deep student engagement. These components work together to ensure students meet rigorous state standards. KSDE is actively working to clarify this vision and support educators and leaders in implementing these conditions.

To achieve this vision, KSDE provides resources such as standards alignment toolkits, instructional visions, an instructional materials dashboard, selection and implementation guidance, observation tools, and professional learning opportunities. The process begins with the periodic review of curricular standards every seven years, but revised standards alone do not guarantee improved instruction. Therefore, KSDE emphasizes the importance of adopting high-quality, standards-aligned instructional materials as a transformative strategy for school improvement.

Research underscores the urgency of this work. Studies reveal that students spend a significant portion of classroom time on assignments that are not grade-appropriate, while teachers devote hours each week creating or selecting materials—often resulting in lower-quality assignments than those from district-adopted curricula. Importantly,

students who start the year below grade level and gain access to better assignments make substantially more academic progress than peers without such access.

The presentation highlights the role of EdReports, a national organization that reviews instructional materials for alignment to evidence-based practices. EdReports has evaluated nearly all core ELA and math materials, prompting improvements from dozens of publishers and saving states time and resources through its rigorous review process. KSDE encourages districts to use EdReports as one component of their selection process, cautioning against relying solely on "Meets Expectations" ratings. Instead, districts should closely examine full reports to ensure alignment with local priorities and identify nuanced strengths and gaps.

KSDE's selection guidance is grounded in three beliefs: selecting and implementing high-quality materials, supported by professional learning, is transformative; decisions should be made locally with educator expertise and community input; and materials must align with Kansas standards, the vision for quality instruction, and research-based practices.

Current data from Fall 2025 shows that while most districts and accredited private schools reported their instructional materials, only about half of ELA and math materials meet expectations on all review gateways, and science materials lag significantly behind. Many districts still rely on teacher-created or supplemental resources as core materials, which are not reviewed by third parties.

Looking ahead, KSDE plans to launch a data visualization web application in early 2026. This tool will allow authenticated users—such as KSDE staff, superintendents, and curriculum directors—to explore reported instructional materials, view district-level selections, and filter data to compare similar districts. The goal is to foster collaboration, transparency, and informed decision-making across Kansas.

Chair Report, Board member reports, Travel Requests, and Future Agenda Requests

Committee Chair Reports Travel Requests Future Requests 2:37:11

Mr. Hershberger: Ag in the Classroom 4th Quarter Report. Kits going out to 809 new teachers. Partnerships added 74 agribusinesses. 20 events in different communities in 2025. 26 new donors.
Opioid Committee: meeting tomorrow. Shared street language for drugs.

Mrs. Haas: Missing the Special Education Advisory Council (SEAC) meeting because it is during the Board meeting. *Families Together* has parent's rights and special education training.

Chair Report: Literacy Day next Tuesday at the Capitol. KEEN Luncheon February 20th KEEN conference Kansas Exemplary Educator Network. 32 outstanding teachers in their second year. Horizon awards. Survey is up for the Commissioner search is on website. KAIRS next month, Monday night is banquet, Tuesday morning breakfast.

Travel requests

Mr. Porter moved that the Board Travel Requests be accepted. Mrs. Haas seconded. Motion carried 10-0.

Future requests for Board items

Mrs. Arnold – Lack of cyber security funding at the district level

Mrs. Dombrosky – KESA strategy for specialized schools, how to approach KSD and KSSB Lake Mary with KESA

Mrs. O'Brien - Cursive writing report

Mrs. Potter – Safe and Secure Schools, definition of persistently dangerous schools follow-up

Comments

Vice Chair Zeck is concerned that the ABA law is not clear, and he regrets he voted for the guidance. He continues to be concerned about government involvement in early childhood, mental health and taking the responsibility that parents need to have for their children.

Chair Hopkins adjourned the meeting until the Board meets on February 10th, 2026.

_____ _____

Chair Cathy Hopkins Board Secretary Deborah Bremer

Please note, some of the presentation minutes were produced by Co-pilot AI based on the PowerPoint that was used.

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Danny Zeck District 1
Melanie Haas District 2
Michelle Dombrosky District 3
Connie O'Brien District 4
Cathy Hopkins District 5
Dr. Beryl A New District 6
Dennis Hershberger District 7
Betty J. Arnold District 8
Jim Porter District 9
Debby Potter District 10

Agenda Tuesday, February 10, 2026

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

Note: The Board Policy Committee will meet at 12:15 – 1:15 in room 117 First Floor

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 January 2025 meeting minutes	5 min	Chair Hopkins
(AI)	2. Approval of Agenda	5 min	Chair Hopkins
(AI)	3. Approval of Consent Agenda		
	a. Receive monthly personnel report and appointments to unclassified positions		Wendy Fritz, Director, Human Resources
	b. Act on Local Professional Development Plans		Shane Carter, Director, Teacher Licensure
	c. Act on recommendations for Licensure Waivers		Shane Carter, Director, Teacher Licensure
	d. Act to approve a contract with the Department of Agriculture to inspect summer food sites		Kelly Chanay, Director, Child Nutrition and Wellness
	e. Act to contract with Dr. David Hurford to provide services on Dyslexia and Literacy. This is required by the Legislature through an appropriation in the budget bill: 2025 SB 125 Sec. 96 (a)		Beth Fultz, Director, Career, Standards and Assessments Services
	f. Notification to the Board of the intention to participate in the Tax Credit for Low Income Student Scholarship by KC Christian School and the Golden Belt Community Foundation in Great Bend		Dale Brungardt, Director, School Finance
10:10 a.m. (IO)	4. Commissioner Report	20 min	Dr. Watson
10:30 a.m.	5. Citizen's Open Forum	15 min	
10:45 a.m. (IO)	6. Presentation: The Kansas University Center for Innovation, Design and Digital Learning will share their framework for using AI responsibly within the classroom	45 min	Dr. Jake Steel will introduce Dr. James Basham Dr. Trey Vasquez

Kansas Leads the world in the success of each student.

(AI) Action Item, (RI) Receive Item, (IO) Information Item

TIME	ITEM	DURATION	PRESENTER
11:30 a.m.	Break	10 min	
11:40 a.m. (IO)	7. Teacher Highlight: Olathe US History teacher Kim Wahaus, 250th kickoff with Declaration of Independence using AI activity	20 min	Nathan McAlister, Humanities Program Manager
12:00 – 1:30 p.m.	LUNCH BREAK POLICY COMMITTEE in 117	90 min	
1:30 p.m. (IO)	8. Student Performance (Drama) Paige Jackson- Solo Musical Theatre Ian Collins and Trystan Wood- Duet Acting Ariela Manaj- Scenic Design	20 min	Arianna Wendel, Drama Teacher, USD 230 Spring Hill
1:50 p.m. (IO)	9. *Reading Corner*: reading in every classroom Tanner Helton, Junction City (PE teacher) Claire Clifford, Halstead (Music teacher) *Board Goal #1 Quality School Improvement*	20 min	Mary Lonker, English Language Arts Program Manager Jennifer Hansen, Reading specialist
2:10 p.m. (IO)	10. District Owned Devices Survey Update and Research	20 min	Payton Lynn, Researcher, Division of Learning Services
2:30 p.m.	Break	10 min	
2:40 p.m. (IO)	11. McPherson District: middle school policy change on district owned devices *Board Goal #1 Quality School Improvement*	30 min	Shiloh Vincent, Superintendent Ms. Inge Esping, MMS Principal, and Ms. Sarah Corcoran, MMS Social Studies Teacher
3:10 p.m. (IO)	12. Effect of devices (iPad, Chromebook, cell phones) on student's development *Board Goal #1 Quality School Improvement*	30 min	Susan Dunaway, LCPC, Chief neuroscience officer for Screen Guardians program
3:40 p.m.	Break	10 min	
3:50 p.m. (AI)	13. Act on recommendations of the Professional Practices Commission (PPC)	10 min	R. Scott Gordon, General Counsel Mr. Sanchez, Chair
4:00 p.m. (IO)	14. Cell Phone policy in Beloit USD 273 *Board Goal #1 Quality School Improvement*	30 min	Casey Seyfert, Principal Jeff Travis, Superintendent
4:30 p.m.	Executive Session	30 min	
5:00 p.m.	Recess until tomorrow		

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

Agenda Wednesday, February 11, 2026

TIME	ITEM	DURATION	PRESENTER
9:00 a.m. (IO)	1. Honoring Dr. F. Floyd Herr, and accepting a painting by Robert Hodgell from his family	10 min	Dale Dennis, Office of the Commissioner
9:10 a.m. (IO)	2. Legislative Report	30 min	Dr. Harwood, Deputy Commissioner
9:40 a.m. (RI)	3. Receive contract with Logicalis services to implement Microsoft Power BI platform	10 min	Ryan Kurtenbach, Director, IT Kelly Chanay, Director, Child Nutrition and Wellness
9:50 a.m. (IO)	4. Update: Lack of Funding for Cybersecurity at the District Level Board request*	10 min	Dr. Harwood, Deputy Commissioner, Ryan Kurtenbach, Director IT
10:00 a.m.	Break	10 min	
10:10 a.m. (RI)	5. Receive item: Approve Innovative Assessment Pilot with the Olathe District Tim Reves, Chief Academic Officer Spencer Brown, Assistant Director, Assessment and Accountability	45 min	Dr. Nugent, Deputy Commissioner, Division of Learning Services
10:55 a.m. (RI)	6. Receive Business Education Content Standards Recommendations Sarah Sweet, Teacher, Emporia High School Kim Dhority, Dean, Flint Hills Technical College	10 min	Dr. Catherine Chmidling, Teacher Licensure
11:05 a.m.	Break	10 min	
11:15 a.m. (RI)	7. Receive Regulations/Rules Review Shane Carter, Director Teacher Licensure R. Scott Gordon, General Counsel *Board Goal #3 Policy, Regulation and Alignment*	20 min	Dr. Nugent, Deputy Commissioner
11:35 a.m. (IO)	8. Parent Highlight: Celebrating Kansas' High Quality *Parents as Teachers* home visiting programs (with guests in person)	30 min With photos	Amanda Petersen and Lisa Williams, Early Childhood
12:05 p.m.	Break	10 min	
12:15 p.m. (IO)	9. KESA Cohort of Specialized Schools Board Request *	15 min	Dr. Jay Scott, Director, Accreditation and Design

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

TIME	ITEM	DURATION	PRESENTER
12:30 p.m.	10. Update from the search firm Hazard Young Attea Associates (HYA)	30 min	Max McGee, Frank Henderson and Mike Richie (Virtual)
1:00 p.m.	Break	10 min	
1:10 p.m.	11. Committee Reports Chair Report Act on Board Travel Requests Member requests for future presentations	30 min	Chair Hopkins
1:40 p.m.	12. Board Comments	10 min	
1:55 p.m.	Adjourn until next meeting March 10th, 2026		

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

KANSAS
STATE DEPARTMENT OF
EDUCATION

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Item Title: HR Board Materials

From: Marisa Seele

Please see attached document for personnel report.

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Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

Personnel Report:

Total employees 285 as of pay period ending 12/20/2025. 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
Total New Hires	4	4	3	4	0	0						
Unclassified	4	4	3	4	0	0						
Unclassified Regular (leadership)	0	0	0	0	0	0						
Total Separations	5	1	4	2	1	2						
Classified	0	0	0	0	0	0						
Unclassified	4	1	3	2	1	1						
Unclassified Regular (leadership)	1	0	1	0	0	1						
Recruiting (data on 1st day of month)	2	3	5	3	1	1						
Unclassified	2	3	5	3	1	1						
Unclassified Regular (leadership)	0	0	0	0	0	0						

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 b.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/10/2026**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Local Professional Development Plan

Recommended Motion:

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

USD 233 Olathe

USD 293 Quinter Schools

USD 297 St. Francis Community Schools

USD 385 Andover

USD 395 La Crosse

Explanation of Situation Requiring Action:

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

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

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

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

Professional Development Plan

Andover Public Schools
USD 385

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

5-year Professional Development Plan Approval

The Andover Public Schools USD 385 Professional Development Council approved the following plan, at its meeting held on 1/6/26, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: _____ 1/7/26
Signature Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC
New template for KESA 2.0	4/29/25
Addition of term limits for PDC Members, administrative reps and the PDC Chair	

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Section One

Professional Development Council (PDC)

1.1 Introduction

It is the philosophy of USD 385 Andover Public Schools that a combination of effective professional learning and educational experience leads to the professional growth of our staff. A highly effective educator is one of the most important factors in student achievement. Effective professional learning is fundamental to student learning. Professional learning increases educator effectiveness and results for all students. The Board advocates continuing growth for all staff and expects staff to seek opportunities and to participate in the school district's professional learning and supports the district's professional learning program. The Professional Development Council (PDC) for USD 385 exists to support the development and implementation of professional learning in the district.

The function of the district PDC shall be:

- to serve as representative of the licensed personnel
- to develop operational procedures
- to approve or deny impact points for movement on pay schedule
- to provide support activities which complement school improvement action plans
- to approve all professional learning activities before proceeding to the Application Level
- to provide leadership, annual training, and support of effective professional learning
- to support educators with PDC process

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 Andover Public Schools USD 385 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

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

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

1.21 Licensed Teacher Groups Represented:

Each building may have up two PDC representatives.

Groups Represented	Number
Elementary Schools	6-12
Middle Schools	2-4
High Schools, including the Andover Center for Advanced Professional Studies	2-4
Virtual School	1-2
Total	11-22

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented? PDC Chair

How long is the term for a teacher PDC member? Will be voted on every 3 years

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? April/May

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot? Interested staff informs the building principal who then informs the PDC Chair.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections? Principals will gather names of interested staff every 3 years. Building staff will vote to appoint a PDC member from the list of interested staff.

Who tallies the selections? If necessary, the PDC Chair

Who reports the results to the PDC Chair? N/A

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Building principals	1
District administrators	1
Total	2

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented? PDC Chair

How long is the term for a leader/administrator PDC member? PDC administrative members will have a term of 3 years at which point we will gather interest from other administrators and vote on a new member.

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? April/May

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot? Inform the PDC Chair

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections? During administrative meetings we will gather interested staff names. The administrative team will then vote for a representative from the list of interested parties. This will take place every 3 years.

Who tallies the selections? PDC Chair

Who reports the results to the PDC Chair? N/A

1.3 Responsibilities

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

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

1.4 Annual PDC Training

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

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

Andover Public Schools USD 385 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 a file managed by the PDC Chair at the district office. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

1.50 Officers

How long is the term for PDC officers? The PDC Chair will have a three-year term.

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

In what month or timeframe are officers selected? August

Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair? Within two months

Officer Title: PDC Chair

Duties

1. Coordinates and documents PDC annual required training
2. Creates and communicates agendas for PDC meeting

3. Facilitates PDC meetings

4. Engages PDC members in the annual review and revision of the district PDC handbook

5. Ensures all PDC members have applicable rights in the Frontline Professional Growth system

6. On behalf of the PDC, reviews and approves college credit and nurse CEU forms in Frontline Professional Growth

7. Communicates PDC vacancies with building principals of licensed teacher groups so that group can elect a new member

1.51 Meetings

In what months does the PDC operate? Formal meetings are held in August and April. PDC members collaborate and support colleagues in their buildings throughout the year. PDC approvals are ongoing throughout the year through Frontline Professional Growth.

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? PDC members facilitate the entry of Individual Professional Development plans within the first sixty days of school in each building. The plans are housed in Frontline Professional Growth. PDC members review and approve PD points throughout the year in Frontline Professional Growth. A formal meeting is held in August to conduct annual training, review the district PDC Handbook, and to review and approve impact level PD points. A formal meeting is held in April to review and revise the district PDC Handbook, review and approve impact level PD points, and discuss PDC vacancies and candidates. The April meeting is used to revise the 5-year renewal plan. If needed, additional formal meetings will be scheduled.

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

What is the process for scheduling extra meetings, if needed? The PDC Chair will coordinate the scheduling of extra meetings using the district Google calendar.

Can meetings be online or electronically? Meetings may be conducted online or electronically if agreed upon by the members.

Besides the PDC, who is expected or allowed to attend? PDC meetings are open to all licensed groups. Board members and district staff are welcome to attend if interested.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 7-12 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.

1.53 Documentation

1. Name of electronic documentation management system/s, such as Front Line, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3: Frontline Professional Growth

2. When are staff trained to use the system? Initial training is provided during new educator orientation and ongoing training is provided as needed by the PDC representatives and instructional coaches.

3. List the names of the forms used in the system for PDC activities and business:
    a. Professional Learning Request
    b. College Form
    c. Nurse CEU Form
    d. Knowledge Form
        i. Knowledge Log
    e. Application Form
        i. Application Log
    f. Impact Form
    g. Intent to Move Form
    h. Professional Learning Evaluation Form
    i. Professional Learning Goals (PDP)

    Copies of forms that are not part of one of the electronic systems should be included in appendix. N/A

4. If all forms are paper or self-created forms, they should be included in appendix. N/A

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	x	District staff intranet	PDC Chair	Yes
IPDP's	x	Frontline Professional Growth	Educators and principals	Yes
Meeting Minutes	x	District PDC shared folder	PDC Chair	Yes
Member Selection	x	PDC Handbook located on the district staff intranet	PDC Chair	Yes
Officer Selection	n/a			
PD Plan Process	x	District staff intranet	PDC Chair	Yes
PD Points	x	PDC Handbook located on the district staff intranet	PDC Chair	Yes
Staff PD Needs Assessments	x	Academic Affairs shared drive	PDC Chair	Yes

1.54 Communications

As often as possible, the PDC Chair represents the Professional Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by PDC representatives to their respective buildings.

1.55 Approvals

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

5-year Professional Development Plan Review

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

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

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

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated Supervisor

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

Knowledge level points from district activities

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	District instructors of the PD event, in District catalog with assigned points

Knowledge level points from out of district activities

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

Application level points

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

Impact level points Direct

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

Graduate credit and licensed nurse CEU points

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	PDC Chair
2nd-	Payroll Coordinator (Logistical only)

The PDC Chair will forward approved PD credit points to Human Resources for movement on the pay schedule.

Licensed professionals who live or work in the district and are not employed in the district

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Human Resources Specialist (PDC Liaison/Frontline)
2nd-	PDC Chair

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve PD points. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. The final approver/s will keep the PDC informed of the progress and status of the types and amounts of PD points.

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

After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, all decisions about the type and amount of PD points that the PDC awards are final.

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

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

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

Any licensed person who is not employed by but who works or resides within Andover Public Schools USD 385 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Human Resources Specialist is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees are not eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison at 316-218-4660.

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

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

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

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

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

Kansas Education Systems Accreditation (KESA) Resources

- Data Review Guide
- ELA Standards Alignment Toolkit
- HGSS Standards Alignment Toolkit
- KESA Student Outcome Data
- KESA Compliance '24-'25
- Mathematics Standards Alignment Toolkit
- Resources for Quality Instruction
- Science Standards Alignment Toolkit

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

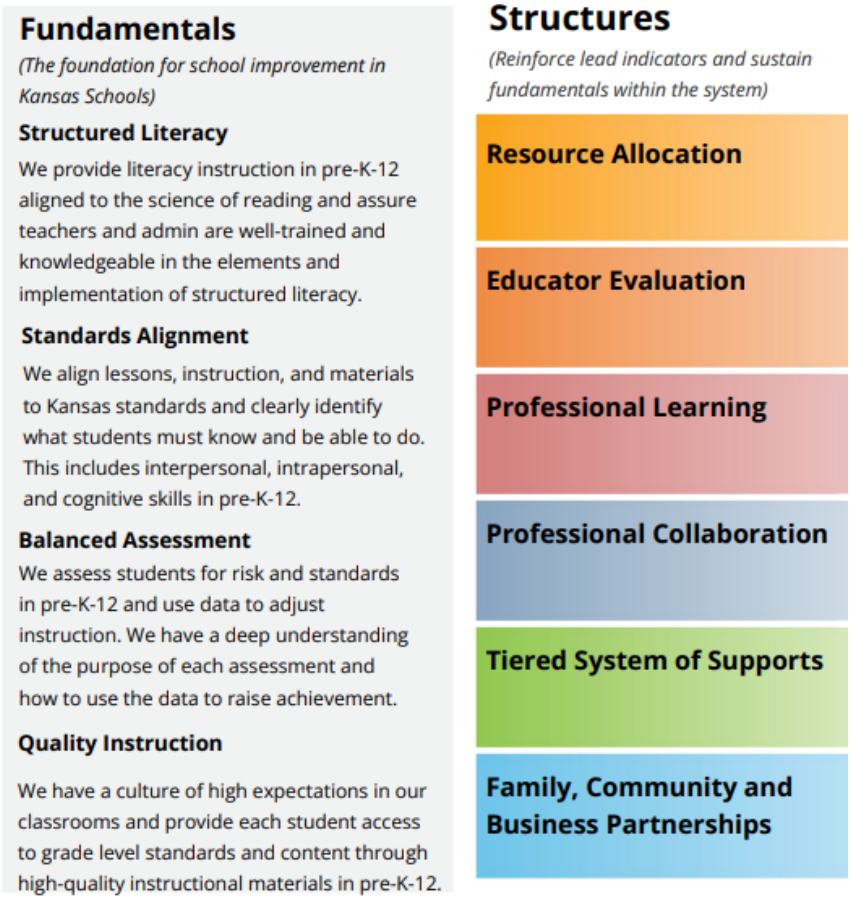
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

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

2.2 Identification of goals and objectives to achieve professional development needs

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



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

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

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

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

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

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

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

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

2.5 Reporting results of evaluation of in-service needs

Results of evaluation of in-service needs will be shared with the board at least annually. Results will also be shared at least annually with the district site council.

Section Three

Individual Professional Development Plans (IPDP)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

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

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



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

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

4.0 Introduction

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

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

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

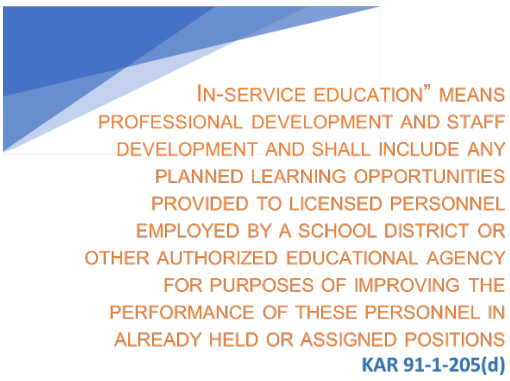
The PDC awards points as a council. No individual member may approve points.

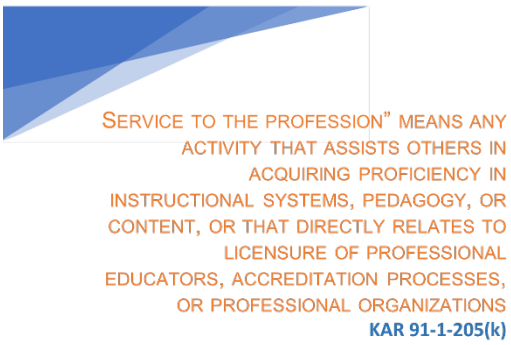
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact,

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4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a

graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

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

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

should also support quality professional development.

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

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:
What do you know now that you did not know before?

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.

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

Verification required may include one of the following:

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

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

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

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

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

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

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

USD 395

LaCrosse School District

Professional Development Plan

Plan developed by the
USD 395 Professional Development Council
2022-2027

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

5-year Professional Development Plan Approval

The USD 395 Professional Development Council approved the following plan, at its meeting held on 1/19/2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Lisa Herrman
Signature

1/19/25
Date

Plan Updates

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

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

Policy and Structure
of the
Professional Development Council

It is the philosophy of the USD 395 Board of Education that professional development is the combination of educational and personal experience which measurably improves teaching for learning for all students. The Inservice Education Plan shall promote district, school and individual growth of all certified professional through a variety of experiences.

Professional development is an ongoing process designed to foster district, building and individual professional growth for certified professional with in a positive organizational climate having as its ultimate aim better learning for all students. Professional development activities approved by the USD 395 Board of Education may qualify for in-service education points.

1.2 Membership

KAR 91-1-217. In-service education professional development council.
a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 395 PDC are professionals who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The membership of the PDC is dictated solely by the KSDE-licensed groups that the PDC represents. KSDE considers any language in a negotiated agreement or other contract that dictates the structure or operation of the PDC, including membership, contrary to regulations and to be invalid.

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

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

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Elementary School	1
Middle School	1
High School	1
Total	3

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC Chair
How long is the term for a teacher/specialist PDC member?
3 years
If any, what are the term limits?
None
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?
Spring of previous year
How can professional nominate and/or volunteer (with the permission of the nominee) for a membership slot?
PDC Chair
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Either at meeting at end of previous year or at beginning of new year. Google form.
Who tallies/documents the selections? N/A

Who reports the results to the PDC Chair or designee? N/A

List any groups represented with only one member of professional and, therefore, the default PDC member: N/A

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Building Administrators	2
Total	2

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented? N/A
How long is the term for a leader/administrator PDC member? N/A
If any, what are the term limits? N/A
If the terms are staggered, how is that done? N/A
When a group represented has an opening, in what month or timeframe is the position selected? N/A
How can professional nominate and/or volunteer (with the permission of the nominee) for a membership slot? N/A
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections? N/A
Who tallies/documents the selections? N/A
Who reports the results to the PDC Chair or designee? N/A
List any groups represented with only one member of professional and, therefore, the default PDC member: N/A

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.

POWERS, DUTIES, AND FUNCTIONS OF THE PROFESSIONAL DEVELOPMENT COUNCIL

a. Develop and in-service education needs assessment system and in-service plan to be submitted to the Kansas State Board of Education.
b. Review, approve, modify, or reject the Individual Development Plans and in-service activity logs.
c. Recommend credit be granted for approved in-service activities

d. Prepare an annual update which should include:
    a. A review of the local Inservice Education Plan
    b. A statement of priorities for the following school year
    c. An update of proposed activities for the following school year

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

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

The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored with the PDC Chair in a locked cabinet. PDCC 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 any, what are the term limits? Maximum of two consecutive years

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

In what month or timeframe are officers selected? All officers shall be elected each year on or before September 30th at a regular meeting of the Professional Development Council

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

DUTIES OF OFFICERS OF THE PROFESSIONAL DEVELOPMENT COUNCIL

Chairperson
- Presides at all regular meetings
- Prepares and distributes an agenda for all meeting in advance of meetings to each member of the Council
- Calls and presides at all special meetings
- Designates and interim chairperson in his/her absence

Secretary
- Keeps minutes of all meetings
- Publishes notifications of all meeting and distributes them to all members of the Professional Development Council
- Maintains all the records and Individual Development Plans

1.51 Meetings

In what months does the PDC operate?
Academic year
How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan?
Fall and Spring
If there is no set schedule, how will a meeting be scheduled?
Email sent to PDC with dates and times
What is the process for scheduling extra meetings, if needed?
Email sent to PDC with dates and times or by word of mouth
Can meetings be online or electronically?
Yes
Besides the PDC, who is expected or allowed to attend?
Staff when they have business with the PDC.

1.52 Decision-making

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

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 3 members, with 50% or fewer of those being leaders, constitutes a quorum.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.

1.53 Documentation

1. 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:
   Google suite

2. When are professional trained to use the system?
   Fall in-service and then given details with a mentor for a year.

3. List the names of the forms used in the system for PDC activities and business:
   Copies of forms that are not part of one of the electronic systems should be included in appendix.

4. All forms are paper or self-created forms, and are included in Appendices A-C.

TYPE AND LOCATION OF PDC DOCUMENTATION

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	X	Email/Google Forms	PDC Chair	Yes
IPDP's	X	Teacher's PDC File	PDC Chair	Yes
Meeting Minutes	X	Google Forms	Secretary	Yes
Member Selection	X	PDC File	PDC Chair	Yes
Officer Selection				
PD Plan Process	X	Paper Form	PDC Chair/Admin	Yes
PD Points	X	Google Forms	PDC Chair	Yes
Professional PD Needs Assessments	X	Admin Team/KESA Committee	Admin	Yes

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 informally communicated to others.

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 the Spring (Insert approximate time or year or date range) shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Individual Professional Development Plans

Delegated Approval-The PDC delegates its authority to allow the designated supervisors 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 professional cannot agree on a final plan and the PDC disapproves it, licensed professional 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 professional may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual professional member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

Professional Development Points

Direct Approval-The PDC reviews and approves all PD activity points during PDC meetings whether pre-approved group activities/college classes or individual requests.

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

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

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

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

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

Any licensed person who is not employed by but who works or resides within USD 395 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Chair is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in certain district-in-service activities. To begin this process, non-employees may contact the District Office at 785-222-2505

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

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

2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

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

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

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

Kansas Education Systems Accreditation (KESA) Resources

Data Review Guide
ELA Standards Alignment Toolkit
HGSS Standards Alignment Toolkit
KESA Student Outcome Data
KESA Compliance '24-'25
Mathematics Standards Alignment Toolkit
Resources for Quality Instruction
Science Standards Alignment Toolkit

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

I. DISTRICT PRIORITIES

The following are USD 395 District priorities as determined by the need's identification of the KESA process. District priorities will routinely be changed and after board approval will automatically become the PDC district goals.

A. All professional will develop, implement and monitor procedures necessary to accomplish requirements of the school improvement processes.
B. All professional will develop, implement and monitor procedures necessary to align curriculum and assessments.
C. All professional will develop, implement and monitor procedures necessary for quality professional development.

II. BUILDING PRIORITIES

Building professional development priorities are to be congruent with the district priorities. These priorities shall have a high probability of impacting student success on Learner Outcomes. There must be a clear relationship in the plan to the priorities of KESA accreditation process.

A. All professional will develop, implement, and monitor procedures necessary to achieve the targets selected for improvement in the School Improvement Plan.
B. All professional will implement and monitor curriculum; and will develop and monitor procedures necessary to align assessments.
C. All professional will develop, implement and monitor procedures necessary for quality professional development to achieve targets selected for improvement in the district School Improvement.

III. INDIVIDUAL PRIORITIES

Individual priorities are to be congruent with the building and district priorities and should have a high probability of impacting student success. Individual priorities can include content, professional knowledge as identified by classroom needs as well as service to the profession.

A. Individual priorities will be building priorities
B. One personal priority not related to the building priorities, or in direct conflict of building and district priorities will be approved for certified professional.

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 professional development needs of the district or educational agency based on school improvement needs. This PD Plan accounts for standards alignment, high quality instructional material and structured literacy as part of the foundations for school improvement in Kansas.

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

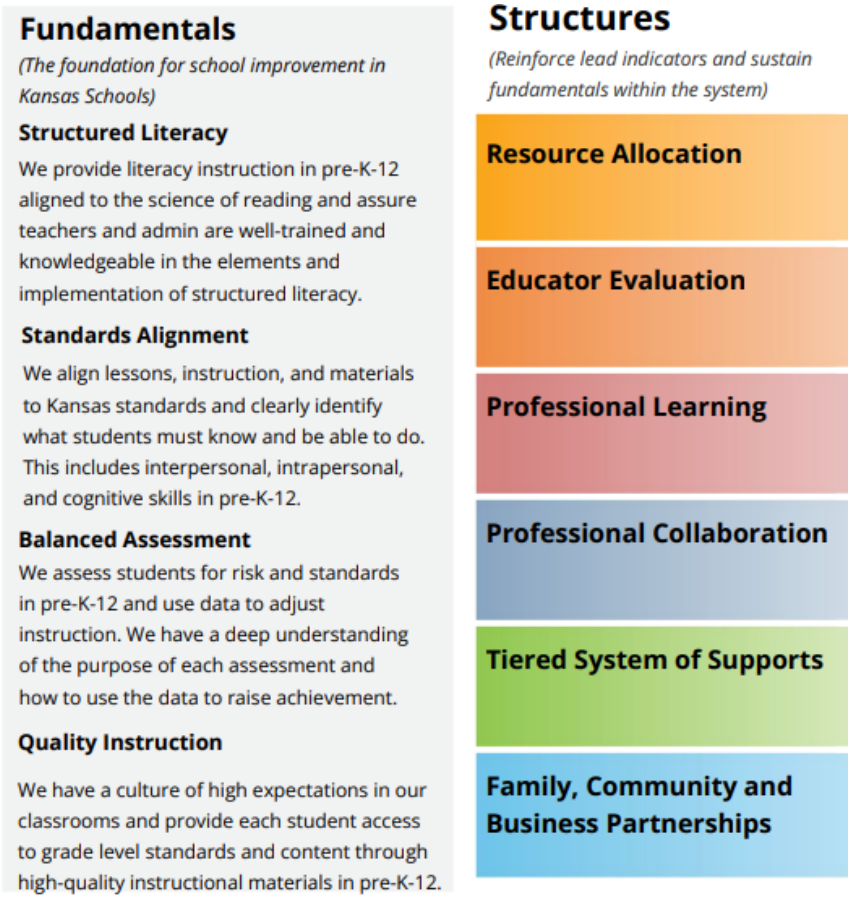
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

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

2.2 Identification of goals and objectives to achieve professional development needs

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



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

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

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 professional appeals to the Licensing Review Board. No one should impede the IDPD, once the professional signs it, from getting to the PDC for an approval decision.

The Individual Development Plan is a plan describing the priorities to be completed by all USD 395 certified professional during a specified period of time.

A. Plan Development Procedures
   1) The district in-service plan is available as an option toward re-licensure in Kansas.
   2) All forms necessary for USD 395 Professional Development Council Plan may be obtained from the building principal or the PDC representative.
   3) All certified professional choosing to participate are to complete the Individual Development Plan on the first day of in-service.

4) Participating certified professional members are to complete the Individual Development Plan prior to attending any in-service activities.
5) The Individual Development Plan should reflect the professional development focus of the individual.
6) All activities attended by individual teachers will be documented on the Activity Log. This will include district, building, and individual activities.



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 professional 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 professional'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 professional 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 professional development planned by the school and/or district according to the school's results-based professional 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 professional.

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 professional 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

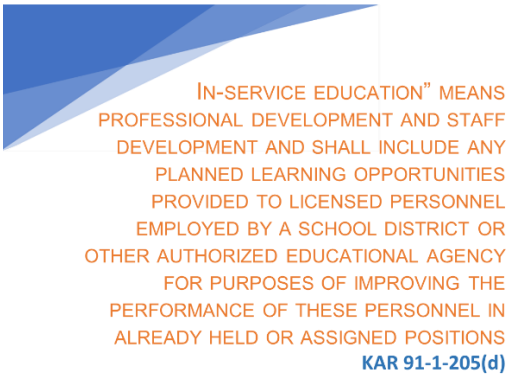
agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

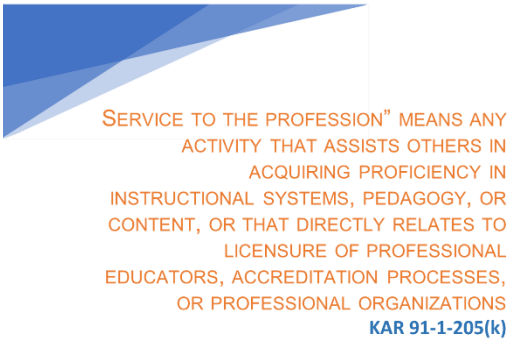
The PDC awards points as a council. No individual member may approve points.

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.





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

Participation in the professional or professional development activities must be used to gain professional development points for licensure renewal.

Professional development points are awarded not just according to whether or not an education has attended training. Points are awarded to:

- How professional or professional development has led to increased knowledge;
- How it has been applied in practice; and
- What the results of that practice have been.

Decision Path for Awarding Professional Development Points

a. The individual submits a professional development plan to the Professional Development Council

    i. The PDC approves the Individual Development Plan

b. The individual completes activities related to his or her approved professional development plan and submits documentation/evidence to PDC.

c. The PDC verifies that the activity addresses the goals in the approved professional development plan and awards points.

d. If the PDC has questions about how knowledge level (baseline) points are determined, they will request additional clarification from the individual.

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 professional development.
- Oral or written personal reflections.
- Pre and post assessments of the individual professional 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 professional 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.

Evidence Necessary for Awarding Points

Level I—Knowledge

e. Professional Development Activity Evaluation Form which can be obtained from principal or PDC representative.
f. Service to the Profession – sign-in sheet or participation log

Level II—Application

Participants must choose one out of the following three pieces of evidence:

g. Practice of the strategy with or without students with feedback from an observing peer or supervisor that takes place three or more times throughout one semester. Dates of practice sessions must be included.
h. Video/audio tapes made at three or more intervals throughout at least one semester. Dates of video/audio sessions must be included.
i. Lesson plans with sample work such as pre or post, journal, portfolio, or another form of assessment.

Level III—Impact

Choose from one or more of the following:

j. Evidence or improved student academic achievement over a period of at least two semesters or one academic year.
k. Documentation of positive changes in related students' behaviors over a period of at least one academic year, including: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rate.
l. Revision of grade level or content area curriculum
m. Evidence of application by others

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

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

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

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

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

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

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE professional 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 professional that if they take quarter credit hours, they will need to take additional quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

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

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

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

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

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

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

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that

is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

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

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

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

Kansas Professional Development Resources

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

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

Appendix A

Social Security Number: _____

Professional Meetings Log

Service (IEP, Pathways, DLT, etc.)

Points awarded on a one-point per hour basis provided the individual verifies that he/she has learned something as a result of the inservice activity and an activity evaluation form has been completed and submitted.

Meeting Type	*Date Completed*	*Points Awarded*	Service

Appendix B

Employee Name:		
Social Security Number:		
Professional Development Log		
Knowledge - Level 1		
Points awarded on a one-point per hour basis provided the individual verifies that he/she has learned something as a result of the inservice activity and an activity evaluation form has been completed and submitted.		
Inservice Topic:		
Presenter:		
Location:		
Date(s) of Inservice:		
Time(s) of Inservice:		
Total Hours:		**Total Points:**
***PLEASE COMPLETE THE ACTIVITY EVALUATION FORM!		
	APPROVED BY PDC	NOT APPROVED BY PDC

Appendix C

KSDE Certification and Teacher Education							
120 SE 10th Ave.							
Topeka, KS 66612							
OFFICIAL TRANSCRIPT							
	Legal Name of School District		*District #*		*Telephone*		
	LA CROSSE		395		785-222-2505		
EDUCATION	*Address*		*City*		*Zip*		
AGENCY	Box 778		La Crosse		67548		
							License Due
Name of Applicant				*Social Security #*			
Title of Inservice Education Activities		*Date Completed*	*Points Awarded*	Content	Prof. Ed	Service	College Credit

			0		0	0	0
			TOTAL INSERVICE EDUCATION POINTS (Pgs. 1-3):				0
		TOTAL COLLEGE CREDIT POINTS (Pgs. 1-3):					0
VERIFICATION:				**TOTAL OF ALL POINTS:**			**0**
(Signature, Applicant)				Date			
(Signature, Chairperson, PDC)				Date			
(Signature, Superintendent or Authorized Official)				Date			



Professional Learning Plan

2025-2030

USD #233

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

5-year Professional Development Plan Approval

The Olathe Public Schools USD #233 Professional Development Council approved the following plan, at its meeting held on January 12, 2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Jessica Kuder
Signature

1-12-2026
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC
Updated to the newly required template for 2025	7/31/2025

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

Leaders for Learning

- Leaders for Learning in the Olathe Public Schools advise the Superintendent and the local Board of Education in matters concerning the coordination, implementation, and operation of Olathe's Professional Learning Program for licensed/certified and classified staff. This group fulfills the state-mandated functions of the Professional Development Council (PDC).

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.

Leaders for Learning Membership

- The Leaders for Learning is a representative group of Olathe Public Schools employees including one representative from each school, as well as select administrators with support from classified personnel.

Members of the Olathe Public Schools 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 Leaders for Learning Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

If a PDC member needs or intends to resign, retire or otherwise leave the PDC, he/she

should send notice of that to the PDC Chair before the next scheduled PDC meeting. Vacancies on the PDC will be filled using the process below.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Elementary Schools- Representative from Each Elementary School	36
Middle Schools- Representative from Each Middle School	10
High Schools- Representative from Each High School	5
Early Childhood Centers- Representative from Each Early Childhood Center	2
Alternative Education Sites- Representative from each Alternative Education Site	4
Learning Services	1
Total	58

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?

- The Leaders for Learning Chair in collaboration with school administrators.

How long is the term for a teacher/specialist PDC member?

- The term is for five years

If any, what are the term limits?

- There are no term limits.

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?

- New members are selected at the beginning of a new school year.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?

- In collaboration with the building administrator, staff may volunteer for the position. If no volunteers come forward, then the Leaders for Learning Chair works collaboratively with the building administrator on recruiting a member.

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

- Most staff volunteer for the position. Ballots will most likely be used to determine the member from a school.

Who tallies/documents the selections?

- The Leaders for Learning Chair.

- Who reports the results to the PDC Chair or designee?
    - The building administrator provides the name of the person who has been selected to the Leaders for Learning Chair.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
District Leader	1
Total	1

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
- Leaders for Learning Chair

How long is the term for a leader/administrator PDC member?
- The term is for five years

If any, what are the term limits?
- There are no term limits.

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?
- New members are selected at the beginning of a new school year.

How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
- Staff may volunteer for the position. If no volunteers come forward, then the Leaders for Learning Chair works on recruiting a member.

What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
- Most staff volunteer for the position. Ballots will most likely be used to determine the member from a school.

Who tallies/documents the selections?
- The Leaders for Learning Chair.

Who reports the results to the PDC Chair or designee?
- The Leaders for Learning Chair would facilitate the reporting.

List any groups represented with only one member of staff and, therefore, the default PDC member:
- One representative from Human Resources serves on the Leaders for Learning.

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.

Leaders for Learning Building Representative Responsibilities

- Develop the Olathe 5-Year Professional Learning Plan
- Annual review of the Olathe Professional Learning Plan and Professional Learning Calendar
- Evaluation of Professional Learning Plans at the Building, and District levels
- Communication of professional learning procedures
- Should serve as a member of, or liaison to, the Building Leadership Team (BLT) at their site
- Generate Building Professional Learning Proposals and record attendance for building certified staff
- Attend Leaders for Learning meetings (minimum of 5 scheduled annually) for required training and to engage in professional learning
- Serve on subcommittees as needed

Leaders for Learning Action Plan Coach Responsibilities (subcommittee of the Leaders for Learning)

- Evaluation and support of Professional Learning Plans at the Individual level
- Communication of professional learning procedures and decisions with appropriate individuals

Leaders for Learning Steering Team Responsibilities (subcommittee of the Leaders for Learning)

- Provides leadership and planning for Leaders for Learning meetings
- Problem-solves issues of licensure, awarding points, and college credit
- Communicates decisions with appropriate individuals
- Volunteer 5-6 people

Leaders for Learning Chair Responsibilities

- Calls and presides at all regular meetings of the Leaders for Learning, Action Plan Coaches, and Steering Team
- Prepares the agenda and provides for notification of all meetings
- Appoints subcommittees as necessary and serves as a member of any subcommittees
- Facilitates meetings using a collaborative process
- Provides guidance to approvers of all professional learning activity proposals and individual professional learning plans

Leaders for Learning Professional Learning Support Specialist ~~Administrative Assistant~~ Responsibilities

- Provides support for Leaders for Learning, Steering Team, and any subcommittee meetings
- Provides support for Leaders for Learning Building Representatives with entering Building Proposals and recording attendance
- Provides support for Department Leaders and Administrative Assistants with entering District Proposals and recording attendance
- Screens Building and District Proposals in the Professional Learning Tracking System
- Coordinates scheduling of in-district professional learning activities including site and substitute reservations
- Works with district residents and substitutes on license renewal

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.

Olathe Public Schools USD #233 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.

Regulatory Training

- All members of the Leaders for Learning participate in annual regulatory training for the roles and responsibilities of the Professional Development Council per KSED guidelines.
- All members of the Leaders for Learning receive annual training on the updates to our District's Negotiated Agreement policies and procedures that impact professional learning.

Online Tracking System (Frontline)

- All new members of the Leaders for Learning participate in training to learn how to enter activities and complete attendance in our online tracking system.
- All returning members of the Leaders for Learning receive annual updates to procedures regarding the online tracking system.

The Leaders for Learning Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in the Leaders for Learning Microsoft Teams. 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?

- The term is for one year

If any, what are the term limits?

- There are no term limits.

If the terms are staggered, how is that done?

- N/A

In what month or timeframe are officers selected?

- New officers are selected at the beginning of a new school year.

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

- As soon as a volunteer is determined and/or an officer selected.

Officer Title: Leaders for Learning Chair

Duties

- Calls and presides at all regular meetings of the Leaders for Learning, Action Plan Coaches, and Steering Team
- Prepares the agenda and provides for notification of all meetings
- Appoints subcommittees as necessary and serves as a member of any subcommittees
- Facilitates meetings using a collaborative process
- Provides guidance to approvers of all professional learning activity proposals and individual professional learning plans

1.51 Meetings

In what months does the PDC operate?

- The Leaders for Learning operates in some function all months of the year.

How often are meetings held to ensure the timely approval of PD Points, (Individual Professional

Development Plans (IPDP's) and the 5-year renewal plan?

Meetings and Agendas

- A minimum of five scheduled meetings are held from August through April for all Leaders for Learning Representatives.
    - Meetings may be held in-person or virtually as determined by the needs of the representatives and the topics of the agenda.
    - Agendas are prepared by the Leaders for Learning Chair and the Steering Team and are provided in advance of each meeting in electronic form.
- Four additional scheduled meetings are held for the Steering Team.
    - Agendas are prepared by the Leaders for Learning Chair and provided in advance of each meeting in electronic form.
- Meetings are scheduled as needed for the Action Plan Coaches.
    - Agendas are collaboratively developed based on the needs of the Action Plan Coaches.

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

- Meetings are scheduled for each year.

What is the process for scheduling extra meetings, if needed?

- Determining the availability of the Steering Team or full Leaders for Learning Council and scheduling based on highest level of availability.

Can meetings be online or electronically?

- Yes, when needed to accommodate the needs of the group.

Besides the PDC, who is expected or allowed to attend?

- When a Leaders for Learning representative is leaving and a replacement has been determined by the April meeting date, the replacement is invited to attend.

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 30 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.

1.53 Documentation

1. Name of electronic documentation management system/s, such as Front Line, PDP Toolbox, etc., used to create and maintain PDC documentation. If there is more than one, include them all for questions 1-3:

- Frontline Professional Growth

2. When are staff trained to use the system?

- At the August Leaders for Learning meeting and at subsequent meetings if further training is needed or if changes are made to the platform.

3. List the names of the forms used in the system for PDC activities and business:

- Building Proposal
- District Proposal
- CERT: Action Plan
- CERT: Knowledge Points
- CERT: Application Level
- CERT: Knowledge Level
- CERT: Out of District Professional Activity
- CERT: College Credit
- CERT: Presenter Prep

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.

- All forms are housed within Frontline Professional Growth

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	• Leaders for Learning Microsoft Teams • Professional Learning Newsletter • Professional Learning Website	Leaders for Learning Chair Professional Learning Support Specialist	Y
IPDP's	X	• Frontline Professional Growth	Individual Employees Action Plan Coaches	Y
Meeting Minutes/Agenda	X	LFL Microsoft Teams A	Chair	Y
Member	N/A	N/A	N/A	N/A

Selection				
Officer Selection	N/A	N/A	N/A	N/A
PD Plan Process	X	• Frontline Professional Growth • Olathe Administrator SharePoint • Olathe Coordinator Microsoft Teams	Leaders for Learning Chair Director of Curriculum and Instructional Support	Y
PD Points	X	• Frontline Professional Growth	Leaders for Learning Representatives Professional Learning Support Specialist Leaders for Learning Chair	Y
Staff PD Needs Assessments	X	• Leaders for Learning Chair Microsoft Forms	Leaders for Learning Chair	Y

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by the Leaders for Learning Chair to the following groups as needed:

- Board of Education
- Superintendent's Leadership Team
- Members of Learning Services
- Professional Council (Bargaining Team) or its Subcommittees
- Subcommittees of the Leaders for Learning
- Administrative Staff Groups including Building Principals
- Professional Learning Newsletter
- Professional Learning Website

1.55 Approvals

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

5-year Professional Development Plan Review

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

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

If the annual evaluation in August 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 Leaders for Learning Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
	IPDP/Action Research
1st-	Designated Supervisors*
2nd-	/Action Plan Coaches Action Research for points
3rd-	/Leaders for Learning Chair
4th-	
5th-	

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.

Note:
As part of the appraisal process, all certified educators in the Olathe Public Schools engage in analysis of student data and develop planned actions to address both strengths and areas for improvement.

- Educators work collaboratively with their appraisers to determine the student performance measures that will be collected and analyzed. Multiple measures are utilized which include some required measures and some self-selected measures.
- Data collection, analysis, and developing planned actions is completed annually.

- Planned actions are discussed and finalized as part of the summative evaluation conference during appraisal.
- These planned actions are the goals of the IPDP for each educator.
- Educators earn college credits, or professional development points for professional learning activities with which they engage during the term of their license.

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-	• Leaders for Learning Building Representative/Action Plan coaches
2nd-	• Professional Learning Support Specialist
3rd-	• Leaders for Learning Chair

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

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

Delegated Approval-The PDC delegates its authority to allow the final position in the Sequence of Approvers (above) to approve PD points. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. 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

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

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

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

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

Any licensed person who is not employed by but who works or resides within Olathe Public Schools USD #233 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Professional Learning Support Specialist is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the Director of Professional Learning at jkuderirc@olatheschools.org.

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

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

2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

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

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

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

- The Olathe Public Schools is committed to on-going, purposeful, job-embedded professional learning for all staff members to improve their professional practice and positively impact student results. Individual professional learning is the responsibility of each staff member and the district is accountable for supporting every educator in obtaining and implementing the knowledge and skills to improve student learning and student achievement.
  - Professional learning is required for all certified and classified personnel to enhance their competencies
  - All members of our school community should be provided opportunities for professional learning
  - Professional learning is an essential component of striving for excellence, quality, and

the accomplishment of our District vision, Their Future is Our Future.

- Professional and life-long learning are integral parts of our district's overall Strategic Plan.
- The ultimate purpose of professional learning is to improve student learning and student achievement.

Professional development should center around the following KESA Outcomes:

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

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

Kansas Education Systems Accreditation (KESA) Resources

Data Review Guide
ELA Standards Alignment Toolkit
HGSS Standards Alignment Toolkit
KESA Student Outcome Data
KESA Compliance '24-'25
Mathematics Standards Alignment Toolkit
Resources for Quality Instruction
Science Standards Alignment Toolkit

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

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

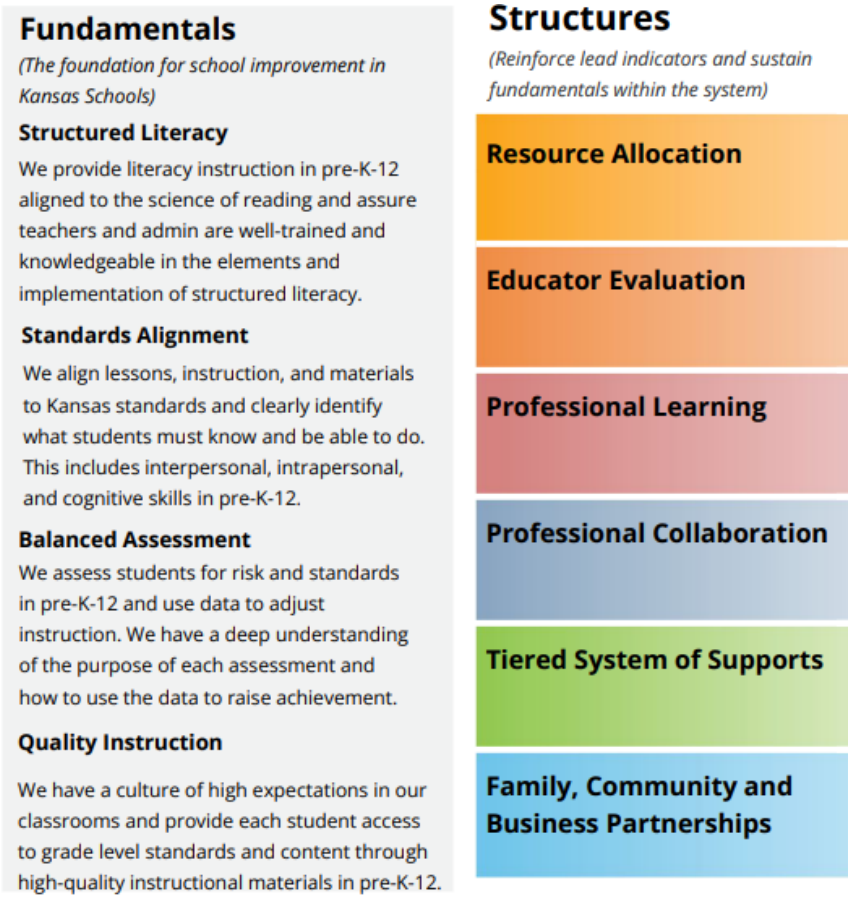
Each District Leadership Team (DLT) will

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

- Feedback is requested from a variety of stakeholders and in a variety of formats to assess the professional learning needs of our system.
- Professional learning goals and objectives are determined each year by considering data from a variety of sources:
    - Federal and state mandates
    - Student assessment data including academic and behavioral sources
    - Educational research
    - Feedback from system and community stakeholders
    - Curriculum revision and adoption cycles
    - Accreditation processes

2.2 Identification of goals and objectives to achieve professional development needs

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



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

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

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

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

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

Identification of activities and actions are determined yearly as a collaborative process.

- District Focus: The District Strategic Plan provides the foundation for all certified and classified professional learning to improve student achievement through impact on instruction, job knowledge, and skills. Learning Services works in collaboration with educators and administration to develop the yearly long-range plan which guides each department in the planning of District level professional learning activities.
- Building Focus: Each school community analyzes student needs and learning data to implement their Building Growth Plan. Building Leadership Teams and administrators develop their professional learning plans to address the needs and achieve the goals of the Building Growth Plan.
- Individual Focus: Individual educators engage in analysis of student, district, school, and professional data to determine strengths and areas for potential growth to support Building, District, and Individual goals.

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.

- Educators in the classroom, as well as staff with other job responsibilities, document activities and actions leading to progress toward goals and objectives in the following ways:
  - Collaboration activities with appropriate staff
  - Summaries of participation in professional learning experiences
  - Lesson plans indicating application of new learning
  - Learner data including samples, achievement results, digital media
  - Colleague and/or supervisor comments and observations
  - Assessment results
  - Surveys

Components of Professional Learning

District Focus	Building Focus	Individual Focus

• Aligned with District Goals
• Facilitated by
  ○ Learning Services
  ○ Designated or Outside Presenters
• Format Options
  ○ In-Person
  ▪ Large/Small Group
  ▪ PLCs
  ▪ Symposium/ Conference
  ▪ EdCamp
  ○ Virtual/ Self-Paced
  ▪ Webinars
  ▪ Modules
  ▪ Professional Reading
• Session Content Options
  ○ Curriculum/ Resource Updates
  ○ Student Data Analysis
  ○ Research-Based Strategies
  ○ Culture and Belonging
  ○ Social-Emotional Learning
  ○ Student Engagement
  ○ Organizational Needs
  ▪ Mandatory Trainings
  ▪ Technology Updates
  ○ Department Needs
  ○ Differentiated to Meet Needs
• Locations
  ○ District Designated Sites
  ○ Home Buildings
  ○ Community Sites
	• Aligned with Building Growth Plan Goals
	• Facilitated by
	  ○ Building Leadership Teams
	  ○ Designated or Outside Presenters
	• Format Options
	  ○ In-Person
	  ▪ Large/Small Group
	  ▪ PLCs
	  ▪ EdCamp
	  ○ Virtual/ Self-Paced
	  ▪ Webinars
	  ▪ Modules
	  ▪ Professional Reading
	• Session Content Options
	  ○ Student Data Analysis
	  ○ Research-Based Strategies
	  ○ Culture and Belonging
	  ○ Social-Emotional Learning
	  ○ Student Engagement
	  ○ Organizational Needs
	  ▪ Mandatory Trainings
	  ▪ Technology/ Software Updates
	  ○ Differentiated to Meet Needs
	• Locations
	  ○ Home Buildings
	  ○ Community Sites
		• Aligned with Individual Action Plan Goals
		• Format Options
		  ○ In-Person
		  ▪ Symposium/Conference
		  ▪ PLCs
		  ▪ EdCamp
		  ○ Virtual/ Self-Paced
		  ▪ Webinars
		  ▪ Modules
		  ▪ Podcasts
		  ▪ Professional Reading
		• Content Options
		  ○ Student Data Analysis
		  ○ Research-Based Strategies
		  ○ Culture and Belonging
		  ○ Social-Emotional Learning
		  ○ Student Engagement

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

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

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

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

- Criteria to determine levels of success are measured against our Strategic Plan BOLD GOALS:
  - 100% of students report positive teacher-to-student relationships
  - 100% of students report having strong emotional regulation in order to stay calm and seek help when things go wrong
  - All third graders will read on grade level
  - All ninth graders will pass Algebra
  - 100% graduation rates
  - 100% of students are prepared to learn from and interact with people from different races, ethnicities, and cultures
  - 100% of graduates will graduate with at least one Market Value Asset
- Professional Learning Impact is measured through:
  - Analysis of student results on informal and formal assessment measures
  - Review of educator reflections as strategies are implemented

2.5 Reporting results of evaluation of in-service needs

- Professional learning is assessed at the conclusion of all District focused professional learning. A universal feedback form is distributed to all participants to learn:
  - Was the content of the session beneficial and relevant.
  - Did the content increase the depth or breadth of knowledge.
  - Was the session format invitational and stimulating with opportunities to think, process, and share.
  - The level of engagement in the session.
  - What the participant will implement from the session.
  - Additional information or resources are needed.

- A summary of the evaluation data is provided to Senior Leadership
- Individual department data is provided to department leadership to plan for follow up and future professional learning activities
- Leaders for Learning Representatives review professional learning data to award points
- Student learning data is analyzed frequently in the PLC process and as part of the Building Growth Plan process.

Section Three

Individual Professional Development Plans (IPDP)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

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

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



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

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

for licensure renewal.

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

- As part of the appraisal process, all certified educators in the Olathe Public Schools engage in analysis of student data and develop planned actions to address both strengths and areas for

improvement.

- Educators work collaboratively with their appraisers to determine the student performance measures that will be collected and analyzed. Multiple measures are utilized which include some required measures and some self-selected measures.
- Data collection, analysis, and developing planned actions is completed annually.
- Planned actions are discussed and finalized as part of the summative evaluation conference during appraisal.
- These planned actions are the goals of the IPDP for each educator.
- Educators earn college credits, or professional development points for professional learning activities with which they engage during the term of their license.

- Licensed educators who are employed in the Olathe Public Schools in a classified position (para-educator, aide, or other position) may submit an Action Plan (IPDP) within the electronic tracking system to be approved by the Leaders for Learning (PDC).
  - They may earn college credits or professional development points for professional learning activities with which they engage during the term of their license.

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.

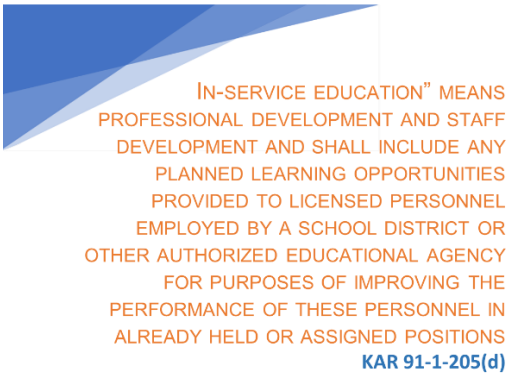
The PDC awards points as a council. No individual member may approve points.

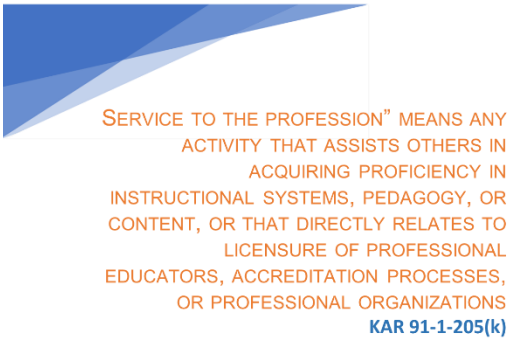
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations 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.

- Professional development points are not awarded just for attending professional learning activities. Points are awarded according to:
  - How professional learning has led to increased knowledge.
  - How professional learning has been applied in professional practice.
  - How professional learning that has been applied in professional practice has impacted student learning.

4.1 Definitions

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





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

With a bachelor's degree, 160 professional development points are earned to renew a professional license. At least half of the professional development points (80 points) must be awarded for completing appropriate college or university credit (graduate level, in education field, from a regionally accredited institution). 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. With an advanced degree, 120 professional development points are earned to renew a professional license. An individual with a graduate degree is not required to earn any points from completing semester credit hours from a college or university. However, any combination of professional development points and appropriate college or university credit (graduate level, in education field, from a regionally accredited institution) may be submitted. One semester credit hour is equal to 20 professional development points.

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

- **Content Endorsement Standards**- those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements.
- **Professional Education Standards**- those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
- **Service to the Profession**- any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

4.3 Awarding Points in Three Levels

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

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

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

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

Level II Application Indicators:

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

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

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

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

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

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

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

- Professional development points may be awarded for the purpose of movement on the Olathe Salary Schedule following the guidelines in the Negotiated Agreement.
- Points purposed for salary movement must also meet requirements for license renewal.

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**

- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

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

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

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

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

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

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

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

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

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

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours. Please be advised that many colleges/universities, particularly on the west coast and pacific northwest operate on the quarter credit hour system. Quarter credits are equivalent to 0.67 semester credit hours. Please warn your staff that if they take quarter credit hours, they will need to take additional

quarter credit hours to meet the (4) semester credit hour renewal requirement. These institutions often advertise as 'fast, cheap, and easy' and part of the reason is they are not awarding full semester credit hours.

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

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

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

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

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

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

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

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

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

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

Kansas Professional Development Resources

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

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

Professional Development Plan

Quinter Public Schools
USD 293

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

5-year Professional Development Plan Approval

The Quinter Public Schools Professional Development Council approved the following plan, at its meeting held on 01/12/2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Jamarie Bridges
Signature

01/12/2026
Date

The Quinter Public Schools Board of Education approved the following plan, at its meeting held on 01/12/2026, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education PDC Chairperson: _____
Signature

01/12/2026
Date

Plan Updates

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

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

USD #293 Quinter Public Schools is committed to fostering a culture of continuous growth and excellence among its educators. This comprehensive professional development plan outlines the district's strategic approach to empowering teachers with the knowledge, skills, and resources necessary to maximize student learning and success. This plan details targeted professional learning opportunities designed to enhance instructional practices, promote collaborative learning environments, and address the evolving needs of our student population. Through a focus on evidence-based strategies and ongoing support, USD #293 Quinter Public Schools aims to cultivate highly effective educators who are equipped to prepare all students for future success

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 Quinter Public Schools 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 Chairperson is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

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

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Quinter Elementary School-	3
Quinter At Large	1
Quinter Junior High/High School	3
Total	7

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC Chairperson
How long is the term for a leader/administrator PDC member?
2 years
If the terms are staggered, how is that done?
Positions 1, 3, and 5 are voted on in year one for a two year term. Positions 2, 4, 6 are voted on in year two for a two year term. Both elementary and JR/SR high school principles are standing members on the committee.

The terms are staggered every other year.
When a group represented has an opening, in what month or timeframe is the position selected?
We select them in May for the following year.
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Staff nominate other staff in the meeting. It is nominated by written vote.
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Parliamentary procedure with input from all members and guests present at meetings.
Who tallies the selections?
PDC chairperson
Who reports the results to the PDC Chair?
No one; the PDC chair tallies the votes and reports them to the other members.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Quinter Junior/High School	1
Quinter Elementary/District Wide	1
Total	2

1.24 Licensed Leader Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC chairperson reviews open positions; the group discusses who would be best to fill positions.

How long is the term for a leader/administrator PDC member?
One year for leadership positions, which are elected every year.

If the terms are staggered, how is that done?
The terms are staggered every other year.

When a group represented has an opening, in what month or timeframe is the position selected?
In May of each year.
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
By speaking to any current member of the PDC committee. A formal submission for approval follows PDC discussion.
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Open forum at meetings, followed by submission through email.
Who tallies the selections?
PDC chairperson
Who reports the results to the PDC Chair?
No one; the PDC chair tallies the votes.

1.25 Approved process for PDC member selection when no candidates:

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

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

1.3 Responsibilities

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

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

1.4 Annual PDC Training

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

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

USD 293 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 Chairperson is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in the district office. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

1.5 Operational Procedures

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

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

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

1.50 Officers

How long is the term for PDC officers?
One year
Term limits? N/A

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

In what month or timeframe are officers selected?
Annually in May.
Other than for a standard term selection, how quickly are positions filled once notification of a vacancy is given to the Chair?
As quickly as possible, generally before the next meeting takes place.

Officer Title: PDC Chairperson

Duties
1. Prepare the monthly agenda 3-7 days ahead of meeting.
2. Preside over meetings.
3. Receive correspondence.
4. Notify committee members of important information and upcoming dates.
5. Maintain records of meetings, correspondence and events.

Officer Title: Vice PDC Chairperson/Vice Chairperson/Chairperson Elect
Duties
1. Confer with chairperson.
2. Preside over meeting if chairperson is unable to attend.
3. Gain information from members of the school and community.

Officer Title: Secretary

Duties
1. Record minutes at the PDC meetings.
2. Provide copies of minutes to all members of the committee, school staff and administration.

Although not officers, the records clerks, one each from the elementary and Jr./Sr. High schools, support the PDC by completing the following duties:

1. Provide a folder for staff to place forms in each faculty lounge.
2. Provide IDP documentation logs that are accessible to all staff members.
3. Bring submitted IDP documentation logs to monthly meeting for PDC consideration.

1.51 Meetings

In what months does the PDC operate?
August through May of each calendar year.

How often are meetings held to ensure the timely approval of PD Points, (Individual Professional Development Plans (IPDP's) and the 5-year renewal plan?
Meetings are scheduled monthly; sometimes additional meetings are held to ensure timely responses to PDC requests and questions.

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

What is the process for scheduling extra meetings, if needed?
Group consensus via email or in person conversations.

Can meetings be online or electronically?
Yes, meetings can be held electronically if a matter is time sensitive.

Besides the PDC, who is expected or allowed to attend?
No one besides members is expected to attend; all are welcome to attend.

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 5 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:

Google Drive and Skyward

2. When are staff trained to use the system? Annually at the start of each school year.

3. List the names of the forms used in the system for PDC activities and business: Copies of forms that are not part of one of the electronic systems are included in Appendices A-C.

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	Google Drive and email	All members	Y
IPDP's	X	District Office w/ Skyward	District Secretary	Y
Meeting Minutes	X	Google Drive	PDC Secretary	Y
Member Selection				
Officer Selection				
PD Plan Process				
PD Points	X	District Office/Skyward	PDC PDC Chairperson, PDC secretary	Y
Staff PD Needs Assessments	X	Email	PDC team members	Y

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by the PDC chair through e-mail and to the Board of Education.

1.55 Approvals

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

5-year Professional Development Plan Review

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

The PDC will approve the five-year district Professional Development Plan. 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 shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the Secretary will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

Individual Professional Development Plans

Sequence of Approvers before final PDC approval	Position/Title of Approver
1st-	Designated supervisor
2nd-	District Superintendent
3rd-	PDC

Direct Approval-The PDC reviews and approves all plans during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below.

Appealing the non-approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

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

Professional Development Points

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

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

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

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

KAR 91-1-206. Professional development plans for license renewal.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Any licensed person who is not employed by but who works or resides within USD 293 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Chairperson is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison or the district Superintendent at USD 293 District Office, 601 Gove St., Quinter KS, 67752.

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

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

2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

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

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

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

Kansas Education Systems Accreditation (KESA) Resources

- Data Review Guide
- ELA Standards Alignment Toolkit
- HGSS Standards Alignment Toolkit
- KESA Student Outcome Data
- KESA Compliance '24-'25
- Mathematics Standards Alignment Toolkit
- Resources for Quality Instruction
- Science Standards Alignment Toolkit

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

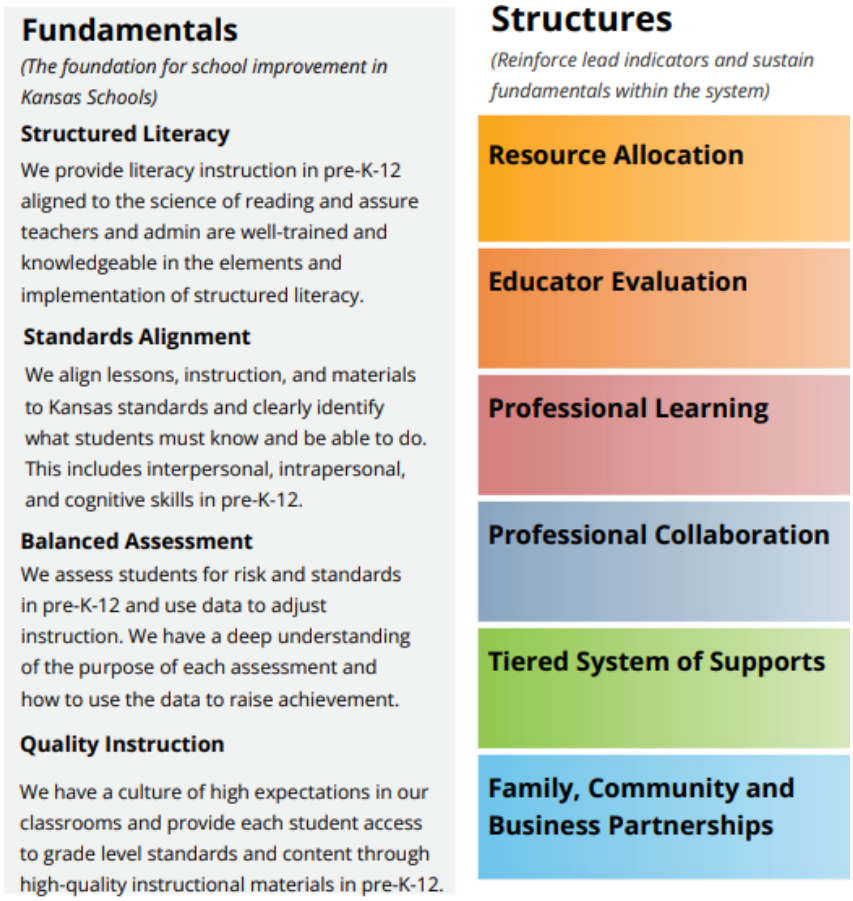
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

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

2.2 Identification of goals and objectives to achieve professional development needs

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



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

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

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

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

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

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

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

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

2.5 Reporting results of evaluation of in-service needs (N/A)

Section Three

Individual Professional Development Plans (IPDP)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

3.0 Introduction

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

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



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

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

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

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

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

3.7 Revise the plan as necessary.

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

(1) Independent observation;

(2) written documentation; or

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

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

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

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

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

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

4.0 Introduction

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

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

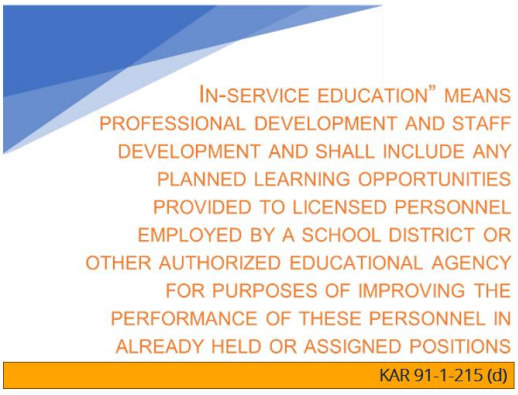
training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

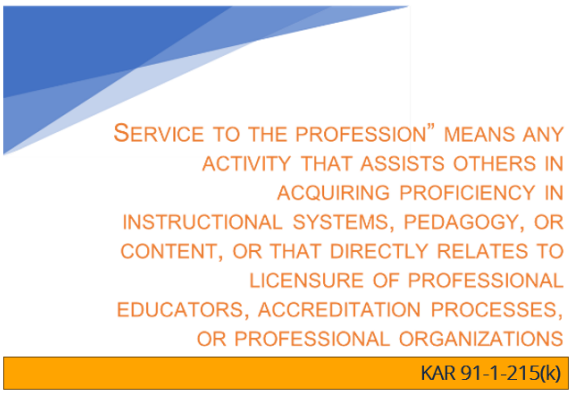
The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence. Also, the PD Crosswalk for KESA 2.0 (being developed), can help PDC's decide on type of points for all combinations of Foundation-Structure-Lead Indicator-Measure of Progress. This will distinguish, based on license type: teacher/specialist and leaders, the trainings that provide knowledge to provide a service to the profession from content or professional education knowledge that can be used for application and/or impact.

4.1 Definitions

If an activity does not meet the "service to the profession" the PDC will not consider it for points.





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

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

Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

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

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

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

Level I Knowledge Indicators:
What do you know now that you did not know before?

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

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

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

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

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Student Learning = 3 Xs Level I points

Verification required may include one of the following:

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

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

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

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

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

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

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

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

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

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

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

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

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

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

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content

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

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

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

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

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

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

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

Kansas Professional Development Resources

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

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

APPENDIX A

Individual Development Plan
Quinter Public Schools, Unified School District No. 293
Quinter, /(ansas 67752

Name: School:

Last 4 of S.S. No: Date:

Once this plan is approved, you may submit a request to participate in a specific professional development activity to your administrator. After participation in an approved professional development activity, you will need to complete an evaluation and document form. Give this form to your PDC building representative who will submit it for approval to the District PDC.

District Goals:

1. All staff who provide direct instruction to students will receive targeted training on structured literacy. The teachers whose license requires the seal of structured literacy will receive inservice training through either LETRS, AIMinstitute or Keys to Literacy. This training will meet the seal of literacy requirements. All other teachers will receive structured literacy training geared for junior high and high school students.

2. We will strive to implement literacy instruction in PreK-12, along with aligning curriculum to the science of reading to assure that teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy.

Individual Goals:

(These goals must be taken from the content endorsement standards and/or the professional education standards as adopted by the state board and written in a "SMART" goal format.)

1.
2.

_____ _____

Employee's Signature Date

_____ _____

Supervisor's Signature Date

_____ _____

Professional Development Committee Chairperson Date

APPENDIX B

U.S.D. #293 -- Quinter Public Schools
Request for Professional Leave to Attend Conferences/Visitations

Name _____ School _____

Date of Conference/Visitation _____

Substitute Teacher Required: YES NO (please circle)

Name & Location of Conference/Visitation: _____

_____

Purpose of Conference/Visitation: _____

_____

If applicable, estimate number of IDP points to be requested: _____

Statement of estimated expenses:

registration: $_____
meals: $_____
lodging: $_____
mileage: $_____
other: $_____

_____
Employee's Signature

Approved by Principal or Superintendent:

_____ (Sign.)

_____ (Date)

(to be completed by office)

Employee Request / District Request
(please circle one of the above)

Substitute Teacher:

_____

APPENDIX C

INDIVIDUAL DEVELOPMENT PLAN
EVALUATION AND DOCUMENTATION FORM

Name _____ Name of Activity _____ Date of Activity _____
(Workshop, conference, seminar, clinic, class, etc.)

Check the appropriate level of activity and attach the legible documentation to this form.

☐ Level 1 - **Knowledge** 1 point for each contact hour = _____ points. (Breaks, mealtime, etc. will not be counted.) Approval date: Initials

At the baseline or **knowledge level**, documentation should include one of the following:

1. Handouts
2. Agenda or Time Log
3. College Transcripts
4. Written reflections about what was learned

☐ **Service to the Profession** - documentation should include a time log. 1 point for each preparation/presentation hour = _____ points Approval date: Initials

1. Provide staff development with no direct monetary compensation.
2. Share samples of published articles or newsletters.
3. Explain significant contributions made while holding an office or leadership position.
4. Reflect serving on an onsite team for another school or district (limited number, one per cycle).
5. Supervise Student Teacher: Each full week of supervising a practicum student or student teacher is equal to one inservice point provided no compensation is received.

☐ Level 2 - **Application** (Double "Level 1" points) = _____ points. Approval date: Initials

At the **application level**, documentation that the knowledge and skills have been applied for at least one semester should include two of the following:
Independent observation such as:

1. Classroom practice under direct observation or video/audio tapes of classroom practice.
2. Structured interviews with participants and their supervisors

Evidence such as:
(NOTE: Lesson plans must be provided with the following to provide documentation of time and activity and written record of application.)

3. Pre and post samples of student's work
4. Portfolios or other artifacts
5. Multimedia projects
6. Self-evaluation/reflection
7. Other approved evidence/peer evaluation

☐ Level 3 - **Impact** (Triple "Level 1" points) = _____ points Approval date: Initials

If a person has earned application level points, he/she can earn **impact level** points. Impact level points are based upon the impact on student learning or a program as a result of applying knowledge and skills at least two semesters or one academic year. At the impact level, documentation should include:

For administrators (or other licensed personnel not in the classroom):

1. Evidence of related district or school policy changes and evidence of application activities by others

For teachers (2 statistical indicators):

1. Samples of positive changes in students' behaviors and or academic performances.

_____ _____ _____ _____
PDC Chairperson signature Date Superintendent signature Date

PDC-2006-C

USD 297 - St. Francis

Professional Development Plan

Approved March 2004
Revised and approved September 2009 Revised and approved January 2014 Revised and Approved June 2019 Revised and Approved August 2025

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

5-year Professional Development Plan Approval

The USD 297 Professional Development Council approved the following plan, at its meeting held on December 11, 2025, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Lori Riggs _____ 1-12-26
Signature Date

Plan Updates

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

Add pages as needed

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Section One

Professional Development Council (PDC)

1.1 Introduction

This staff development plan outlines a set of activities through which the people of this district seek to advance and enhance their school's programs of instruction and to refine and extend the skills, methods, and knowledge of the members of their professional staff.

Purpose The Council will:

1. Annually assess the concerns, interests, and needs of licensed staff in the district as a basis for annual review of goals and objectives for staff development at the individual, building, and district level.
2. Assist in planning a program of activities designed to satisfy the staff development goals and objectives.
3. Recommend district policy, procedures, and criteria relative to staff development.
4. Review and approve individual professional development plans, points, and the activities completed under plans.

1.2 Membership

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

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

(1) Be representative of the educational agency's licensed personnel; and

(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 297 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 Membership

a. **Membership of the Council will consist of:**
    i. Classroom Licensed teachers/specialist representing the Elementary and Jr.-Sr. High
    ii. All current administrators
b. Membership Rotation
    i. Members will hold a three-year term.
    ii. Rotation of terms will occur as not to leave the council with all new members.
    iii. Should a vacancy occur before the end of a term, the group represented will designate a person to complete the unexpired term.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Elementary School	2-4
Jr.-Sr. High School	3-5
District	0
Total	5-9

1.22 Licensed Teacher Group Selection Process:

Which position/s oversee the process of filling vacancies in the groups represented?
PDC
How long is the term for a teacher/specialist PDC member? Three years

If any, what are the term limits? None

If the terms are staggered, how is that done? Based on open positions in each group.

When a group represented has an opening, in what month or timeframe is the position selected?
Spring
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
Go to the PDC
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Word of mouth
Who tallies/documents the selections?

Who reports the results to the PDC Chair or designee?
Already part of process

List any groups represented with only one member of staff and, therefore, the default PDC member:
N/A

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Elementary School	1
Jr.-Sr. High School	1
District	1
Total	3

1.24 Licensed Leader Group Selection Process:

Each of the above groups only has one member who, therefore, is the representative for that group by default. If more members are added to one or more of the groups, then the following questions will be answered and the PD Plan amended.

Which position/s oversee the process of filling vacancies in the groups represented?
How long is the term for a leader/administrator PDC member?
If any, what are the term limits?
If the terms are staggered, how is that done?
When a group represented has an opening, in what month or timeframe is the position selected?
How can staff nominate and/or volunteer (with the permission of the nominee) for a membership slot?
What format (Google forms, ballots, meetings, etc.) is used to collect/discuss the selections?
Who tallies/documents the selections?
Who reports the results to the PDC Chair or designee?
List any groups represented with only one member of staff and, therefore, the default PDC member:

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

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

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

1.3 Responsibilities

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

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

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 297 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 (Insert PDC Chair or other title) is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in PDC Google Drive (Insert location. If there is an electronic link, include it here). PDC members are eligible to earn one PD point for each 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 any, what are the term limits? None

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

In what month or timeframe are officers selected? At the last meeting of any school year, the Council will elect from the membership a chair and secretary. They will serve in the elected capacity beginning with the first Council meeting of the succeeding school year.

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

Officer Title: Chair

Duties

1. Create meeting agenda.
2. Call meetings when needed.
3. Give final approval to points.

Officer Title: Secretary

Duties

1. Take minutes of each meeting.
2. Keep accurate records.

1.51 Meetings

Meetings

- The Council will meet early in each new school year and hold quarterly meetings as well.
- In what months does the PDC operate? In the academic year, and in the summer when needed.
- Can meetings be online or electronically? Yes

- The chair may cancel scheduled meetings and/or call special meetings on the initiative of the chair or of any members of the Council provided only that each member is afforded 48 hours advanced notice.
- All meetings of the Council will be "public" and "open" to whoever wishes to observe.
- Except on request of the chair, non-members may address the Council only if their desire to do so has been made known to the chair prior to additions being made to the agenda at the opening of the meeting and only within such time limits as may be set by the chair and/or the Council.

Agenda

- The agenda will be distributed in advance of any meeting.
- Members and others wishing to set matters before the Council are urged to make such desires known to the chair 10 days prior to the meeting at which they wish these matters to be discussed.
- The first action of the Council at any meeting will be to review any tentative agenda and to approve an agenda for the meeting.

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 four 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: in Frontline

2. When are staff trained to use the system? The staff is trained in August during in-service, prior to the first day of school.

3. List the names of the forms used in the system for PDC activities and business:
IDP, Service to Profession, Professional Development, College Course

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.

	Mark (X) if used	Location of Documentation/Information	Responsible Person for Documentation	Accessible to more than one person? (Y/N)
Communications	X	Gmail	Secretary	Y
IPDP's	X	Frontline	All	Y
Meeting Minutes	X	Google PDC Folder	Secretary	Y
Member Selection				
Officer Selection	X	Google PDC Folder	Secretary	Y
PD Plan Process				
PD Points	X	Frontline	Chair, Secretary, Admin	Y
Staff PD Needs Assessments	X	DLT	Chair, Admin	Y

Record of Meetings

- The secretary will make a record of all Council meetings, such record to include date, time, and place of meeting; number of members present; and names of members not present; statement of all formal actions, means by which taken (consensus or vote), and the count on any vote taken.
- Minutes are available from the secretary upon request.

1.54 Communications

As often as possible, the PDC Chair represents the Profession Development Council to the governing body regarding the business of the PDC. Information about PDC meetings and their results and other PDC activities are communicated by email to all staff. Also, the PDC Chair updates the local board annually.

1.55 Approvals

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

5-year Professional Development Plan Review

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

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

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

Individual Professional Development Plans

Direct Approval-The PDC reviews and approves all plans during PDC meetings. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described below.

1. **Plan Approval**
   a. The Council will approve or disapprove the plan.
   b. If the designated supervisor does not approve the plan, the supervisor will submit with the plan a statement clarifying why the plan was not approved.
   c. The Council may request the individual and/or the supervisor to meet with the Council to discuss the plan submitted.
   d. In the event the Council refuses approval, the individual (and the supervisor at the individual's discretion) will be invited to appeal the decision in writing and/or in appearance before the Council.
   e. A plan may be amended at any time and shall be approved in the same manner as a proposed plan.
   f. If a person is unable to attain approval of an individual development plan through local professional development council, the person may appeal to the licensure review committee for a review of the proposed plan.
   g. Non-employees who reside in the district are eligible to submit an Individual Development Plan to the local PDC.

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.

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

Professional Development Points

Sequence of Approvers before final PDC approval	Position/Title of Approver (For Frontline)
1st	Superintendent
2nd	Building Principal
3rd	Member
4th	Member
5th	Chair

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

1. **Staff Development Point/Credit Validation**
    h. Council will review individual plans and activities completed in order to determine whether those provisions of the individual's plan have been completed according to the terms of the original or amended plan. The Council may seek the participation of the individual and/or the supervisor in this determination.
    i. Should the Council determine that the points sought not be validated, the individual may appeal in writing or by personal appearance before the Council.

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

After informal discussions, if the PDC and staff cannot agree on the amount or type of PD points and the PDC disapproves some or all of them, all decisions about the type and amount of PD points that the PDC awards are final.

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

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

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

Any licensed person who is not employed by but who works or resides within USD 297 is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The PDC Chair is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the liaison at lrieger@usd297.org.

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

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

2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

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

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

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.0 Introduction

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

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

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

Professional development should center around the following KESA Outcomes:

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

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

Kansas Education Systems Accreditation (KESA) Resources

- Data Review Guide
- ELA Standards Alignment Toolkit
- HGSS Standards Alignment Toolkit
- KESA Student Outcome Data
- KESA Compliance '24-'25
- Mathematics Standards Alignment Toolkit
- Resources for Quality Instruction
- Science Standards Alignment Toolkit

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

2.1 Assessment and prioritization of school improvement needs

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

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

Standards Alignment

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

Balanced Assessment

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

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

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

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

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

The Fundamentals Ensure School Systems will do the following:

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

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

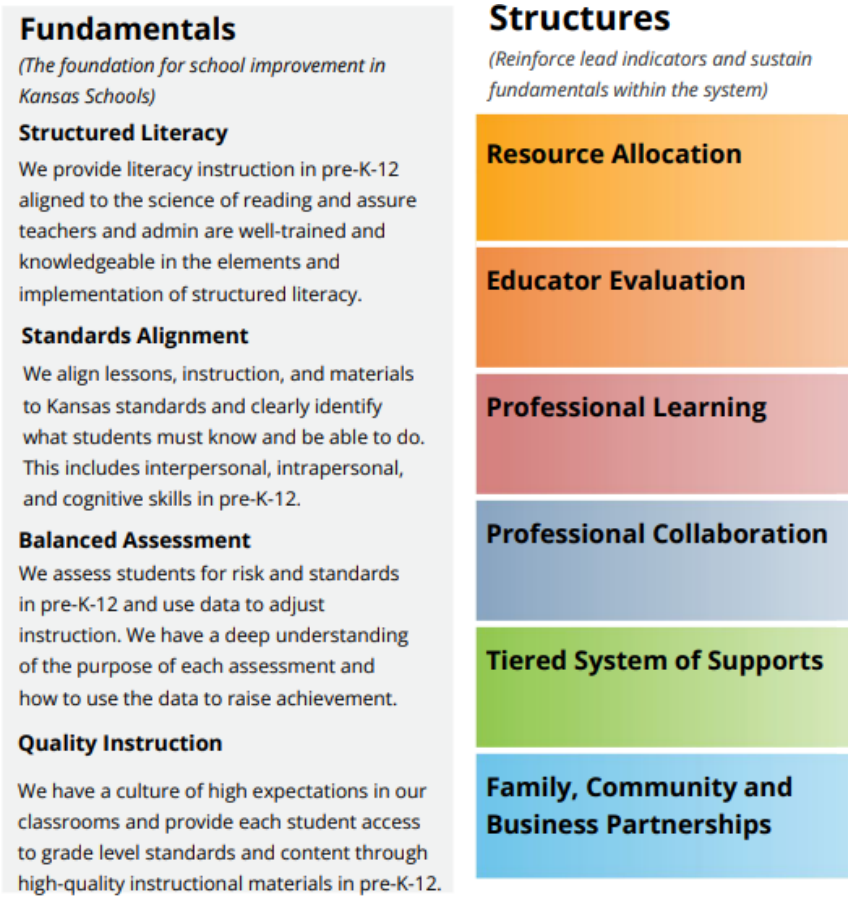
Based on KESA Outcome data, each system will share strengths and weaknesses with the whole group.

Each District Leadership Team (DLT) will

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

2.2 Identification of goals and objectives to achieve professional development needs

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



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

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

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

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

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

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

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

The MOP's for Professional Learning include the following:

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

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

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

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

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

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

2.5 Reporting results of evaluation of in-service needs (N/A)

Focus for Staff Development

1. **Who decides the focus**: The Council will be responsible for designing quality staff development activities at the building and district level. Individual teachers will be responsible for individual goals; however, each council member is committed to supporting individual teachers as needed.
2. **The focus is determined** by viewing school assessment data, school accreditation recommendations, and goals. In addition, the Council uses a local needs assessment annually seeking additional feedback from teachers, administrators, and MTSS personnel.

Staff Development Actions and Activities

3. The Council will design staff development activities that:
   a. Are consistent with and supportive of the goals and objectives of the District Staff Development Plan.
   b. Are based on outcomes sought at the individual, building, and district level; and are attainable by the probable participants within the content and time framework of the proposed activities.
   c. Use the leadership and/or resource personnel who possess the knowledge and skill believed to be required for successful attainment of the objectives of the activity.

d. Integrate evaluation of the objectives, the activities, and the progress of participants.

4. Staff development activities and actions at the district, building, and individual level are supported through a variety of methods to achieve additional knowledge and skills aligned to goals, such as but not limited to the following:

i. Learning teams or study groups
ii. State and national conferences
iii. Workshops
iv. On-line learning
v. Observations
vi. Independent study (must be pre-approved by the PDC)
vii. Implementation logs
viii. Inservice activities
ix.

Professional Development Education Goals/Priorities

The essential goal of the District's Professional Development Education Program is that of insuring continuing improvement and enhancement of the programs of instruction.

District Goals and Priorities: The district will . . . . . .

j. Support school improvement efforts to achieve the goals of KESA or other state and federal mandates.
k. Support the implementation of MTSS.
l. Support the integration of technology to enhance teaching and learning.
m. Support continuing advanced learning in a teacher's content area.
n. Support the efforts in attaining the Kansas College and Career Readiness Standards.

Building Goals/ Priorities:

o. <u>Junior-Senior High School</u> - The building will:
   i. Support the learning and utilization of methods of interpreting and using student data to increase student achievement.
   ii. Support effective implementation of Social and Emotional Learning.
   iii. Support the implementation of differentiated instruction.
   iv. Support learning designed to increase the rigor of a teacher's content area.
   v. Support learning designed to increase the teacher's understanding and utilization of effective classroom management techniques and to establish an effective classroom climate.
p. <u>Elementary-</u> The building will:
   i. Support the learning and utilization of methods of interpreting and using student data to increase student achievement.
   ii. Support effective implementation of Social and Emotional Learning.
   iii. Support the implementation of differentiated instruction.
   iv. Support learning designed to increase the rigor of a teacher's content area.
   v. Support learning designed to increase the teacher's understanding and utilization of effective classroom management techniques and establishing an effective classroom climate.
q. <u>Individual Goals/Priorities</u>**:**
   i. Increase professional growth of individual teachers in all content areas to enhance the quality of teaching and learning.

Evaluation of the Staff Development Program

1. **Measuring effectiveness**: The council will evaluate the effectiveness of staff development on the basis of the three levels of awarding points; knowledge, application, and impact. With our goal being to move professional development from the knowledge level to impact, it will be beneficial to analyze the data regarding the number of points awarded at each level.

2. **System for reporting the results**: The council intends to review student achievement data, feedback, and the evidence submitted by individual teachers to determine the amount of success and change due to staff development.

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 Development Plans should:

i. be written for a period of from one to five years and reviewed annually.
ii. be submitted to MyLearning Plan for review by the Principal and members of the PDC.



All licensed personnel may acquire staff development points as a basis for renewal of State Licensure provided that: (1) they complete and file approved individual development plans, (2) they successfully complete the planned program of staff development activities, and (3) completion of their plan be validated for licensure by the State Board of Education.

1. **Plan Development**
    r. The individual, in cooperation with the designated supervisor, will develop a written plan of results-based staff development. The term "results-based staff development" refers to both a process and a product. The process is a series of effective teaching or training strategies that learners must participate in to achieve the product.

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

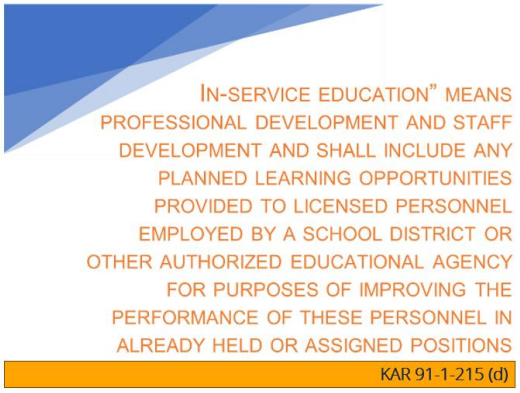
paid for attending an in-service, not receiving points because the training was completed during contract hours, etc. KSDE considers any language in a negotiated agreement or other contract that limits the number of PD points earned for licensure renewal contrary to regulation and to be invalid.

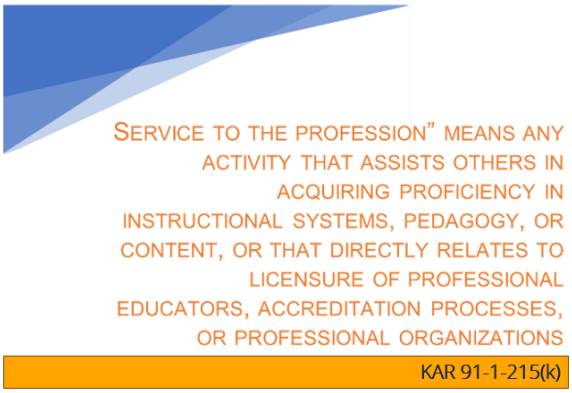
The PDC awards points as a council. No individual member may approve points.

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.





4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

before awarding points.

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

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

Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

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

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

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 1.55.

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

Licensed personnel are responsible for knowing the procedures required for gaining

professional development points for licensure.

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

5. **Evidence Required for Awarding/Receiving Professional Development Points.** To receive points at any level participants must submit the evidence required to the professional development council, using MyLearningPlan, before a scheduled meeting.
    a. Level I – Knowledge
    Participants must provide the following evidence to receive level I points:
        i. Complete and submit a Professional Development request form through MyLearningPlan.
    b. Service to the Profession-committee work such as school improvement, PDC, curriculum, Meet & Confer, staff in-service, etc. Participants must provide the following evidence:
        i. Complete and submit a Service to Profession Log through MyLearningPlan.
    c. Level II – Application
    Participants must provide two out of the following pieces of evidence:
        i. Submit student work sample showing application of level I-knowledge
        ii. Direct observation by supervisor or peer
        iii. Conduct formal presentation to a group of peers (approval through building principal)
    d. Level III – Impact
    Participants must provide two or more of the following pieces of evidence:
        i. Evidence of improved student academic achievement over a period of at least two semesters or one academic year.
        ii. Documentation of positive changes in related students' behaviors over a period of at least two semesters or one academic year. Examples include but are not limited to: improved attendance; higher homework completion rates; independent observation of positive student classroom behaviors; increased enrollment in advanced classes; increased participation in school-related activities; and decreased dropout rate.
        iii. Evidence of application by others–therefore, impact to the profession

Note: *The council is open to other means of evidence if the individual teacher feels another method would show application or impact; however, the evidence must be pre-approved by the council.*

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.

Summary of steps to gain points for licensure

Steps in Completing Staff Development Plan

Step One - Writing the Individual Development Plan (IDP)

iv. Develop a single or multi-year plan for individual professional development through sequential instruction and/or enabling experiences.
v. Develop in cooperation with the designated supervisor (principal).
vi. Consider the staff development objectives of the district and school as well as individual professional objectives.
vii. Identify goals to increase knowledge and/or skill.
viii. Submit to MyLearning Plan.

Step Two – Participating in staff development to gain knowledge level points

ix. Complete a separate PD request form for each activity emanating from the IDP.
x. List objectives as stated on the IDP.
xi. Complete evidence requirement.
xii. It is not the intent of the District Professional Development Plan to recognize mere attendance at a staff development activity. Validation and evaluation, then, should focus on the new, and/or changed, skills of the individual.
xiii. Submit the completed activity form to MyLearning Plan.

Step Three – The Re-licensure Transcript (My Transcript)

xiv. The PDC will approve points per activity and level for appropriate awarding of points.

The teacher is responsible for submitting the Re-licensure transcript to the Kansas State Department of Education along with the application for licensure.

Professional Development Points/Hours Required for Licensure

Participation in the professional or staff development activities can be used to gain professional development points for licensure renewal. All activities that are to be counted for points must come from a PDC- approved institution or other entity and have been planned, organized, and described as "professional development" (or "in-service," or equivalent terminology) activities such as workshops, seminars, conferences, etc.[1] Professional development points are awarded not just according to whether or not an educator has attended training. Points are awarded according to:

- How professional or staff development has led to increased knowledge.
- How it has been applied in practice; and
- What the results of that practice have been.

1. Professional Development Points and Semester Credit Hours for Licensure Renewal
    a. If an individual holds a bachelor's degree, they must submit 160 professional development points earned under an approved individual development plan to renew their professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.[2] The professional development points used for renewal of a license shall be earned in <u>one or more</u> of the following areas:
        i. Content Endorsement Standards;
        ii. Professional Education Standards; or
        iii. Service to the Profession
    b. If an individual holds an advanced degree, they must submit 120 professional development points earned under an approved individual development plan to renew their professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. They may submit professional development points earned through any combination of semester credits and other professional development activities. The professional development points used for renewal of a license shall be earned in <u>one or more</u> of the following areas:

        i. Content Endorsement Standards;
        ii. Professional Education Standards; or
        iii. Service to the Profession

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1. If an individual is uncertain whether the PDC will deem an activity allowable for points, that individual is responsible for securing official pre-approval of said activity from the PDC.

2. If an individual is uncertain whether the PDC will deem the college credit to be appropriate, that individual is responsible for securing official pre-approval of said college credit from the PDC.

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

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

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

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

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

4.6 Questions about awarding PD points relative to renewal licensing

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

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

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

Exceptions:

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

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

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

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

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
Regulation 91-1-205(b)(3)(F)

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

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

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

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

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

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

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

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

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

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework.

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

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

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

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

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

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

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

Kansas Professional Development Resources

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

Kansas Professional Development Regulations

91-1-205 Licensure Renewal Requirements

91-1-206 Professional Development Plans

91-1-211 Licensure Review Committee

91-1-215 Inservice Education Definitions

91-1-216 Inservice Plans

91-1-217 Professional Development Council

91-1-218 Professional Development Points

91-1-219 Inservice Education

Kansas Professional Development Statutes

72-2544 to 2553 Professional Development Statutes

Professional Development Points

Content Endorsement Standards

Kansas Professional Education Standards

Fact-Sheet-PD-Does this Count as In-service Education?

PDC Membership Selection (2/14/23)

Verifying College Credit

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 c.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/10/2026**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Recommendations for Licensure Waivers

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

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

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

*First Renewal

**Final Renewal.

org no	org name	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0203	Piper-Kansas City	Emma	Golden	Library Media Specialist	Approved	ENGLISH LANGUAGE ARTS (6-12)
D0229	Blue Valley	Roger	Kubie	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Prairie	Fernelius	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Hope	Johnson	Low Incidence Special Education	Approved	ADAPTIVE SPECIAL EDUCATION (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0233	Olathe	Edie	Rierson	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0255	South Barber	Jeffrey	Rockett	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0255	South Barber	Colby	Beck	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Hannah	Jiminez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Jason	Lamb	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Tara	Wade	High Incidence Special Education - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0345	Seaman	Julene	Soppe	High Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0345	Seaman	Jericho	Lamb	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0347	Kinsley-Offerle	Kim	Madison	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0347	Kinsley-Offerle	Abby	Garcia	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0385	Andover	Renee	Eidson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Michael	Flax	Agriculture - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Marcos	Gutierres	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Maria	Robles de la Torre	English Language Arts - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	Abraham	Rosales	Spanish - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	Anahi	Aguilar	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	Michelle	Blanco	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Jadira	Saldana	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Edgar	Reyes	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Jamie	Ramos	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Kristina	Venegas	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0464	Tonganoxie	Nalleli	Ramos Murillo	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Carey	Oroke	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Kevin	Brown	High Incidence Special Education	Approved	PHYSICAL EDUCATION (PRK-12)
D0480	Liberal	Nancy	Flores	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0480	Liberal	Barbara	Ferraioli	High Incidence Special Education	Approved	BIOLOGY (6-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (6-12); MATHEMATICS (6-12)
D0480	Liberal	Roberta	Arnold	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0480	Liberal	Kimberly	Sellars	Early Childhood Special Education - extension on number of days under an esub.	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0480	Liberal	Alyce	Williams	High Incidence Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Anthony	Anaya	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Janett	Blackhamilton	High Incidence Special Education - extension on number of days under an esub.	Approved	FAMILY AND CONSUMER SCIENCE (6-12)
D0480	Liberal	Jannette	Coronado	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Margarita	Washington	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Marlene	Holley	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Teresa	Childress	High Incidence Special Education - extension on number of days under an esub.	Approved	BUILDING LEADERSHIP (PRK-12); DISTRICT LEADERSHIP (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0480	Liberal	Ellen	Glenn	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0480	Liberal	Felicitas	Rodriguez	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Gillian	Wahba	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Cheyna	Partridge	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Brian	Boyle	Social Studies - Middle Level - extension on number of days under an esub.	Approved	(K-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Jonathan	Darby	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Brynne	Schellenger	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Jennifer	Hethcoat	Family and Consumer Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Francisco	Calderon	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Cheyna	Partridge	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0497	Lawrence	Lacey	Meier	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0512	Shawnee Mission Pub Sch	Emily	Beecher	Gifted	Approved	ELEMENTARY (K-9); EMERGENCY SUBSTITUTE TEACHER (PRK-12); SOCIAL STUDIES,COMP (5-9)
D0605	South Central KS Spec Ed Coop	Kaleb	Caudell	Adaptive Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Holly	Helus	Adaptive Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Angela	Fisher	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Shanya	Loredo	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0611	High Plains Educational Cooperative	Tina	Barton	High Incidence Special Education - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Shelby	Wagner	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Cortnie	Killen	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0638	Butler Co Special Education Interlocal	Kennadee	Bing	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Lucy	Enns	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0704	Learning Cooperative of North Central Kansas	Amanda	Strnad	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); EARLY CHILDHOOD EDUCATION (EC-EC)
D0704	Learning Cooperative of North Central Kansas	Torie	Baxa	Early Childhood Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0704	Learning Cooperative of North Central Kansas	Ashley	Nutsch	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0728	Goddard Special Education Cooperative	Cara	Leahy	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0728	Goddard Special Education Cooperative	Janessa	Brungardt	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **3 d.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**2/10/2026**
Deborah Bremer		Randy Watson		

Item Title:

Act on contract with the Kansas State Department of Agriculture for Summer Food Service Program Food Safety Inspections

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to negotiate and enter into a contract with the Kansas Department of Agriculture (KDA) for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program (SFSP) meal preparation and service sites at the rate of $210 per inspection, not to exceed $36,750.

Explanation of Situation Requiring Action:

In order to participate in the Summer Food Service Program (SFSP) and receive funds for its operation, federal regulations require KSDE to ensure that food safety inspections of food preparation facilities and food service sites are conducted. The Kansas Department of Agriculture (KDA) is the state agency with the authority to conduct food safety inspections in Kansas. Funding for school food safety inspections is provided by the license fee.

Many short term summer feeding sites are not required to purchase a license from KDA. KSDE is allowed to request funds from USDA for health inspections to assure appropriate and needed inspections are completed. KSDE has requested funds from USDA to pay for the inspection of unlicensed summer feeding sites.

The proposed contract with KDA would begin May 15, 2026 and would not exceed four months duration. KDA would conduct site inspections, perform meal quality tests as necessary, and require corrective action for violations of food safety and sanitation requirements. KDA will provide to KSDE a report of all inspections conducted.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 e.

Staff Initiating:	Director:	Commissioner:	Meeting Date: 2/10/2026
Beth Fultz	Beth Fultz	Randy Watson	

Item Title:

Dyslexia Legislation Contract with Pittsburg State University

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Dr. David Hurford, Center for READing at Pittsburg State University to provide services aligned to the Kansas Dyslexia Handbook and 2025 Kansas Literacy Framework. The contract shall be valid from July 1, 2026 – June 30, 2029 and shall not exceed a total amount of $240,000 or $80,000 per year. This action is required by the Legislature. It is required through an appropriation in the budget bill: 2025 SB 125 Sec. 96 (a).

Legislation was effective July 1, 2021. The 5-year contract expires June 30, 2026.

Agenda Number: **3 f.**

Meeting Date: **2/10/2026**

KANSAS STATE DEPARTMENT OF EDUCATION
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Item Title: Notification to the Kansas State Board of Education of the intention of one private school and one scholarship granting organization to participate in the Tax Credit for Low Income Student Scholarship

From: Sherry Root

One private school, Kansas City Christian School, meets the requirements and this is to notify the Kansas State Board of Education of their intention to participate in the Tax Credit for Low Income Students Scholarship Program (TCLISSP).

One Scholarship Granting organization, Golden Belt Community Foundation of Great Bend, KS, meets the requirements and this is to notify the Kansas State Board of Education of their intention to participate in the Tax Credit for Low Income Students Scholarship Program (TCLISSP).

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

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Item Title: Presentation: KU Center for Innovation, Design and Digital Learning Framework for AI in the classroom

From: Deborah Bremer

Dr. James Bashar and Dr. Trey Vasquez will present the Framework for AI in the classroom that the Center for Innovation, Design and Digital Learning (CIDDL) has developed. This framework is gaining national attention and Dr. Jake Steel and Dr. Steven King of KSDE have arranged for the researchers to present this information to the Board.

Attached is an outline of their recommendations.



Framework for Responsible AI Integration in PreK–20 Education

Empowering All Learners and Educators with AI-Ready Solutions

James Basham, Ph.D., Eleazar Vasquez, Ph.D., and Angelica Fulchini Scruggs, Ph.D.

The contents of this document were developed under a cooperative agreement with the US Department of Education, # H327F20008. However, those contents do not necessarily represent the policy of the US Department of Education and you should not assume endorsement by the Federal Government. Tina Diamond, Ph.D., Project Officer. | CIDDL.org

CIDDL
Center for Innovation, Design, and Digital Learning

Introduction

Artificial Intelligence (AI) is already transforming numerous aspects of human life. Schools must integrate this technology with a strategic emphasis on the future. Without thoughtful planning, AI's potential to support teaching, learning, and school operations may be overshadowed by unintended consequences such as a lack of access, overreliance on automation, and data misuse. This framework provides a structured and actionable approach for PreK-20 education to adopt AI tools to enhance instructional practices, protect student rights, and empower educators, ensuring technology serves as a tool for human betterment. This framework may also be applied in institutions of higher education, post secondary preparation, apprentice, and career preparation as they envision the knowledge and skills required to support the future of education.

The Center for Innovation, Design, and Digital Learning (CIDDL) supports the thoughtful integration of AI that strengthens teaching and learning for all students, including those with disabilities. To help PreK-20 education navigate this process, CIDDL has developed a practical framework that accounts for a range of learner needs when planning for AI integration. AI plays a vital role in helping educators personalize learning for students while also streamlining their work, allowing them to focus more time and energy on building a stronger, future-ready education system. This framework serves as a starting point for guiding responsible AI integration in education, with the understanding that it will be continuously refined and updated as technology evolves and new insights emerge from practice.

As we expand our efforts to support PreK-20 education leaders and teachers, we remain firmly dedicated to our mission of serving higher education faculty who prepare future professionals to work with students with disabilities. School and university leaders interested in advancing the strategic use of AI in their organizations are encouraged to connect with us.

Outline

- **Establish a Stable Human-Centered Foundation (Page 4)**
  - Use Human-Centered Design
  - Provide Transparency and Oversight
  - Ensure Compliance with Student Protection Laws
- **Implement Future-Focused Strategic Planning for AI Integration (Page 5)**
  - Establish an AI Integration Task Force
  - Conduct Audit and Risk Analysis Before Adoption
  - Prioritize Alignment to Instructional Goals
- **Ensure AI Educational Opportunities for Every Student (Page 6)**
  - Commit to Learner-Centered AI Implementation
  - Safeguard Against Algorithmic Misjudgment
  - Support Feedback Mechanisms
- **Conduct Ongoing Evaluation, Professional Learning, and Community Development (Page 7)**
  - Establish Continuous Review and Improvement Loops
  - Train Educators as Informed Users and Decision-Makers
  - Build AI Readiness and Digital Judgment Across Roles

Establish a Stable Human-Centered Foundation

- **Use Human-Centered Design**
  - Prioritize educator judgment, student relationships, and family input in all AI-enabled processes.
  - Avoid overreliance on automation for decisions that affect learning trajectories, behavior responses, or instructional placement.

- **Provide Transparency and Oversight**
  - Communicate clearly how AI tools work, what data they use, and how decisions are made.
  - Provide parents/caregivers, educators, and learners with clear explanations and opt-out options.

- **Ensure Compliance with Student Protection Laws**
  - Align all uses of AI with Individuals with Disabilities Education Act (IDEA), Section 504, Family Educational Rights and Privacy Act (FERPA), and Children's Online Privacy Protection Act (COPPA).
  - Ensure privacy, procedural safeguards, and protections for all students, including those with disabilities, remain intact in digital environments.

Implement Future-Focused Strategic Planning for AI Integration

- **Establish an AI Integration Task Force**
  - Include AI-literate educators, administrators, families, legal advisors, and specialists in instructional technology and special education.
  - Ensure representation from varied teaching roles, including those supporting students with disabilities.
  - Leverage insights from public-private partnerships involving industry innovators and thought leaders.

- **Conduct Audit and Risk Analysis Before Adoption**
  - Conduct a predictive impact assessment on:
    - Student placement and identification
    - Technology, including assistive technology compatibility
    - Algorithmic error patterns with individualized supports
  - Avoid tools that pose known risks to students who rely on customized supports or flexible instructional methods.

- **Prioritize Alignment to Future-Focused Goals**
  - Select tools that strengthen teachers work while minimizing non-essential workload, scaffold instruction, or personalize learning strategies for all students.
  - Ensure teachers, students, and the school community possess the future focused literacy (technology, information, AI) for supporting a culture of innovation and critical thinking.
  - Support a vision for student-centered personalized pathways for success.
  - Encourage AI use to proven student-centered teaching and human-centered learning practices.

Ensure AI Educational Opportunities for Every Student

- **Commit to Learner-Centered AI Implementation**
  - Require that tools offer:
    - Multiple means of content access (e.g., text-to-speech, image alt-text)
    - Multiple options for student response and expression
    - Customizable supports for executive function and focus
  - Demand WCAG compliance and verify through testing with actual learners and educators.

- **Safeguard Against Algorithmic Misjudgment**
  - Prohibit AI tools from making final decisions on:
    - IEP eligibility or other service decisions
    - Disciplinary action
    - Student progress decisions
  - Require human review in all high-impact judgments involving student data or behavior interpretation.

- **Support Feedback Mechanisms**
  - Gain teacher, student, and parents/caregivers' voices on AI educational experiences.
  - Integrate AI in ways that give students timely, strengths-based feedback.
  - Ensure AI-generated feedback tools are sensitive to variability in language processing, motor skills, executive function, and sensory ability.

Conduct Ongoing Evaluation, Professional Learning, and Community Development

- **Establish Continuous Review and Improvement Loops**
  - Set a schedule for tool re-evaluation based on:
    - Changes in software or terms of service
    - Feedback from educators and students with disabilities
    - Monitoring usage patterns for unintended consequences

- **Prepare Educators as Informed Users and Decision-Makers**
  - Ensure educators are AI literate and prepared (pre-service, in-service) for an AI-integrated future.
  - Provide specific training on:
    - Reviewing AI outputs for errors or bias
    - Customizing AI tools to support learners with varied needs
    - Recognizing and addressing overuse or misuse

- **Build AI Readiness and Digital Judgment Across Roles**
  - Include all teachers, staff, paraprofessionals, instructional aides, and specialists in all AI training.
  - Ensure the school community has the opportunity to learn about AI.
  - Clarify who is responsible for monitoring AI use, troubleshooting accessibility issues, and requesting human-based alternatives when needed.

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Transparency and Responsibility: We believe in transparency and ethical responsibility in using AI. Therefore, readers must understand AI's role in developing this publication. While AI facilitated certain aspects of content creation, the final editorial decisions, including the analysis, interpretation, and presentation of information, were made by human experts. This approach ensured that the report benefits from AI's analytical capabilities and retains the nuanced understanding and ethical considerations that only humans can provide.

Citation: Basham, J., Vasquez, T., and Fulchini Scruggs, A. (2025). *Framework for Responsible AI Integration in School Districts: Version 1*. The Center for Innovation, Design, and Digital Learning (CIDDL).

CIDDL Scope of Work

Through a grant (#H327F20008), CIDDL is focused on researching and innovating the field of special education, with a particular emphasis on higher education and personnel preparation, aiming to build knowledge and promote the adoption of new technologies to support all students, including those with disabilities. If you are a faculty member in special education in higher education, please contact us to explore how we can support you.

Additional PreK-20 Education Services Offered by CIDDL

CIDDL provides tailored services to support the strategic adoption, preparation, and use of artificial intelligence (AI) in K-12 and teacher preparation education for all students. Some of these services include:

- Strategic Planning & Risk Management for AI
- AI Needs Assessments & Data Collection
- Guidance on Evidence-Based Use & Policy Recommendations of AI
- Professional Learning & AI Literacy Development
- Parent and Community Planning for AI Integration
- Evaluation and Implementation of AI Tools & Systems

Please complete this form to learn more about how we can support your organization.

Visit us at https://ciddl.org

Agenda Number: 7

Meeting Date: 2/10/2026

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Item Title: Teacher Highlight: Kim Wahaus (Way-house) High School US History Teacher in Olathe

From: Deborah Bremer

The February History, Geography and Social Studies Feature Teacher is Kim Wahaus pronounced (Way-house).

Kim is a high school US history teacher in the Olathe school district. She will be demonstrating how to use AI to engage students with the Declaration of Independence.

Nathan McAlister, KSDE Humanities Program Manager, will introduce her.

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Item Title: School-Issued Device Use

From: Payton Lynn

The Kansas State Board of Education is pursuing a three-part approach to better understand the relationship between technology and education: student screen time, artificial intelligence (AI), and school-issued devices.

Student Screen Time: In July 2024, the Board established the Blue Ribbon Task Force on Student Screen Time. The Task Force's research and recommendations were presented to the Board in November 2024 and formally accepted by a 10-0 vote in December 2024. In June 2025, a statewide survey was distributed to superintendents to gather information on district policies regarding personal electronic devices. The results, presented in July 2025, provided a clearer picture of how districts are approaching device use.

Artificial Intelligence (AI): To stay informed about emerging tools and their impact on schools, the Board receives monthly presentations on AI. This ongoing learning series ensures members have up-to-date knowledge as the technology continues to evolve.

School-Issued Devices: The third focus area examines how district-owned devices are being used in Kansas schools. On September 25, 2025, a survey was distributed to all superintendents to collect information on school-issued device use inside and outside classrooms. Aggregate results (attached) of this survey showing how devices are used across grade levels, subject areas, and districts was presented to the State Board at the October 2025 meeting.

Analysis of the results of this survey and additional research on the use of school-issued devices will be presented in February.

District-Owned Device Survey- Summary Tables and Charts

The following report provides a summary of the descriptive results from the 2025 District-Owned Device Survey. Below you will find each question included on the District-Owned Device Survey, a table displaying the number and percentage of districts responding with each answer option, and a bar chart visually displaying the data. For some more complex items, you will see two separate tables, one reporting the *count/number* of districts and one reporting the *percentage* of districts selecting each answer option.

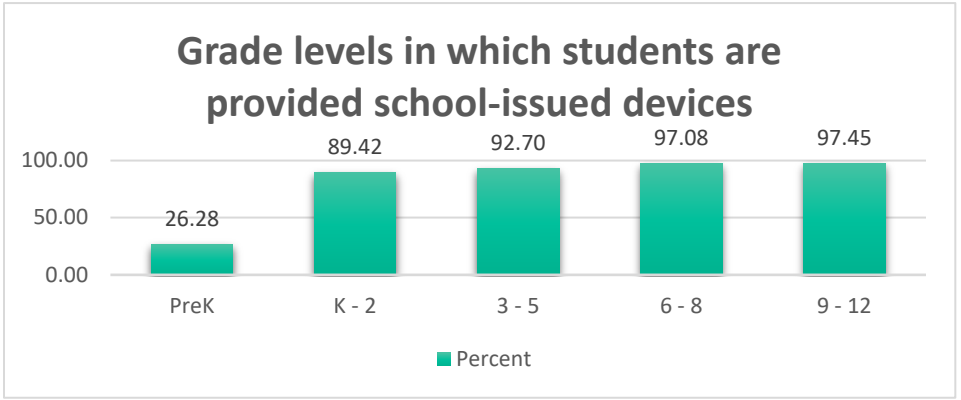
In each table, the counts represent the number of districts responding with a particular answer option. Each bar chart displays the *percentage* of responding districts selecting each answer option. For example, in the first table below, we see that 72 of the total **274 responding school districts** reported that PreK students are provided with school-issued devices. As displayed in the bar chart, these 72 districts represent 26.28% of the total responding school districts (N = 274). Some additional charts are offered displaying grade bands separately, but the interpretation of the information is the same.

School-issued Device Access

The following items ask about PreK – 12th grade student access to school-issued devices. Districts were asked to respond to each item considering the whole district.

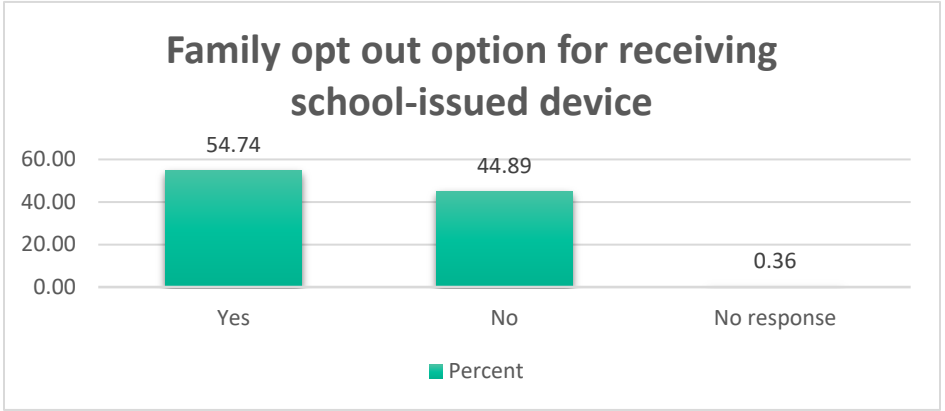
1. **Please indicate the grade levels, if any, in which students are provided school-issued devices. *Check all that apply.***

	Count	Percent
PreK	72	26.28
K - 2	245	89.42
3 - 5	254	92.70
6 - 8	266	97.08
9 - 12	267	97.45



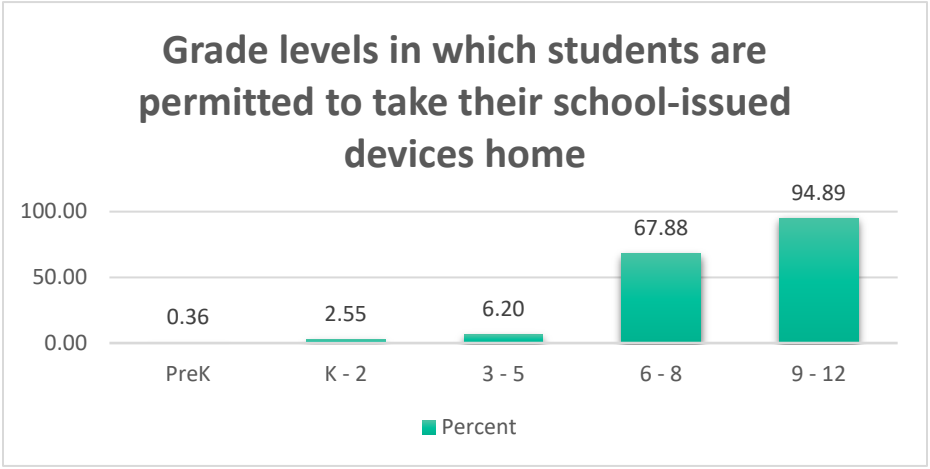
2. Do families have the option to opt out of receiving a school-issued device?

	Count	Percent
Yes	150	54.74
No	123	44.89
No response	1	0.36



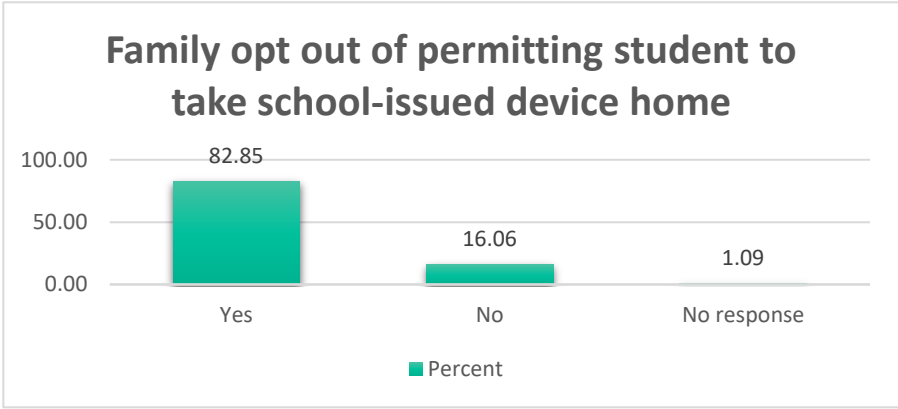
3. Please indicate the grade levels, if any, in which students are permitted to take their school-issued devices home. *Check all that apply.*

	Count	Percent
PreK	1	0.36
K - 2	7	2.55
3 - 5	17	6.20
6 - 8	186	67.88
9 - 12	260	94.89



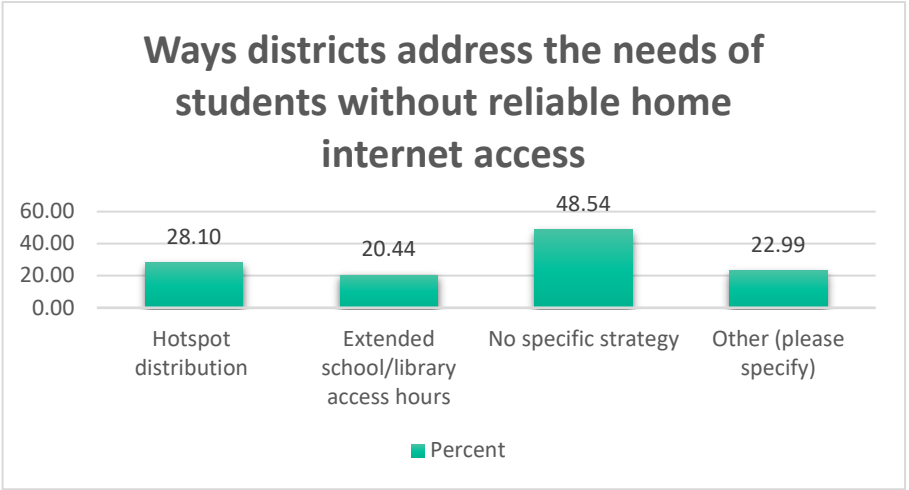
4. Do families have the option to opt out of permitting their student to take a school-issued device home?

	Count	Percent
Yes	227	82.85
No	44	16.06
No response	3	1.09

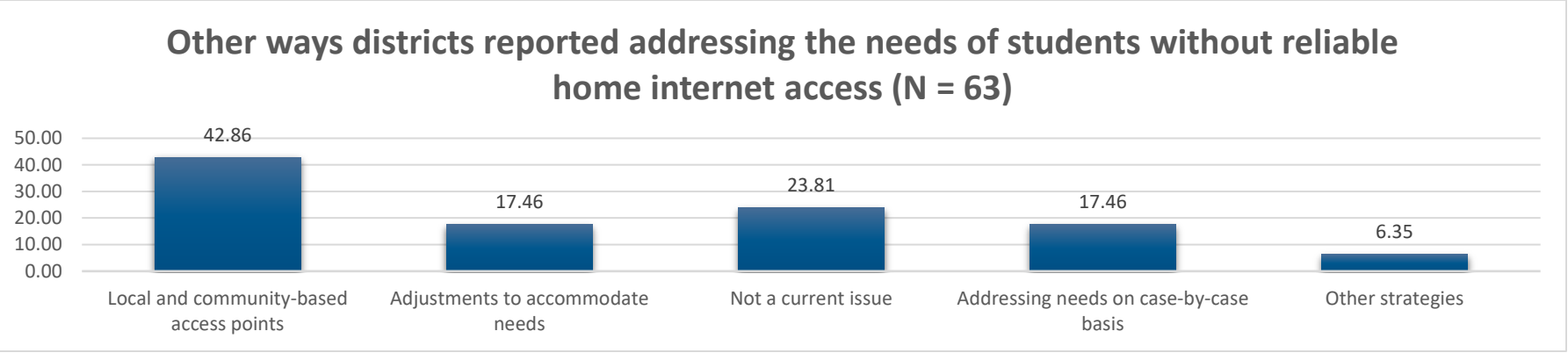


5. How does your district address the needs of students without reliable home internet access? *Check all that apply.*
IMPORTANT NOTE: The chart on theme count, below, uses a denominator of N = 63 as we received 63 write-in "Other" responses.

	Count	Percent
Hotspot distribution	77	28.10
Extended school/library access hours	56	20.44
No specific strategy	133	48.54
Other (please specify)	63	22.99



Other text themes:	Theme Description	Theme Count	Theme Percentage
Local and community-based access points	Districts describe Wi-Fi that extends to the parking lots, stadiums and buses. Others also rely on public access to Wi-Fi through libraries, community centers and other community access points. A few districts describe partnerships with local businesses to provide access to Wi-Fi.	27	42.86
Adjustments to accommodate needs	Some districts describe adjusting homework assignments so they can be completed offline and extending time available at school to access Wi-Fi and complete assignments.	11	17.46
Not a current issue	Some districts noted that home internet access is not an issue for them. Some mentioned they do not require homework assignments that cannot be completed offline whereas others use google strategies to enable students to complete assignments offline. Few districts noted they have city-wide internet access available.	15	23.81
Addressing needs on case-by-case basis	Some districts have strategies tailored to the specific needs of the families as they arise. Some of these districts share that they may provide families with a hotspot, connect families to reduced price internet access through business partnerships, or simply that they work to directly address the needs of the student.	11	17.46
Other strategies	A few unique strategies were shared by some districts, that did not fall into common themes. These include using external school student Wi-Fi, paying for a monthly Wi-Fi service, and using google strategies so homework can be completed offline.	4	6.35
Comments	Two districts provided comments related to the item including that it is not relevant for them as their district is closing and that hotspot distribution is limited.	2	3.17

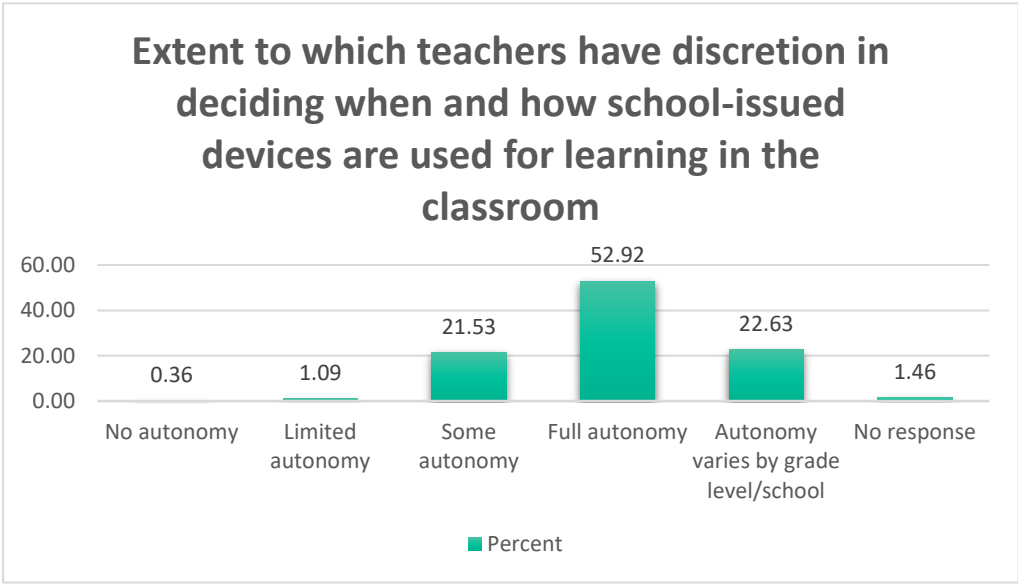


Instructional Use

The following items ask about the *instructional use* of school-issued devices across grade levels and subject areas. The last item in this section, #13, asks about non-instructional use of school-issued devices.

6. To what extent do teachers have discretion in deciding when and how students use school-issued devices for learning in the classroom?

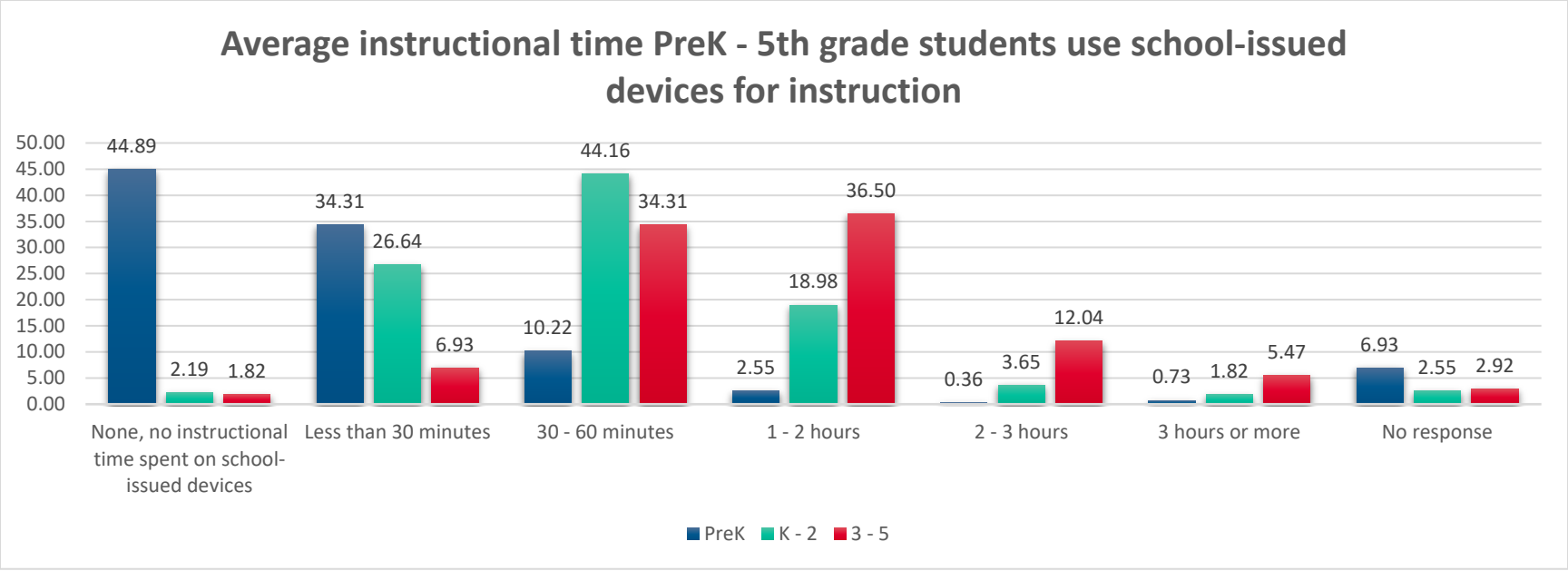
	Count	Percent
No autonomy	1	0.36
Limited autonomy	3	1.09
Some autonomy	59	21.53
Full autonomy	145	52.92
Autonomy varies by grade level/school	62	22.63
No response	4	1.46

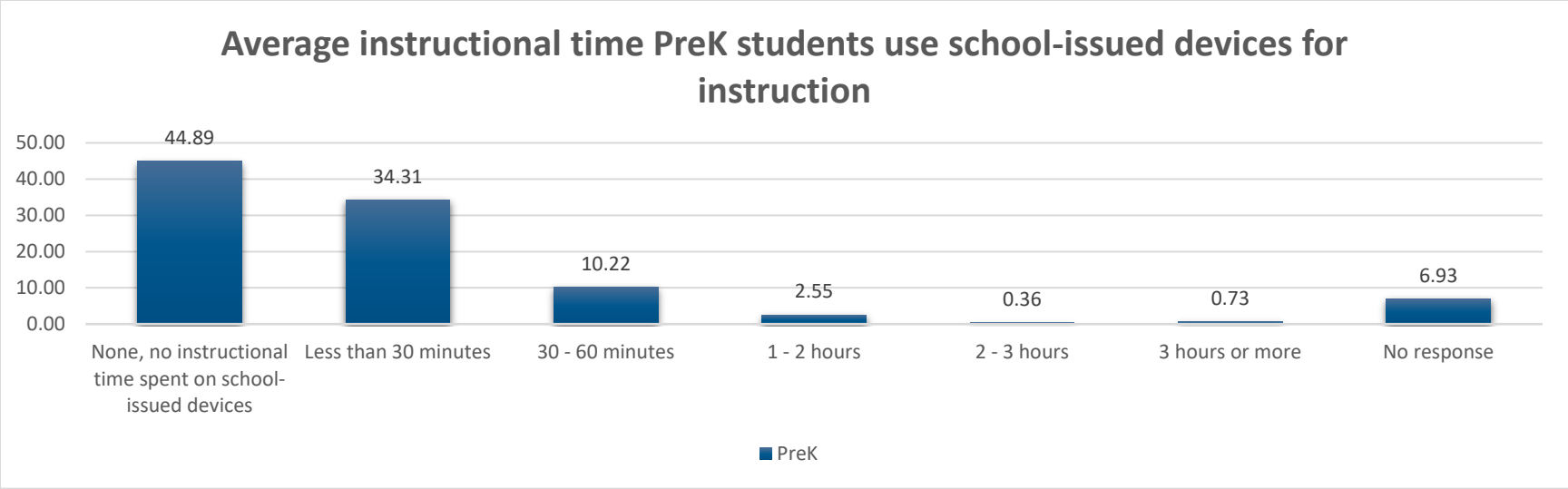


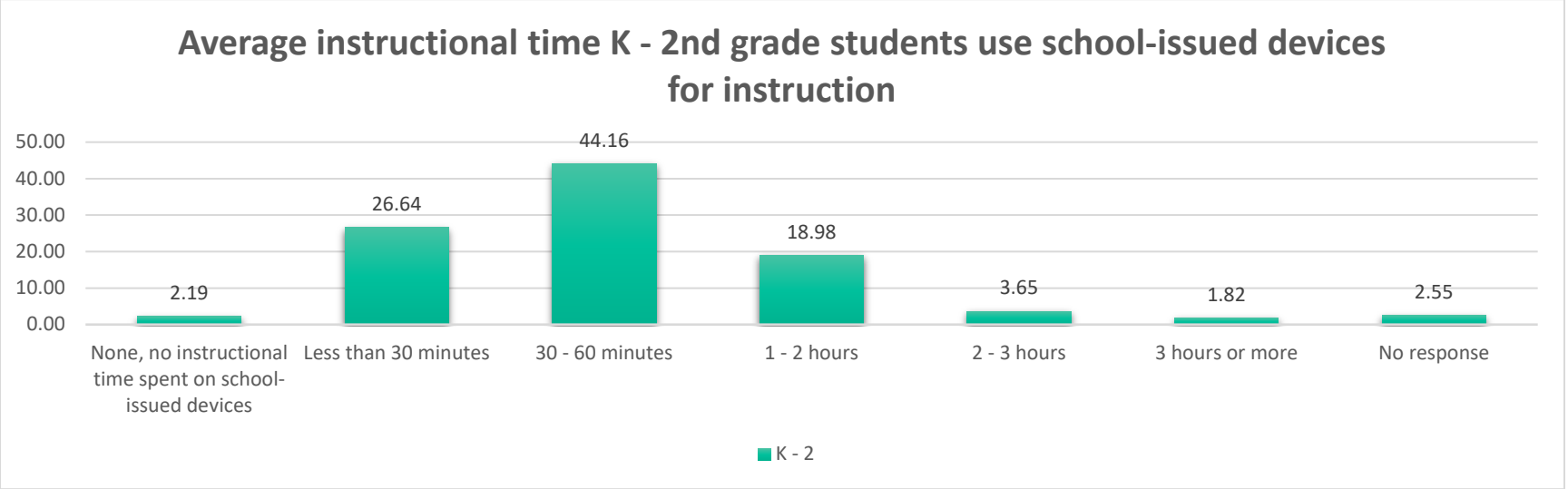
7. ***Think about a typical day for your PreK - 5th grade students.*** **On average, how much instructional time during the school day do students use school-issued devices for instruction?**

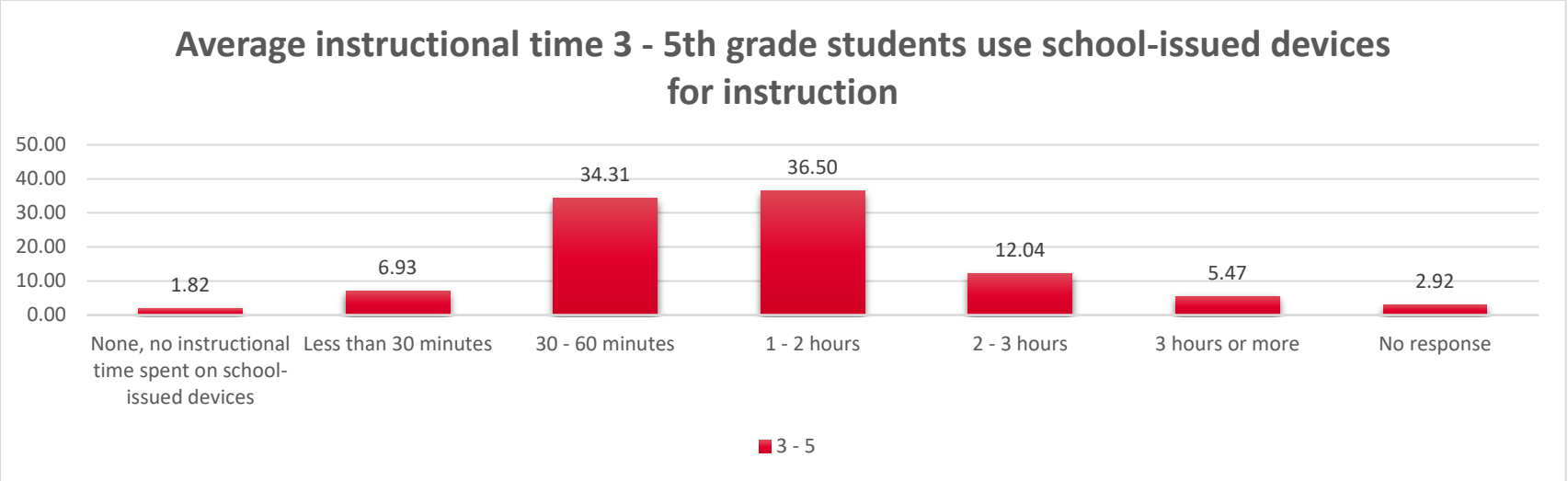
Count	None, no instructional time spent on school-issued devices	Less than 30 minutes	30 - 60 minutes	1 - 2 hours	2 - 3 hours	3 hours or more	No response
PreK	123	94	28	7	1	2	19
K - 2	6	73	121	52	10	5	7
3 - 5	5	19	94	100	33	15	8

Percent	None, no instructional time spent on school-issued devices	Less than 30 minutes	30 - 60 minutes	1 - 2 hours	2 - 3 hours	3 hours or more	No response
PreK	44.89	34.31	10.22	2.55	0.36	0.73	6.93
K - 2	2.19	26.64	44.16	18.98	3.65	1.82	2.55
3 - 5	1.82	6.93	34.31	36.50	12.04	5.47	2.92




Average instructional time PreK students use school-issued devices for instruction
50.00
40.00
30.00
20.00
10.00
0.00
44.89
34.31
10.22
2.55
0.36
0.73
6.93
None, no instructional time spent on school-issued devices
Less than 30 minutes
30 - 60 minutes
1 - 2 hours
2 - 3 hours
3 hours or more
No response
PreK

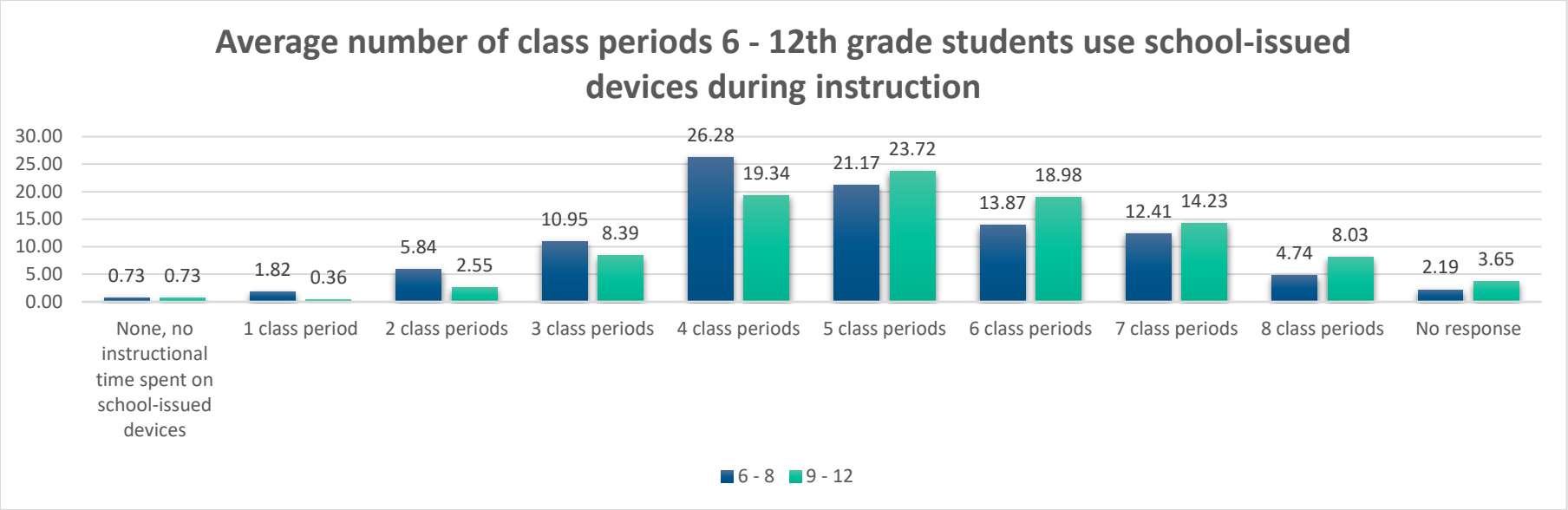

Average instructional time K - 2nd grade students use school-issued devices for instruction
50.00
40.00
30.00
20.00
10.00
0.00
2.19
26.64
44.16
18.98
3.65
1.82
2.55
None, no instructional time spent on school-issued devices
Less than 30 minutes
30 - 60 minutes
1 - 2 hours
2 - 3 hours
3 hours or more
No response
K - 2

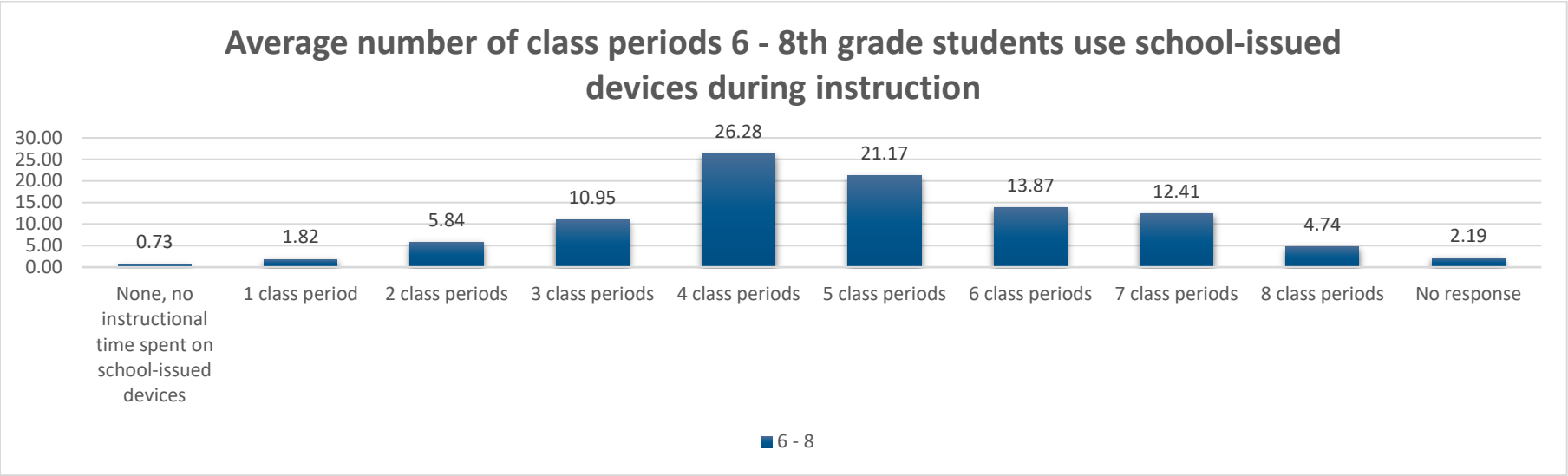


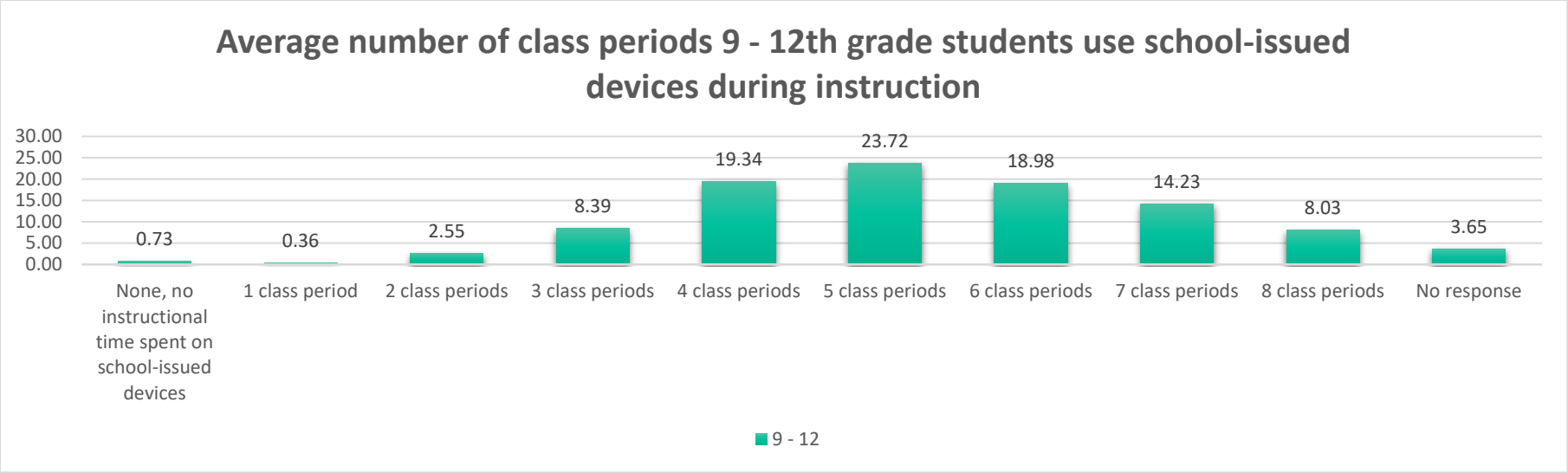
8. ***Now think about a typical day for your 6th - 12th grade students.*** **On average, how many class periods per day do students use school-issued devices during instructional time?**

Count	None, no instructional time spent on school-issued devices	1 class period	2 class periods	3 class periods	4 class periods	5 class periods	6 class periods	7 class periods	8 class periods	No response
6 - 8	2	5	16	30	72	58	38	34	13	6
9 - 12	2	1	7	23	53	65	52	39	22	10

Percent	None, no instructional time spent on school-issued devices	1 class period	2 class periods	3 class periods	4 class periods	5 class periods	6 class periods	7 class periods	8 class periods	No response
6 - 8	0.73	1.82	5.84	10.95	26.28	21.17	13.87	12.41	4.74	2.19
9 - 12	0.73	0.36	2.55	8.39	19.34	23.72	18.98	14.23	8.03	3.65


Average number of class periods 6 - 12th grade students use school-issued devices during instruction
30.00
25.00
20.00
15.00
10.00
5.00
0.00
0.73
0.73
1.82
0.36
5.84
2.55
10.95
8.39
26.28
19.34
21.17
23.72
13.87
18.98
12.41
14.23
4.74
8.03
2.19
3.65
None, no instructional time spent on school-issued devices
1 class period
2 class periods
3 class periods
4 class periods
5 class periods
6 class periods
7 class periods
8 class periods
No response
6 - 8
9 - 12

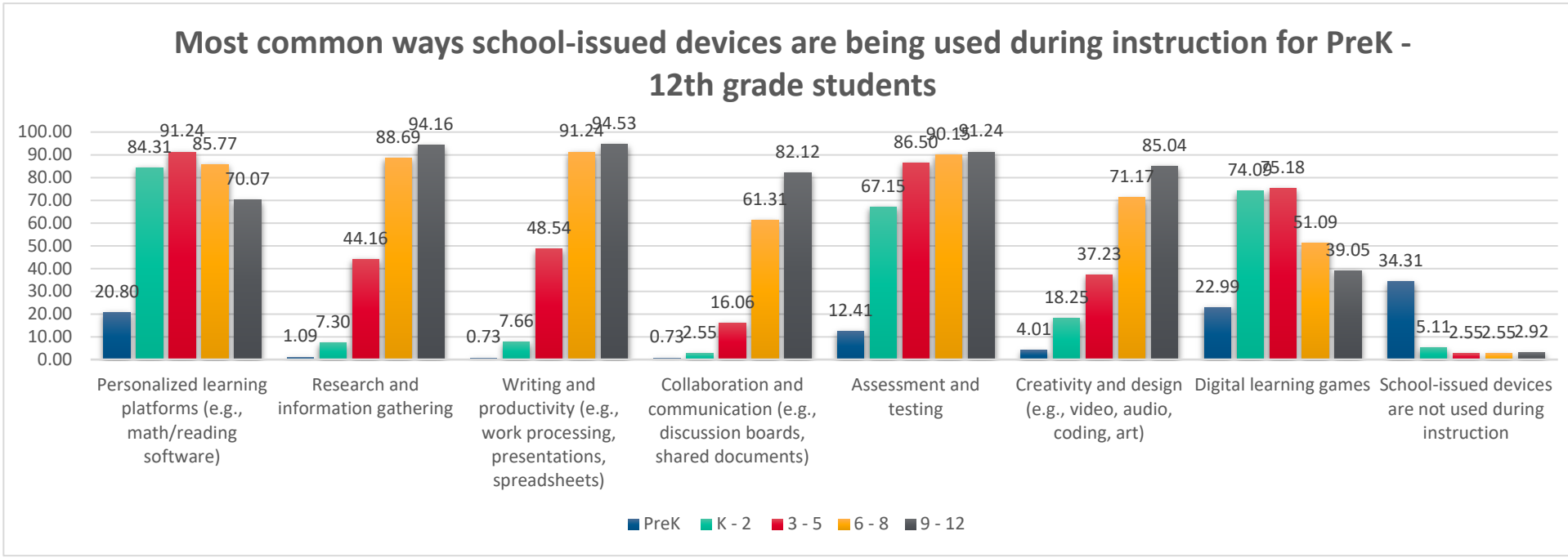

Average number of class periods 6 - 8th grade students use school-issued devices during instruction
30.00
25.00
20.00
15.00
10.00
5.00
0.00
0.73
1.82
5.84
10.95
26.28
21.17
13.87
12.41
4.74
2.19
None, no instructional time spent on school-issued devices
1 class period
2 class periods
3 class periods
4 class periods
5 class periods
6 class periods
7 class periods
8 class periods
No response
6 - 8

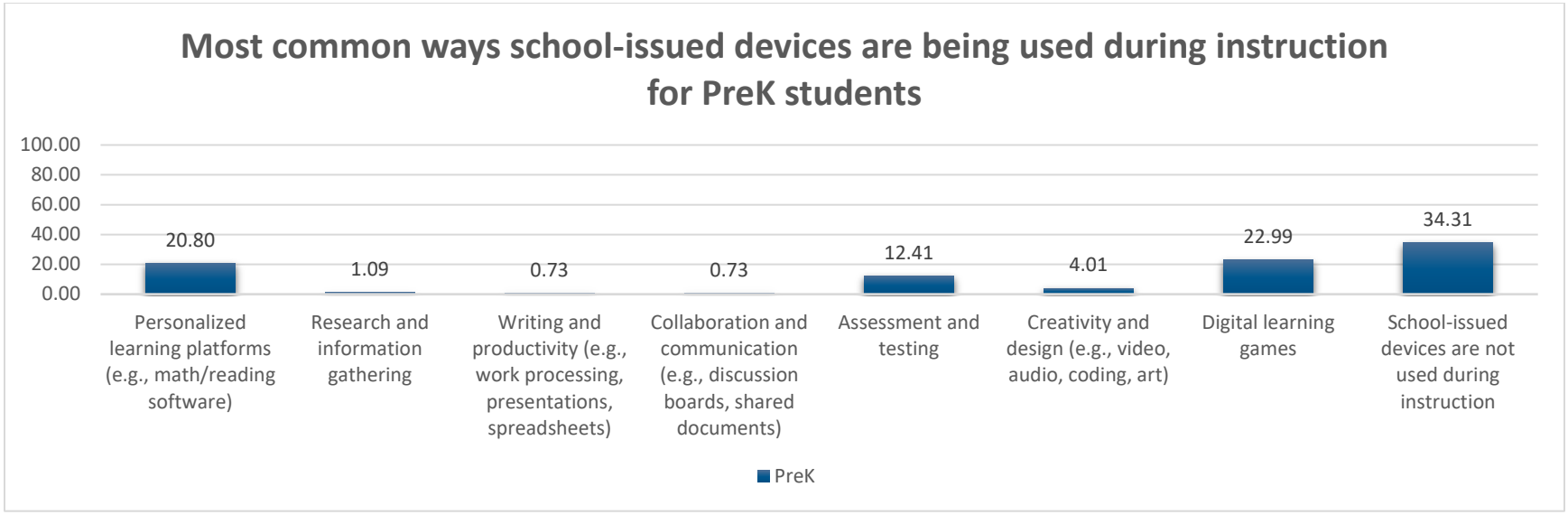


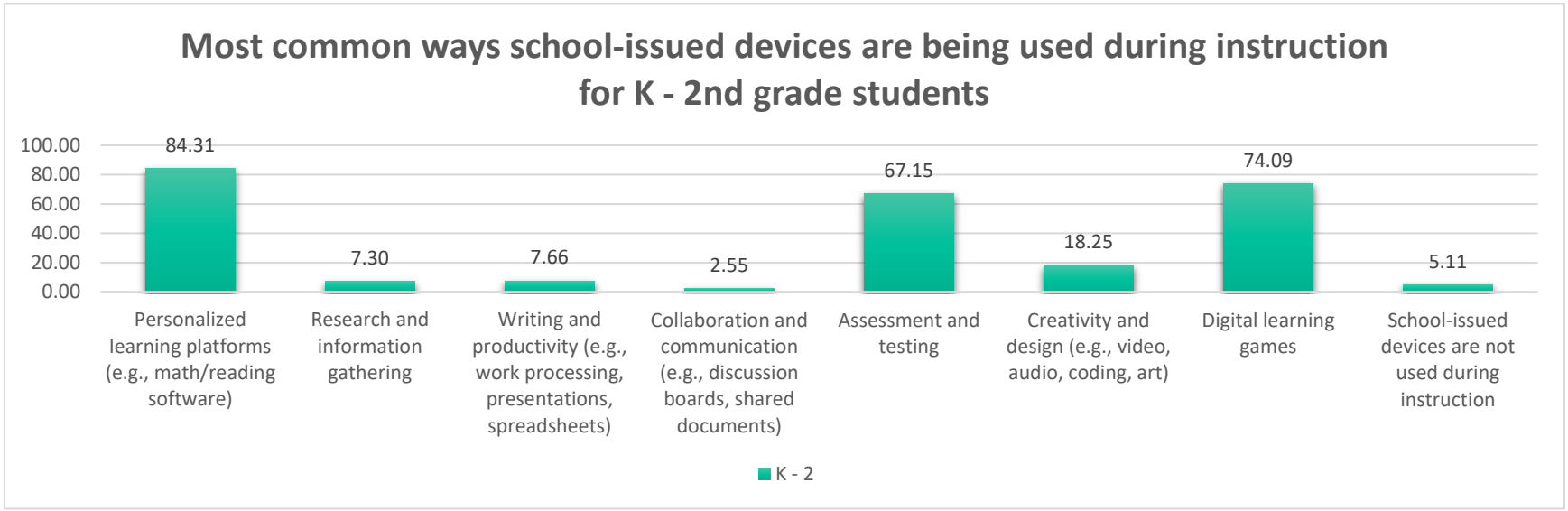
9. What are the most common ways that school-issued devices are being used during instruction?

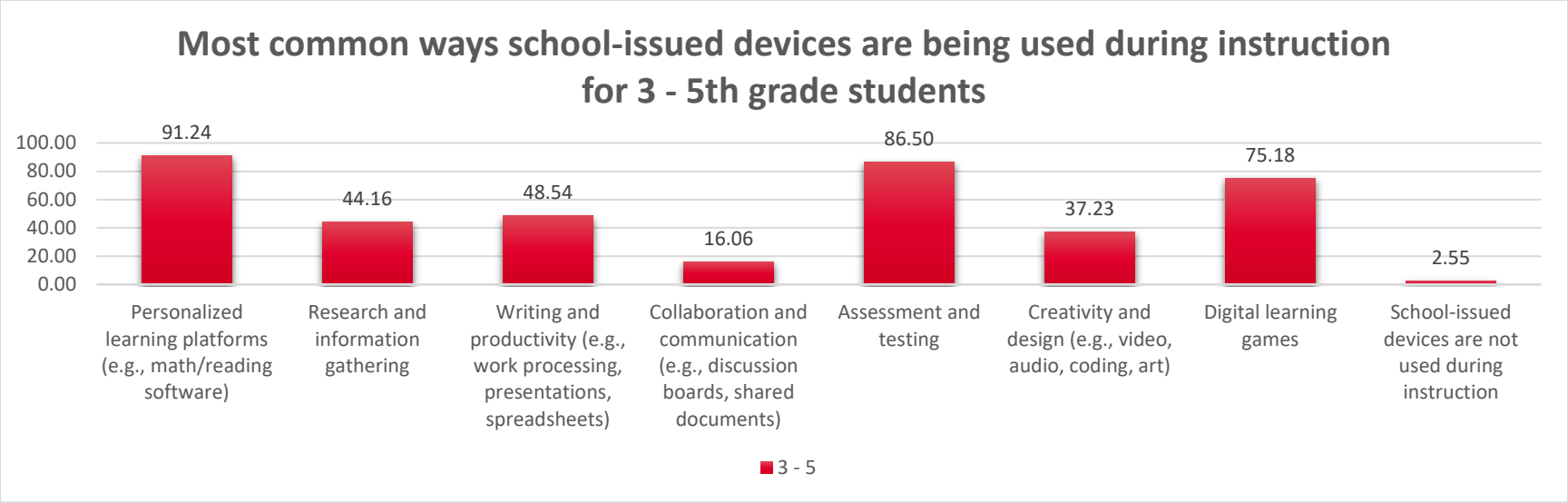
Count	PreK	K - 2	3 - 5	6 - 8	9 - 12
Personalized learning platforms (e.g., math/reading software)	57	231	250	235	192
Research and information gathering	3	20	121	243	258
Writing and productivity (e.g., work processing, presentations, spreadsheets)	2	21	133	250	259
Collaboration and communication (e.g., discussion boards, shared documents)	2	7	44	168	225
Assessment and testing	34	184	237	247	250
Creativity and design (e.g., video, audio, coding, art)	11	50	102	195	233
Digital learning games	63	203	206	140	107
School-issued devices are not used during instruction	94	14	7	7	8

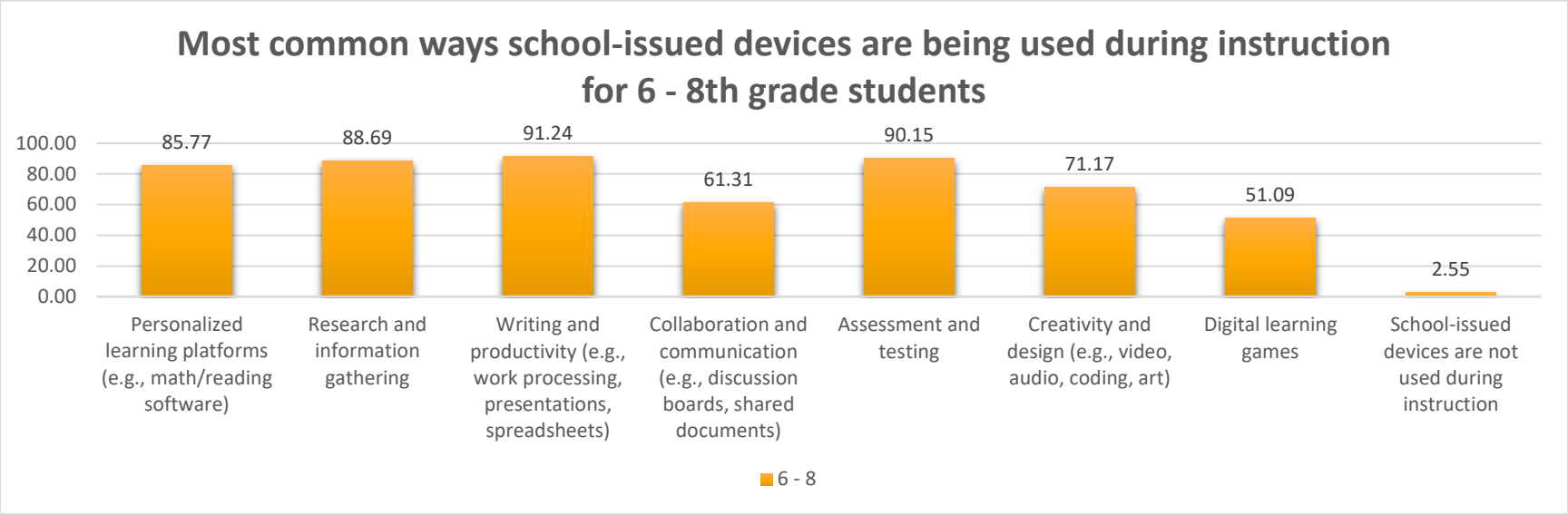
Percent	PreK	K - 2	3 - 5	6 - 8	9 - 12
Personalized learning platforms (e.g., math/reading software)	20.80	84.31	91.24	85.77	70.07
Research and information gathering	1.09	7.30	44.16	88.69	94.16
Writing and productivity (e.g., work processing, presentations, spreadsheets)	0.73	7.66	48.54	91.24	94.53
Collaboration and communication (e.g., discussion boards, shared documents)	0.73	2.55	16.06	61.31	82.12
Assessment and testing	12.41	67.15	86.50	90.15	91.24
Creativity and design (e.g., video, audio, coding, art)	4.01	18.25	37.23	71.17	85.04
Digital learning games	22.99	74.09	75.18	51.09	39.05
School-issued devices are not used during instruction	34.31	5.11	2.55	2.55	2.92

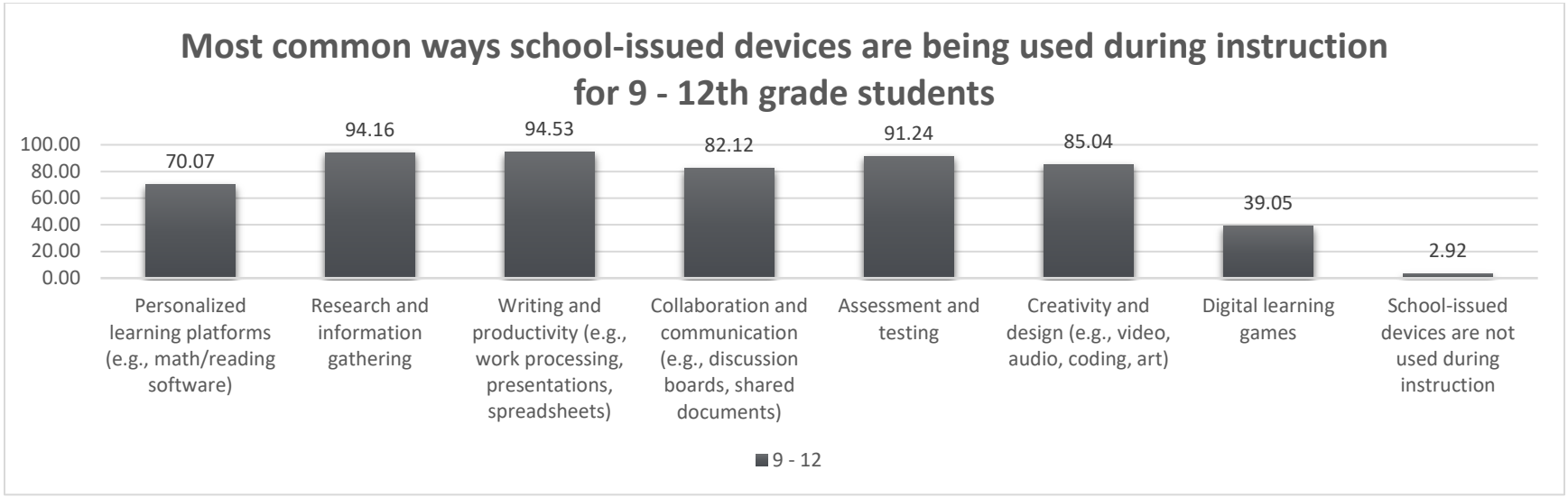



Most common ways school-issued devices are being used during instruction for PreK students
100.00
80.00
60.00
40.00
20.00
0.00
20.80
1.09
0.73
0.73
12.41
4.01
22.99
34.31
Personalized learning platforms (e.g., math/reading software)
Research and information gathering
Writing and productivity (e.g., work processing, presentations, spreadsheets)
Collaboration and communication (e.g., discussion boards, shared documents)
Assessment and testing
Creativity and design (e.g., video, audio, coding, art)
Digital learning games
School-issued devices are not used during instruction
PreK


Most common ways school-issued devices are being used during instruction for K - 2nd grade students
100.00
80.00
60.00
40.00
20.00
0.00
84.31
7.30
7.66
2.55
67.15
18.25
74.09
5.11
Personalized learning platforms (e.g., math/reading software)
Research and information gathering
Writing and productivity (e.g., work processing, presentations, spreadsheets)
Collaboration and communication (e.g., discussion boards, shared documents)
Assessment and testing
Creativity and design (e.g., video, audio, coding, art)
Digital learning games
School-issued devices are not used during instruction
K - 2


Most common ways school-issued devices are being used during instruction for 3 - 5th grade students
100.00
80.00
60.00
40.00
20.00
0.00
91.24
44.16
48.54
16.06
86.50
37.23
75.18
2.55
Personalized learning platforms (e.g., math/reading software)
Research and information gathering
Writing and productivity (e.g., work processing, presentations, spreadsheets)
Collaboration and communication (e.g., discussion boards, shared documents)
Assessment and testing
Creativity and design (e.g., video, audio, coding, art)
Digital learning games
School-issued devices are not used during instruction
3 - 5

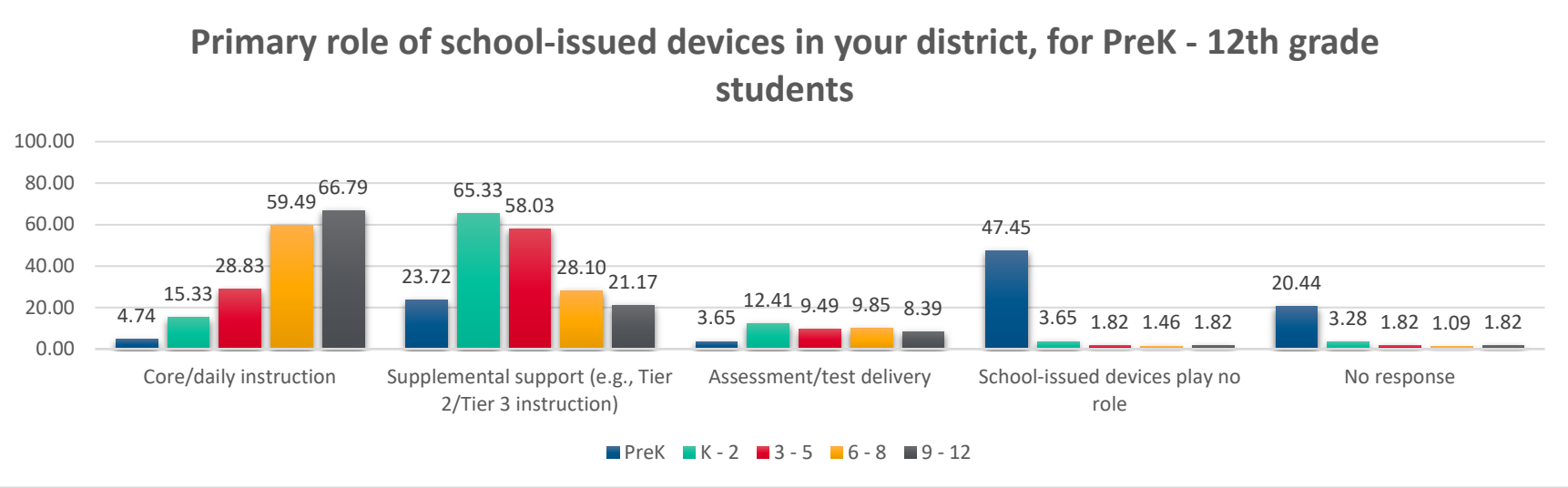

Most common ways school-issued devices are being used during instruction for 6 - 8th grade students
100.00
80.00
60.00
40.00
20.00
0.00
85.77
88.69
91.24
61.31
90.15
71.17
51.09
2.55
Personalized learning platforms (e.g., math/reading software)
Research and information gathering
Writing and productivity (e.g., work processing, presentations, spreadsheets)
Collaboration and communication (e.g., discussion boards, shared documents)
Assessment and testing
Creativity and design (e.g., video, audio, coding, art)
Digital learning games
School-issued devices are not used during instruction
6 - 8

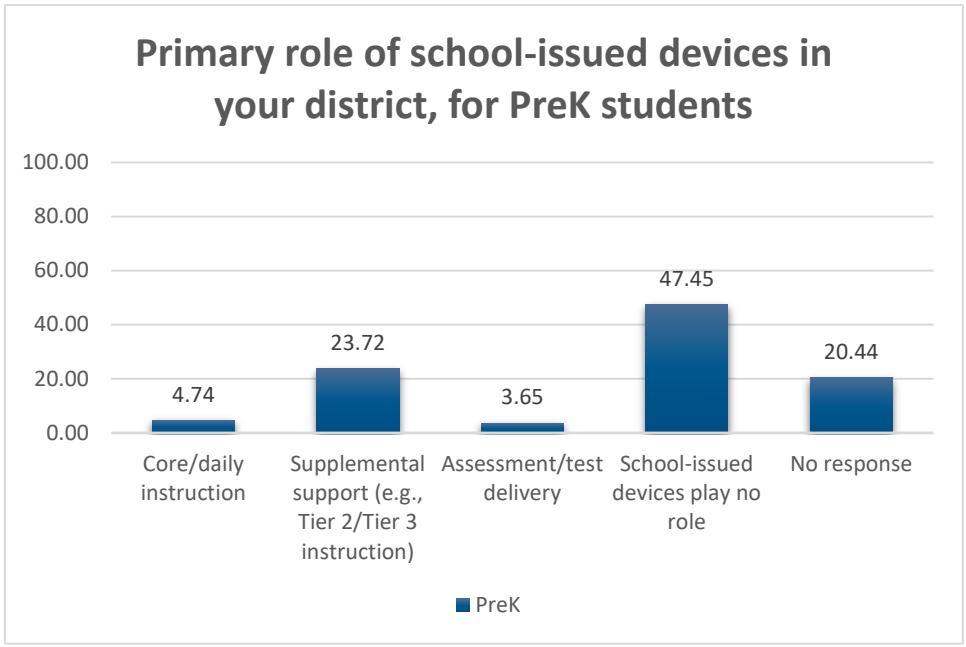

Most common ways school-issued devices are being used during instruction for 9 - 12th grade students
100.00
80.00
60.00
40.00
20.00
0.00
70.07
94.16
94.53
82.12
91.24
85.04
39.05
2.92
Personalized learning platforms (e.g., math/reading software)
Research and information gathering
Writing and productivity (e.g., work processing, presentations, spreadsheets)
Collaboration and communication (e.g., discussion boards, shared documents)
Assessment and testing
Creativity and design (e.g., video, audio, coding, art)
Digital learning games
School-issued devices are not used during instruction
9 - 12

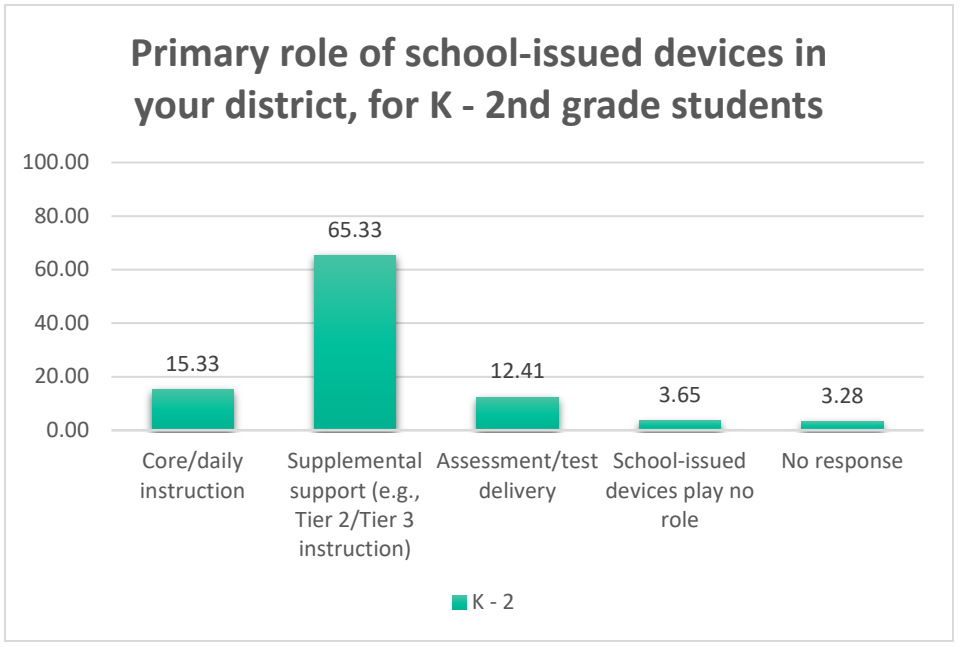
10. How would you describe the *primary instructional role* of school-issued devices in your district?

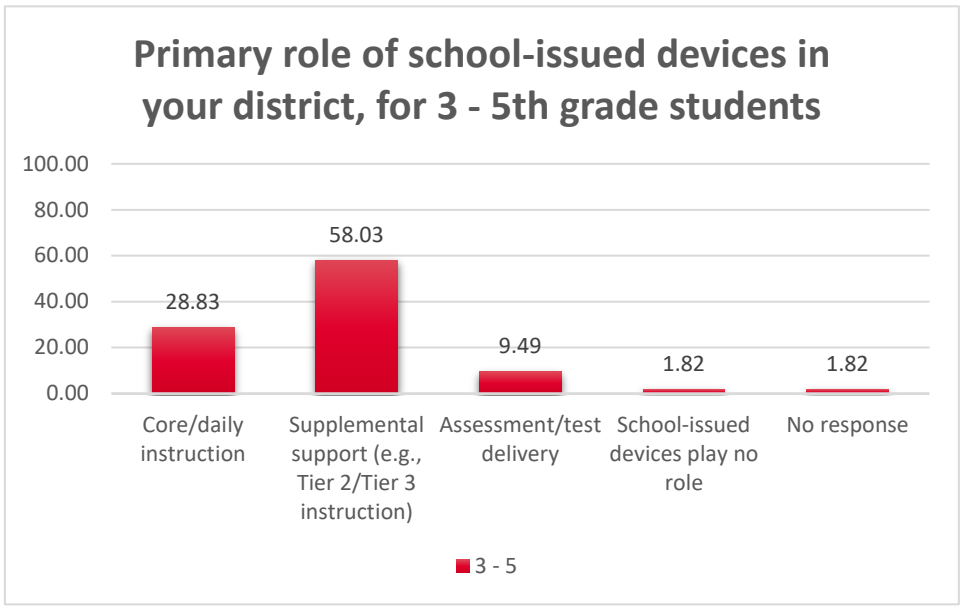
Count	Core/daily instruction	Supplemental support (e.g., Tier 2/Tier 3 instruction)	Assessment/test delivery	School-issued devices play no role	No response
PreK	13	65	10	130	56
K - 2	42	179	34	10	9
3 - 5	79	159	26	5	5
6 - 8	163	77	27	4	3
9 - 12	183	58	23	5	5

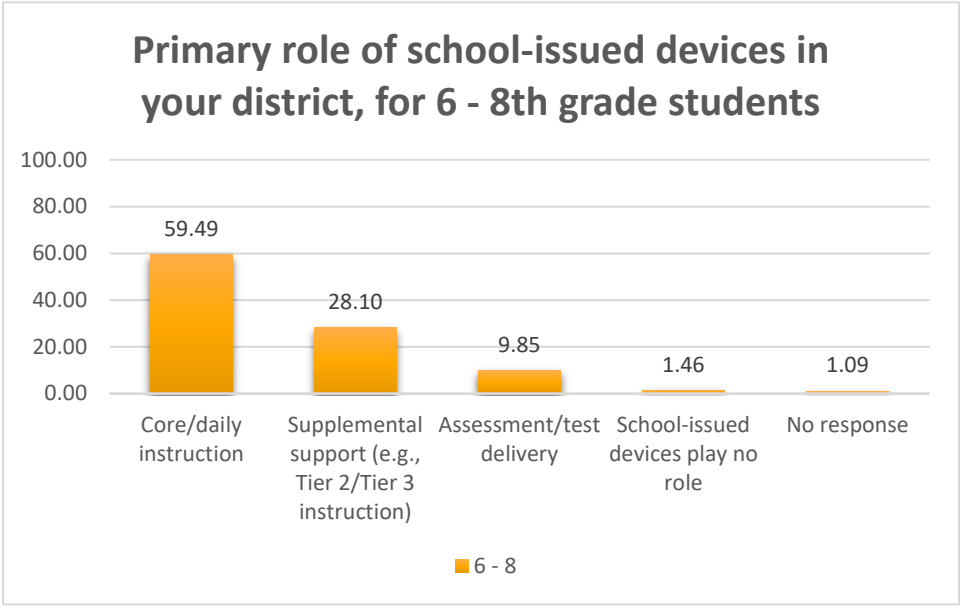
Percent	Core/daily instruction	Supplemental support (e.g., Tier 2/Tier 3 instruction)	Assessment/test delivery	School-issued devices play no role	No response
PreK	4.74	23.72	3.65	47.45	20.44
K - 2	15.33	65.33	12.41	3.65	3.28
3 - 5	28.83	58.03	9.49	1.82	1.82
6 - 8	59.49	28.10	9.85	1.46	1.09
9 - 12	66.79	21.17	8.39	1.82	1.82

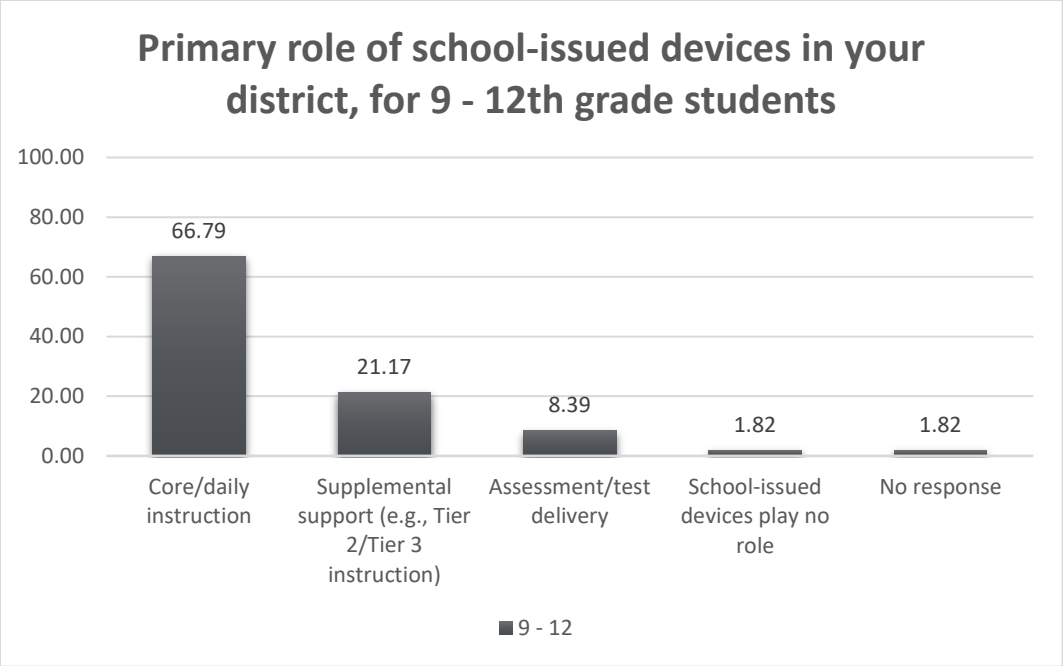



Primary role of school-issued devices in your district, for PreK students
100.00
80.00
60.00
40.00
20.00
0.00
4.74
23.72
3.65
47.45
20.44
Core/daily instruction
Supplemental support (e.g., Tier 2/Tier 3 instruction)
Assessment/test delivery
School-issued devices play no role
No response
PreK


Primary role of school-issued devices in your district, for K - 2nd grade students
100.00
80.00
60.00
40.00
20.00
0.00
15.33
65.33
12.41
3.65
3.28
Core/daily instruction
Supplemental support (e.g., Tier 2/Tier 3 instruction)
Assessment/test delivery
School-issued devices play no role
No response
K - 2


Primary role of school-issued devices in your district, for 3 - 5th grade students
100.00
80.00
60.00
40.00
20.00
0.00
28.83
58.03
9.49
1.82
1.82
Core/daily instruction
Supplemental support (e.g., Tier 2/Tier 3 instruction)
Assessment/test delivery
School-issued devices play no role
No response
3 - 5

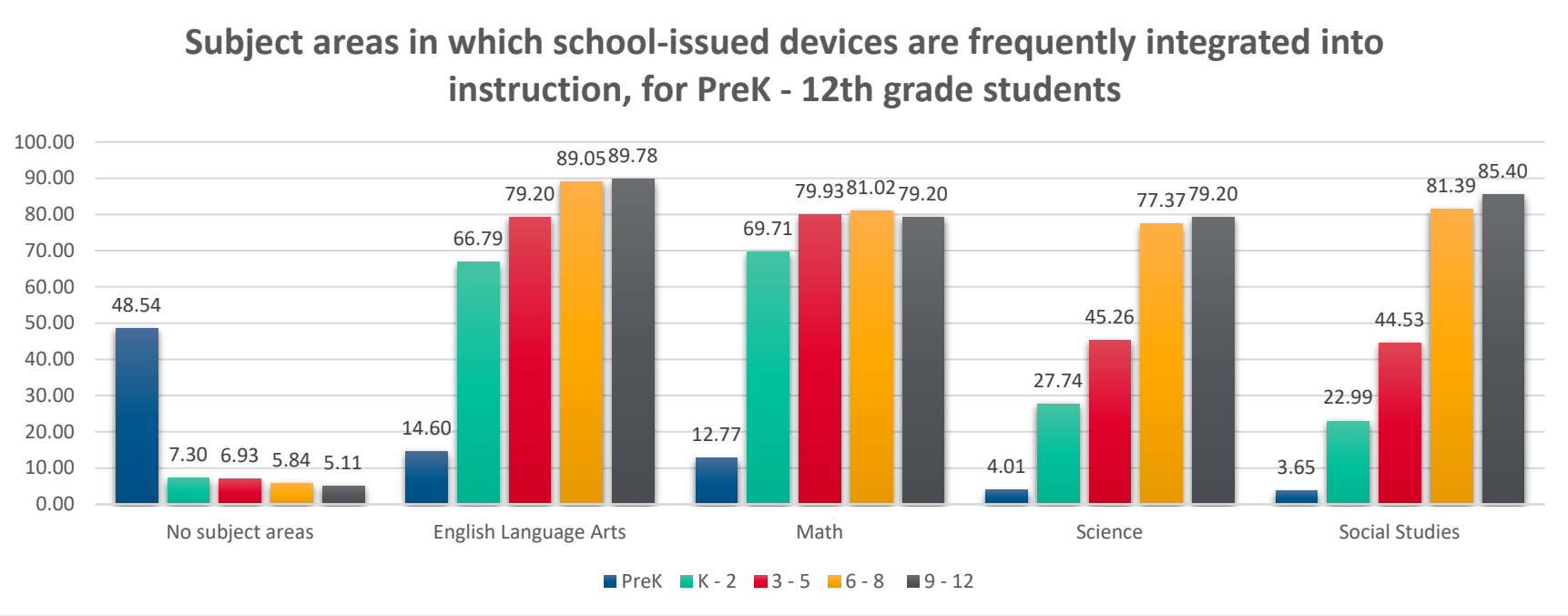

Primary role of school-issued devices in your district, for 6 - 8th grade students
100.00
80.00
60.00
40.00
20.00
0.00
59.49
28.10
9.85
1.46
1.09
Core/daily instruction
Supplemental support (e.g., Tier 2/Tier 3 instruction)
Assessment/test delivery
School-issued devices play no role
No response
6 - 8

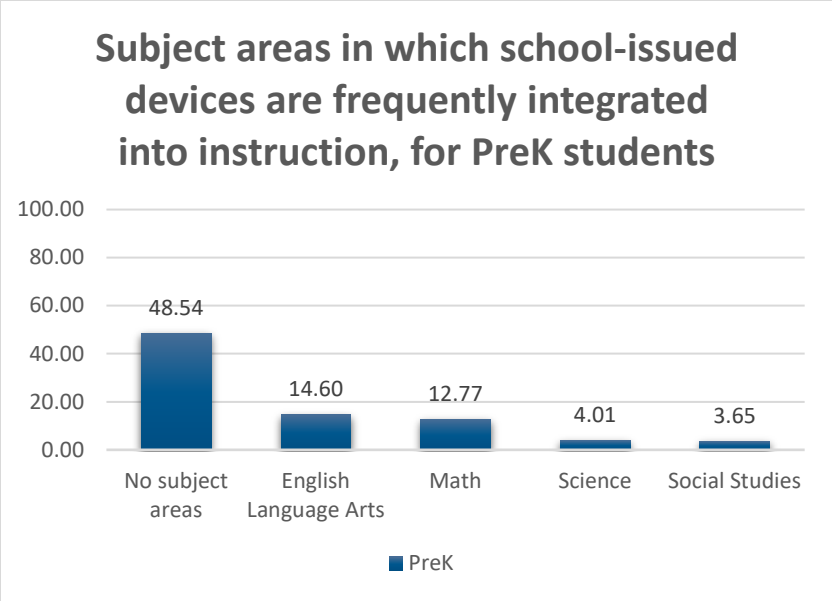

Primary role of school-issued devices in your district, for 9 - 12th grade students
100.00
80.00
60.00
40.00
20.00
0.00
66.79
21.17
8.39
1.82
1.82
Core/daily instruction
Supplemental support (e.g., Tier 2/Tier 3 instruction)
Assessment/test delivery
School-issued devices play no role
No response
9 - 12

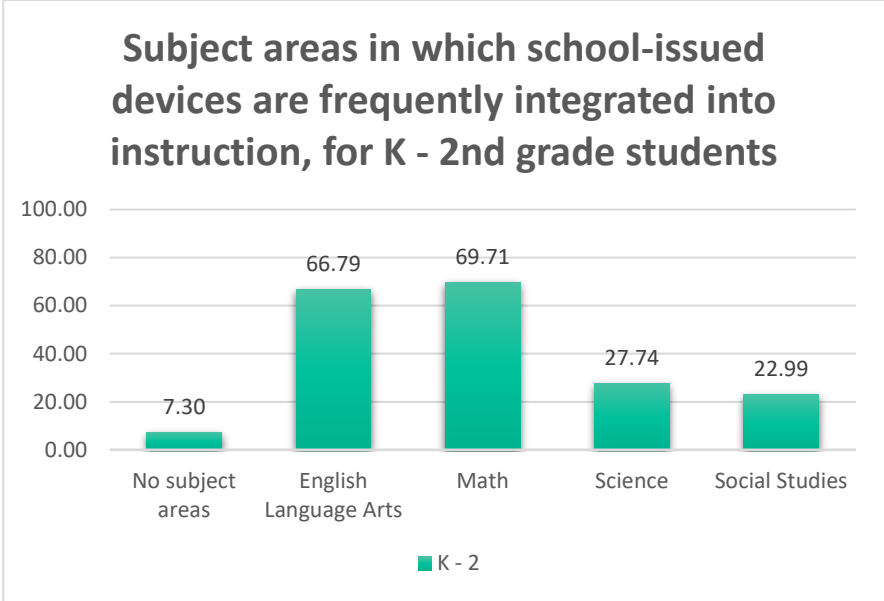
11. Which subject areas frequently integrate school-issued devices into instruction? *Check all that apply.*

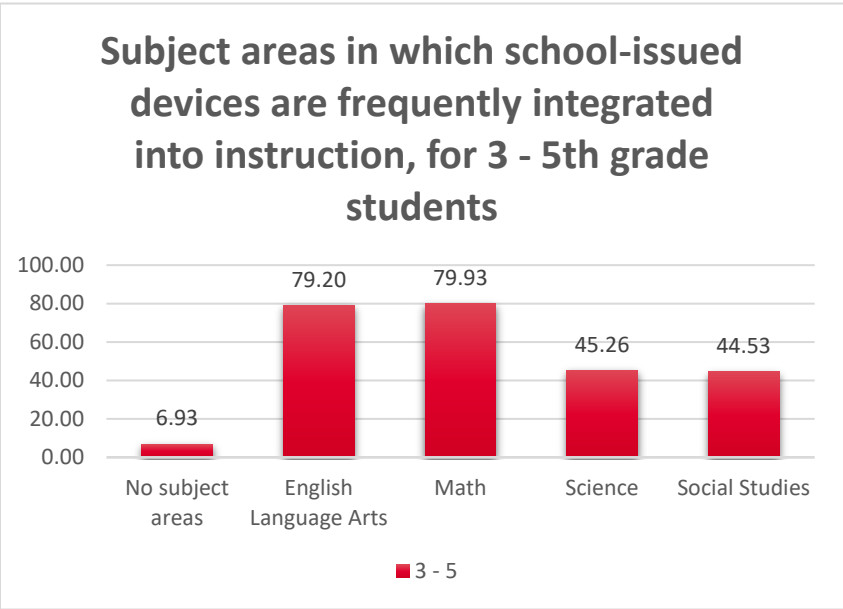
Count	PreK	K - 2	3 - 5	6 - 8	9 - 12
No subject areas	133	20	19	16	14
English Language Arts	40	183	217	244	246
Math	35	191	219	222	217
Science	11	76	124	212	217
Social Studies	10	63	122	223	234

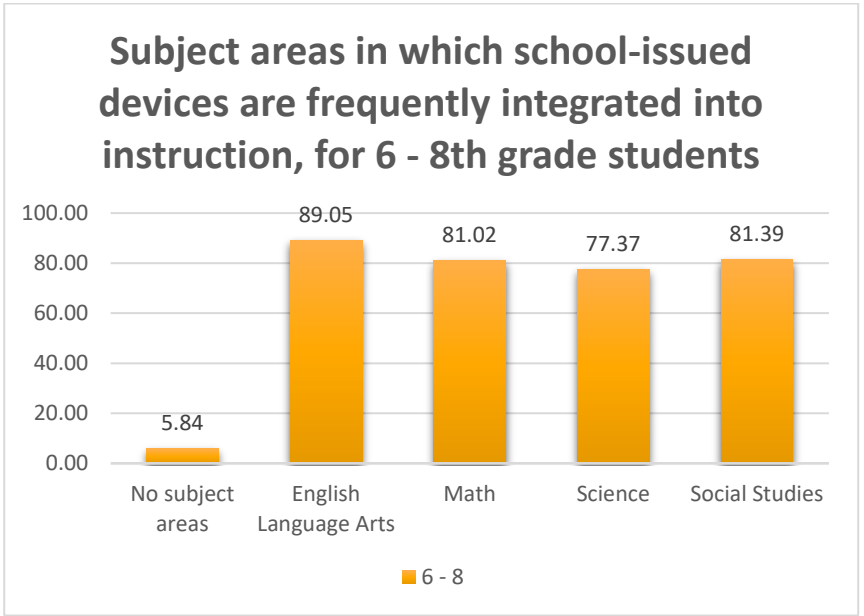
Percent	PreK	K - 2	3 - 5	6 - 8	9 - 12
No subject areas	48.54	7.30	6.93	5.84	5.11
English Language Arts	14.60	66.79	79.20	89.05	89.78
Math	12.77	69.71	79.93	81.02	79.20
Science	4.01	27.74	45.26	77.37	79.20
Social Studies	3.65	22.99	44.53	81.39	85.40

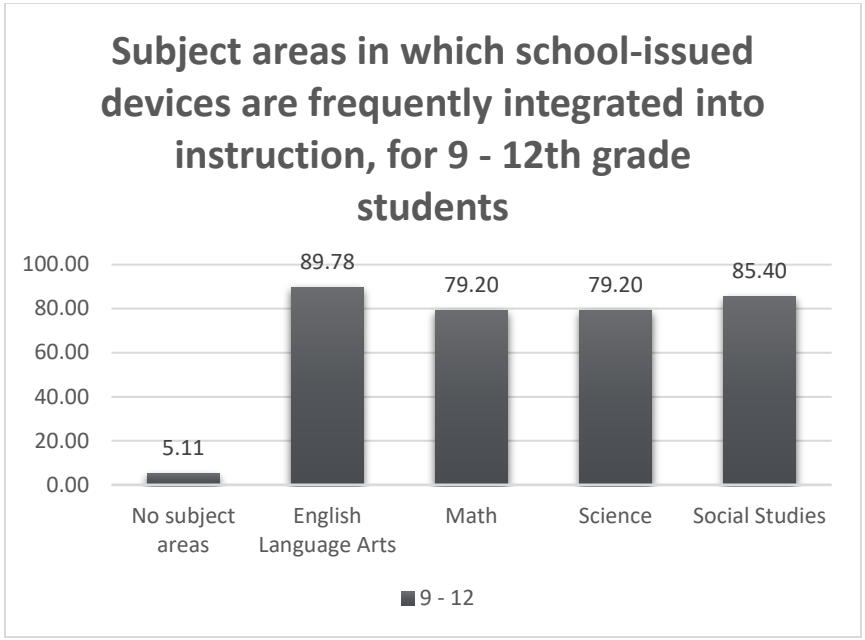



Subject areas in which school-issued devices are frequently integrated into instruction, for PreK students
100.00
80.00
60.00
40.00
20.00
0.00
48.54
14.60
12.77
4.01
3.65
No subject areas
English Language Arts
Math
Science
Social Studies
PreK


Subject areas in which school-issued devices are frequently integrated into instruction, for K - 2nd grade students
100.00
80.00
60.00
40.00
20.00
0.00
7.30
66.79
69.71
27.74
22.99
No subject areas
English Language Arts
Math
Science
Social Studies
K - 2

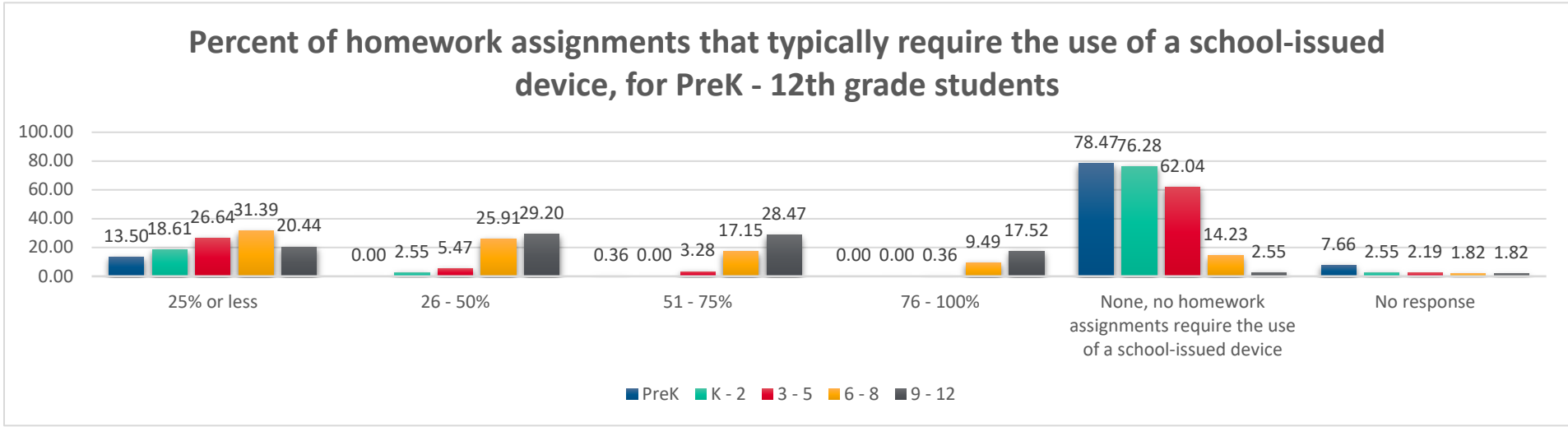

Subject areas in which school-issued devices are frequently integrated into instruction, for 3 - 5th grade students
100.00
80.00
60.00
40.00
20.00
0.00
6.93
79.20
79.93
45.26
44.53
No subject areas
English Language Arts
Math
Science
Social Studies
3 - 5


Subject areas in which school-issued devices are frequently integrated into instruction, for 6 - 8th grade students
100.00
80.00
60.00
40.00
20.00
0.00
5.84
89.05
81.02
77.37
81.39
No subject areas
English Language Arts
Math
Science
Social Studies
6 - 8

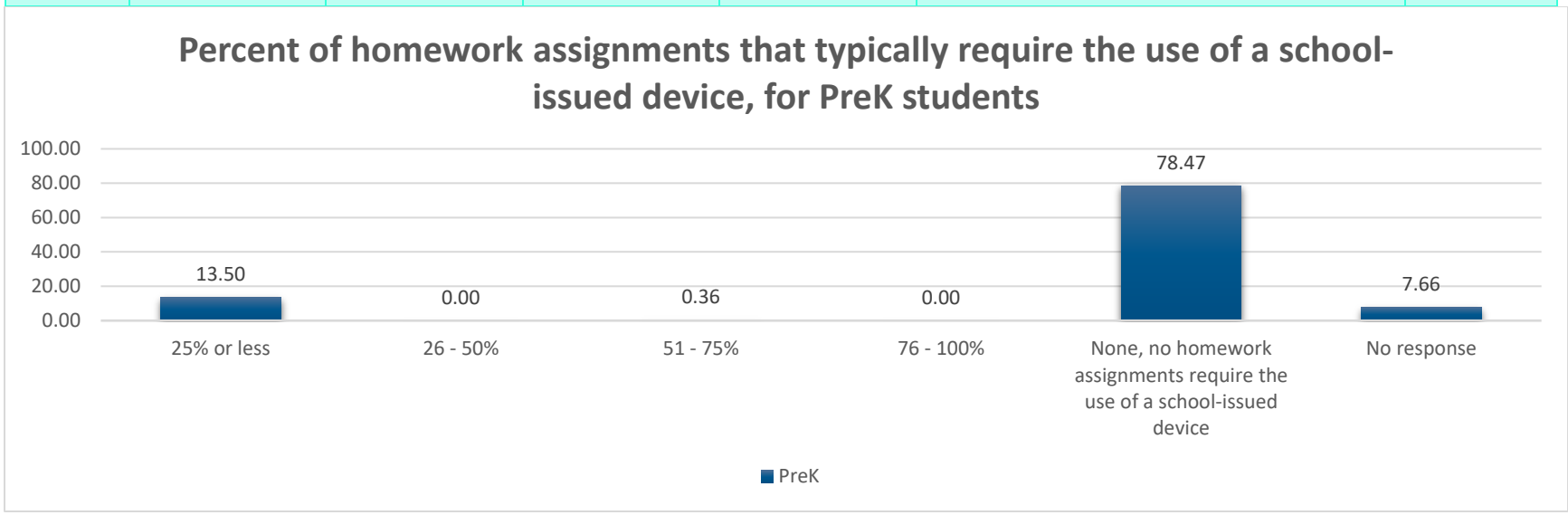

Subject areas in which school-issued devices are frequently integrated into instruction, for 9 - 12th grade students
100.00
80.00
60.00
40.00
20.00
0.00
5.11
89.78
79.20
79.20
85.40
No subject areas
English Language Arts
Math
Science
Social Studies
9 - 12

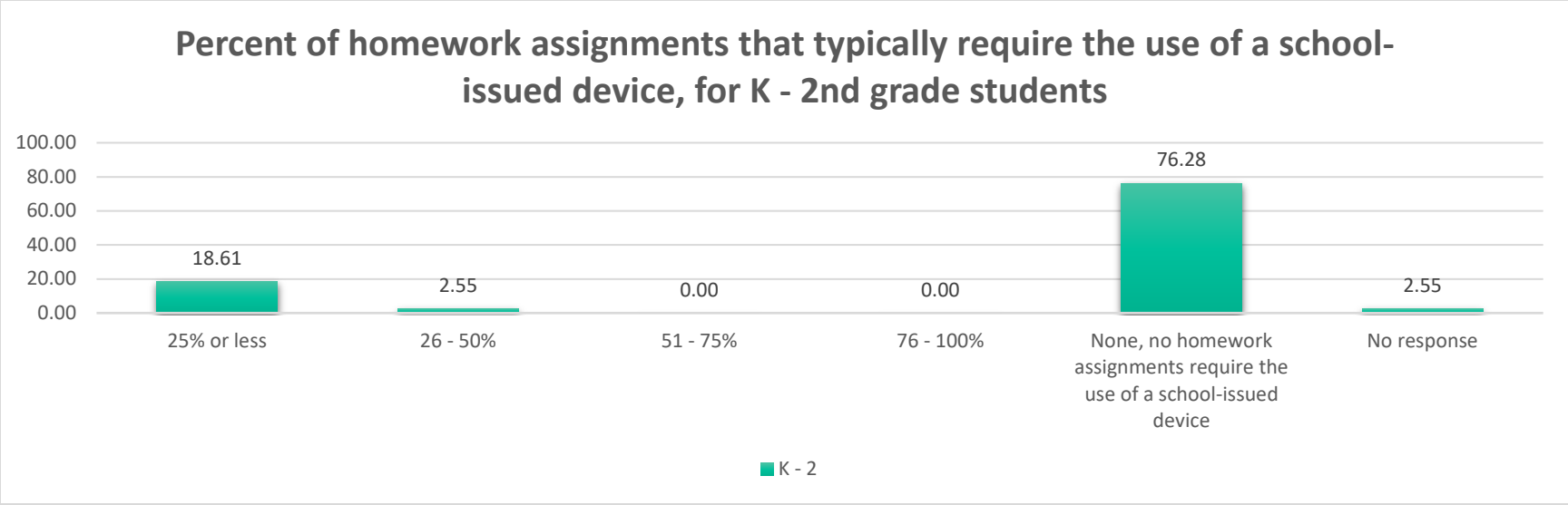
12. *Think about a typical week for your PreK - 12th grade students.* On average, what percent of homework assignments require the use of a school-issued device?

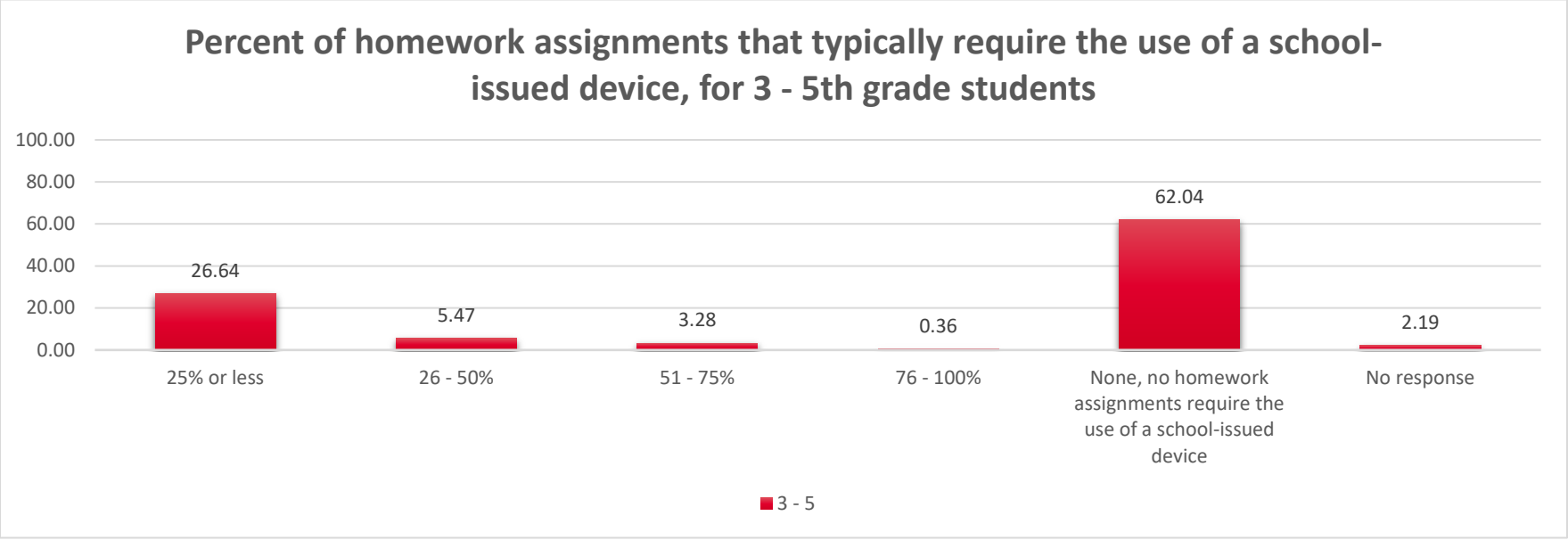
Count	25% or less	26 - 50%	51 - 75%	76 - 100%	None, no homework assignments require the use of a school-issued device	No response
PreK	37	0	1	0	215	21
K - 2	51	7	0	0	209	7
3 - 5	73	15	9	1	170	6
6 - 8	86	71	47	26	39	5
9 - 12	56	80	78	48	7	5

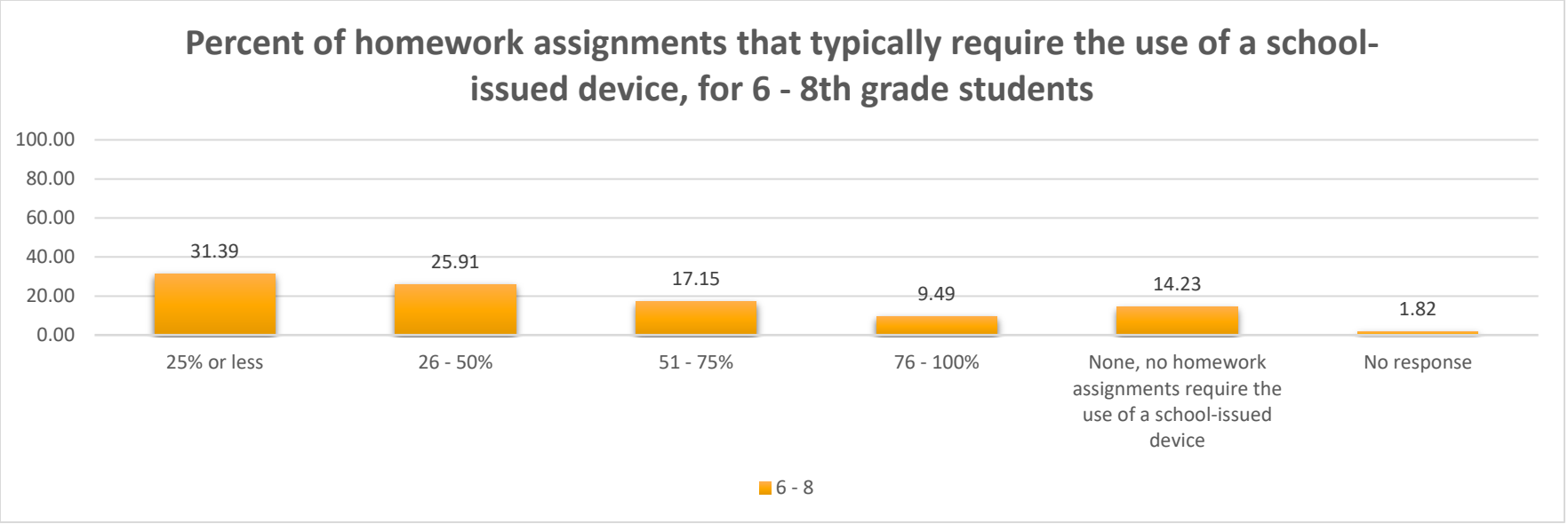


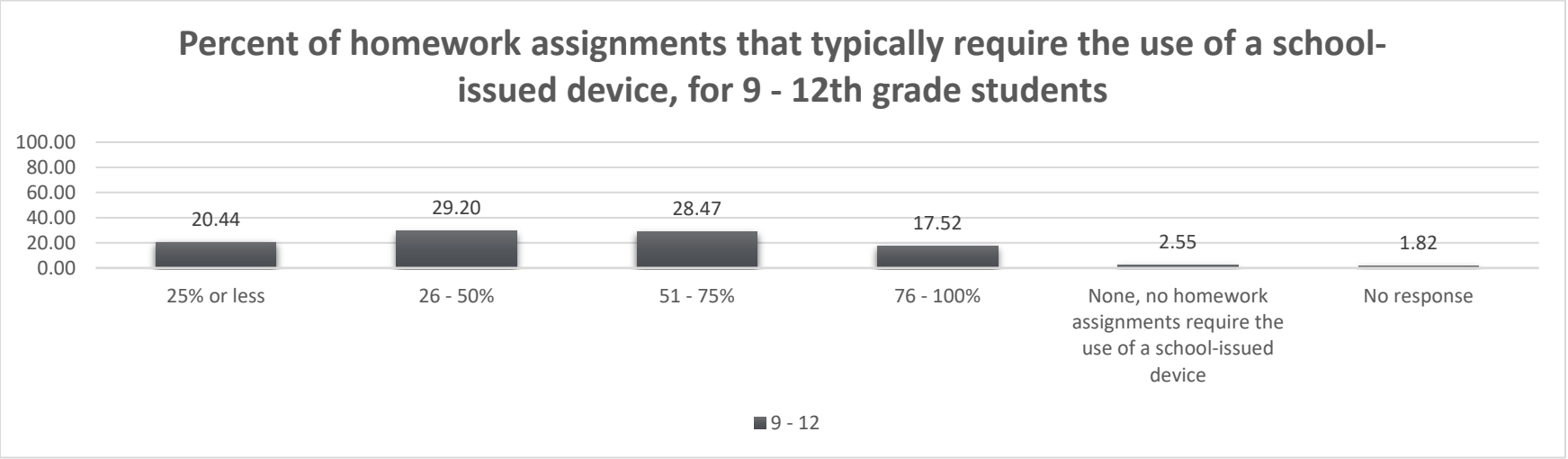
Percent	25% or less	26 - 50%	51 - 75%	76 - 100%	None, no homework assignments require the use of a school-issued device	No response
PreK	13.50	0.00	0.36	0.00	78.47	7.66
K - 2	18.61	2.55	0.00	0.00	76.28	2.55
3 - 5	26.64	5.47	3.28	0.36	62.04	2.19
6 - 8	31.39	25.91	17.15	9.49	14.23	1.82
9 - 12	20.44	29.20	28.47	17.52	2.55	1.82




Percent of homework assignments that typically require the use of a school-issued device, for K - 2nd grade students
100.00
80.00
60.00
40.00
20.00
0.00
18.61
2.55
0.00
0.00
76.28
2.55
25% or less
26 - 50%
51 - 75%
76 - 100%
None, no homework assignments require the use of a school-issued device
No response
K - 2

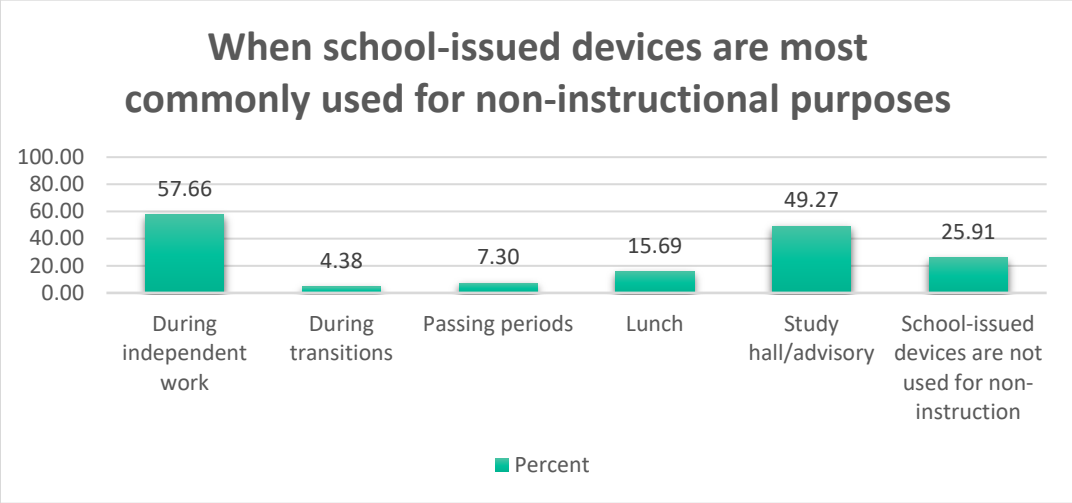

Percent of homework assignments that typically require the use of a school-issued device, for 3 - 5th grade students
100.00
80.00
60.00
40.00
20.00
0.00
26.64
5.47
3.28
0.36
62.04
2.19
25% or less
26 - 50%
51 - 75%
76 - 100%
None, no homework assignments require the use of a school-issued device
No response
3 - 5


Percent of homework assignments that typically require the use of a school-issued device, for 6 - 8th grade students
100.00
80.00
60.00
40.00
20.00
0.00
31.39
25.91
17.15
9.49
14.23
1.82
25% or less
26 - 50%
51 - 75%
76 - 100%
None, no homework assignments require the use of a school-issued device
No response
6 - 8


Percent of homework assignments that typically require the use of a school-issued device, for 9 - 12th grade students
100.00
80.00
60.00
40.00
20.00
0.00
20.44
29.20
28.47
17.52
2.55
1.82
25% or less
26 - 50%
51 - 75%
76 - 100%
None, no homework assignments require the use of a school-issued device
No response
9 - 12

13. When are school-issued devices *most commonly* used for non-instructional purposes?

	Count	Percent
During independent work	158	57.66
During transitions	12	4.38
Passing periods	20	7.30
Lunch	43	15.69
Study hall/advisory	135	49.27
School-issued devices are not used for non-instruction	71	25.91



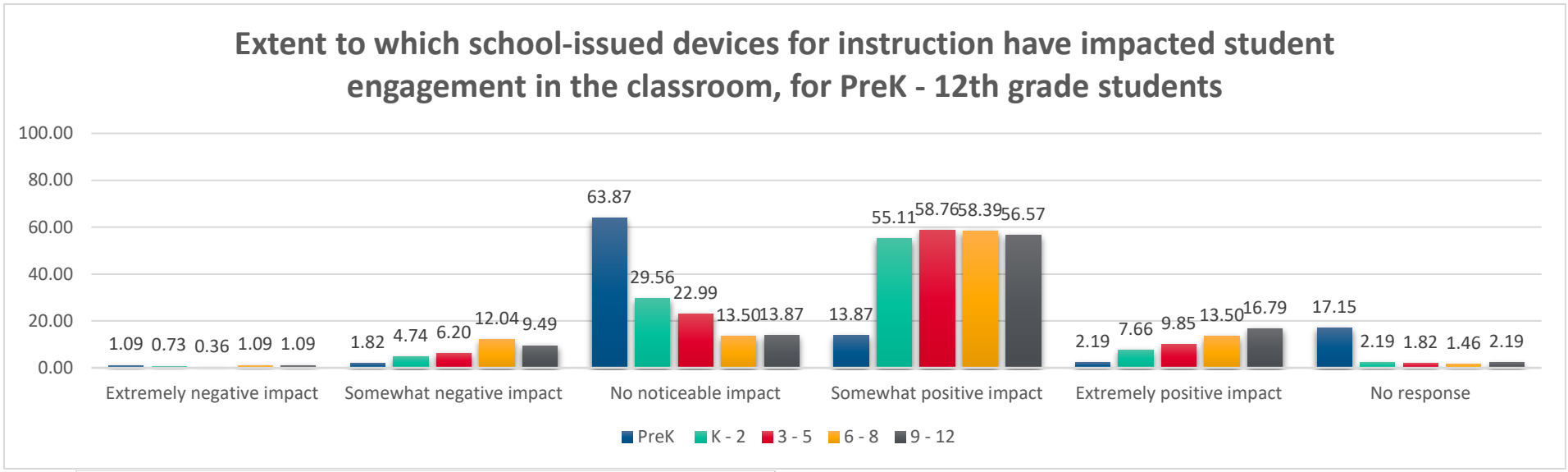
Perceived Impacts

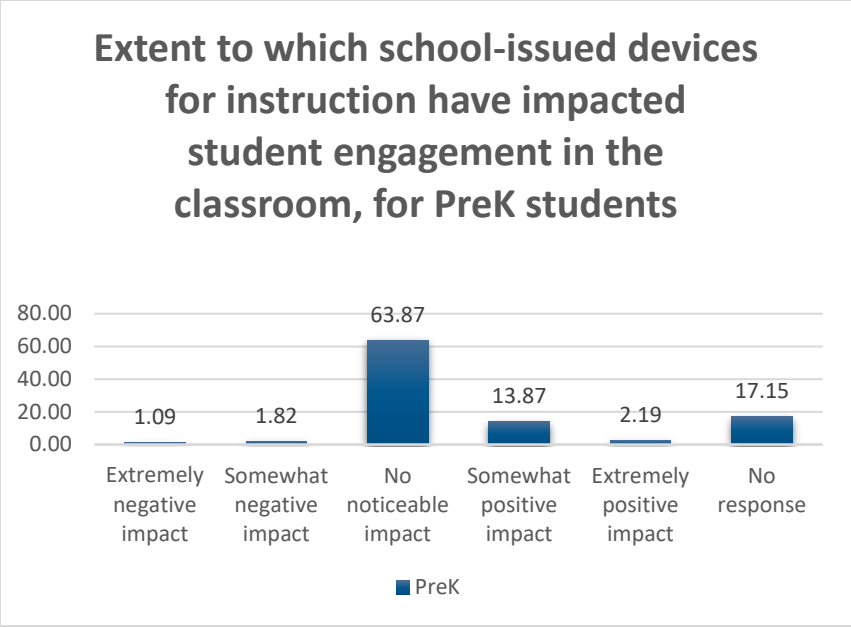
The following items ask districts to rate the extent to which the use of school-issued devices, for instructional purposes, have impacts a variety of areas for PreK – 12th grade students in their district.

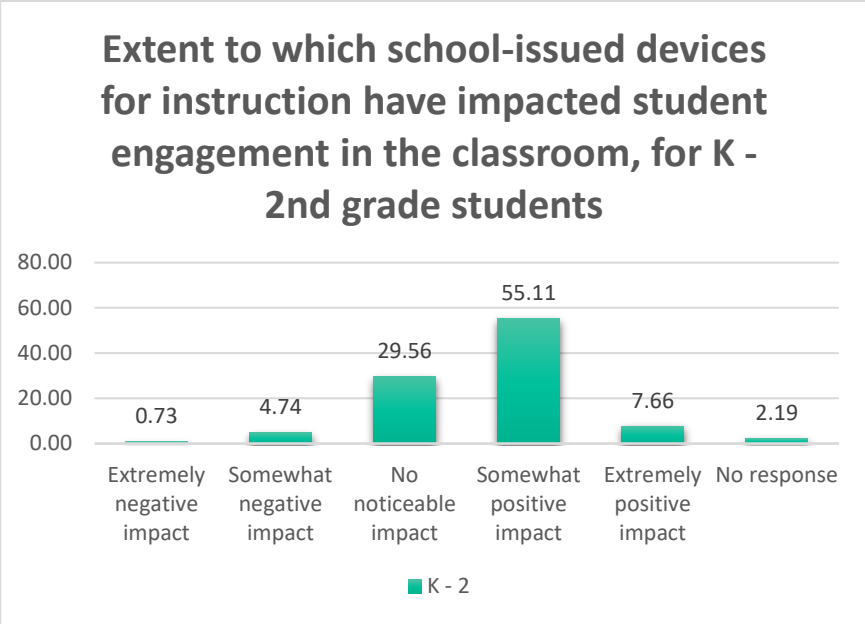
14. To what extent has the use of school-issued devices for instruction impacted student engagement in the classroom for PreK - 12th grade students in your district?

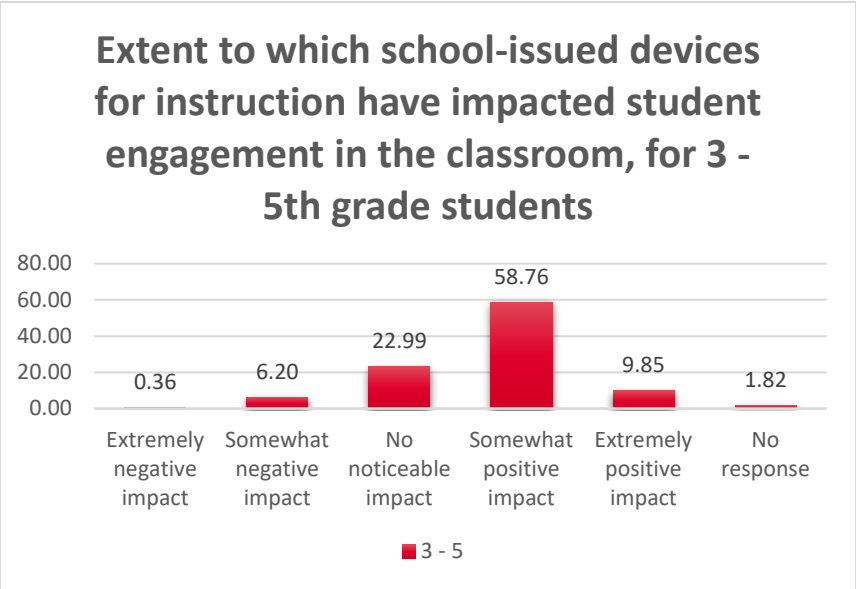
Count	Extremely negative impact	Somewhat negative impact	No noticeable impact	Somewhat positive impact	Extremely positive impact	No response
PreK	3	5	175	38	6	47
K - 2	2	13	81	151	21	6
3 - 5	1	17	63	161	27	5
6 - 8	3	33	37	160	37	4
9 - 12	3	26	38	155	46	6

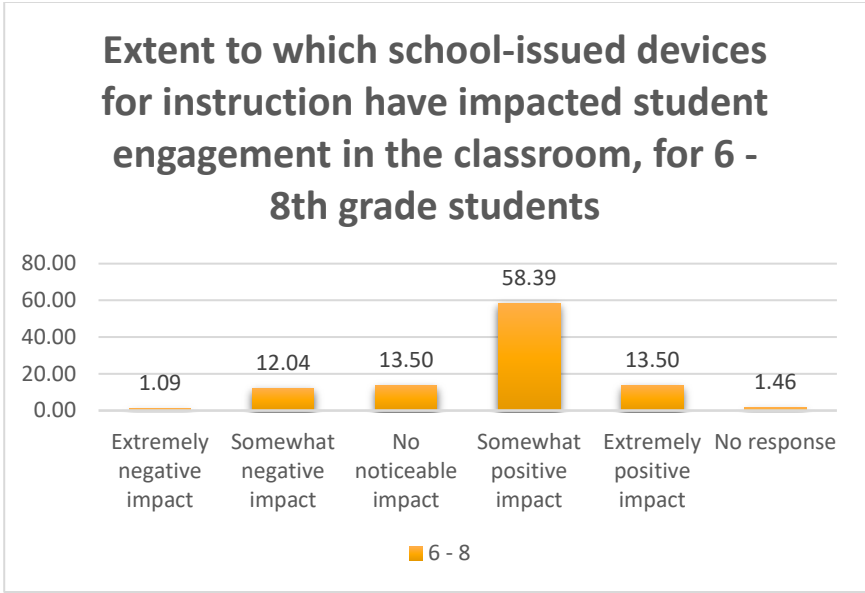
Percent	Extremely negative impact	Somewhat negative impact	No noticeable impact	Somewhat positive impact	Extremely positive impact	No response
PreK	1.09	1.82	63.87	13.87	2.19	17.15
K - 2	0.73	4.74	29.56	55.11	7.66	2.19
3 - 5	0.36	6.20	22.99	58.76	9.85	1.82
6 - 8	1.09	12.04	13.50	58.39	13.50	1.46
9 - 12	1.09	9.49	13.87	56.57	16.79	2.19

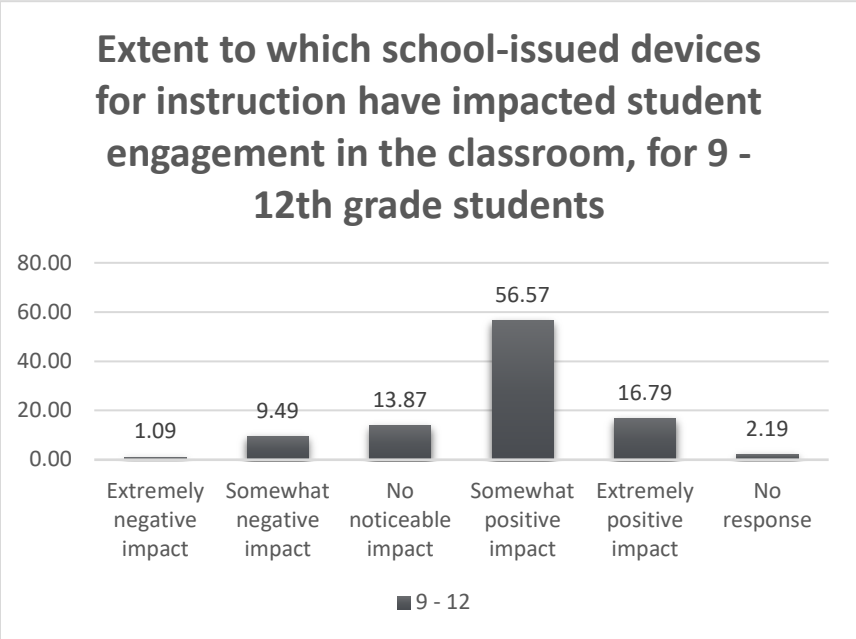

Extent to which school-issued devices for instruction have impacted student engagement in the classroom, for PreK - 12th grade students
100.00
80.00
60.00
40.00
20.00
0.00
1.09 0.73 0.36 1.09 1.09
1.82 4.74 6.20 12.04 9.49
63.87 29.56 22.99 13.50 13.87
13.87 55.11 58.76 58.39 56.57
2.19 7.66 9.85 13.50 16.79
17.15 2.19 1.82 1.46 2.19
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
PreK
K - 2
3 - 5
6 - 8
9 - 12


Extent to which school-issued devices for instruction have impacted student engagement in the classroom, for PreK students
80.00
60.00
40.00
20.00
0.00
1.09
1.82
63.87
13.87
2.19
17.15
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
PreK


Extent to which school-issued devices for instruction have impacted student engagement in the classroom, for K - 2nd grade students
80.00
60.00
40.00
20.00
0.00
0.73
4.74
29.56
55.11
7.66
2.19
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
K - 2


Extent to which school-issued devices for instruction have impacted student engagement in the classroom, for 3 - 5th grade students
80.00
60.00
40.00
20.00
0.00
0.36
6.20
22.99
58.76
9.85
1.82
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
3 - 5

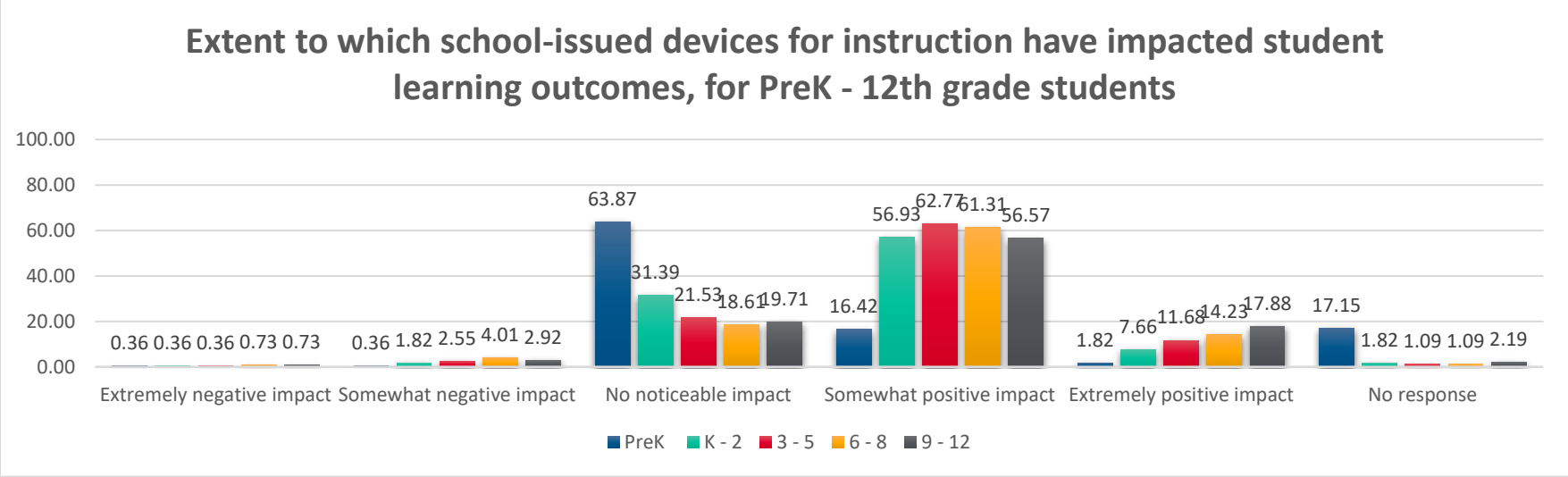

Extent to which school-issued devices for instruction have impacted student engagement in the classroom, for 6 - 8th grade students
80.00
60.00
40.00
20.00
0.00
1.09
12.04
13.50
58.39
13.50
1.46
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
6 - 8

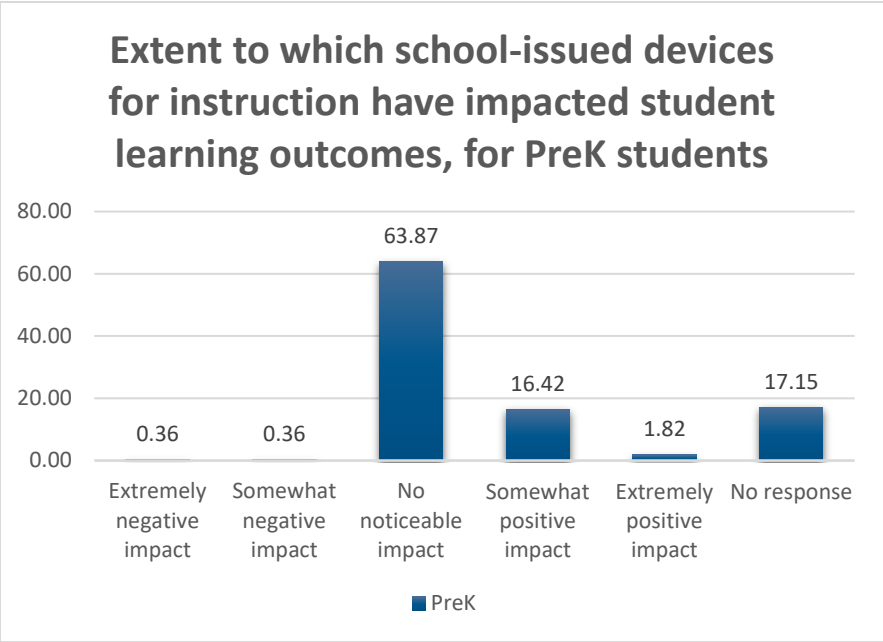

Extent to which school-issued devices for instruction have impacted student engagement in the classroom, for 9 - 12th grade students
80.00
60.00
40.00
20.00
0.00
1.09
9.49
13.87
56.57
16.79
2.19
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
9 - 12

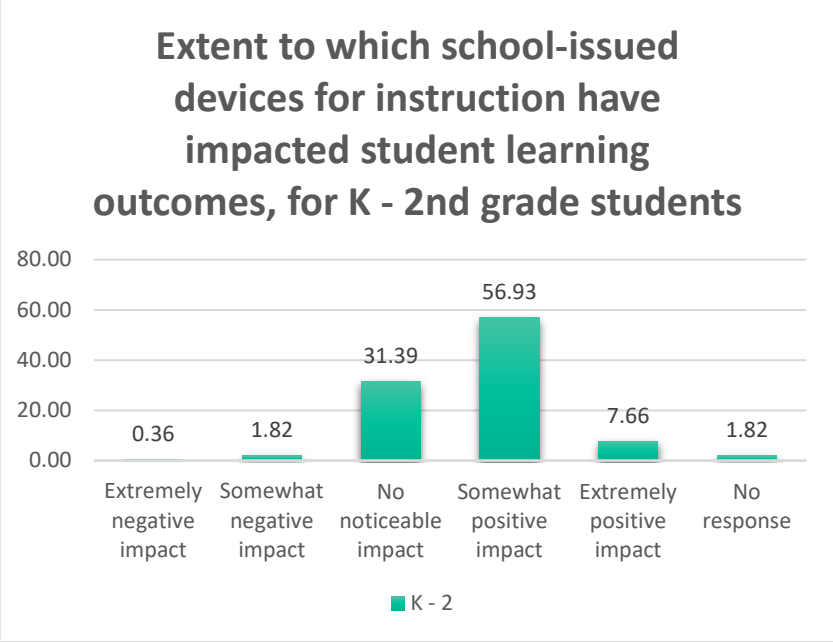
15. To what extent has the use of school-issued devices for instruction impacted student learning outcomes, academic performance for PreK - 12th grade students in your district?

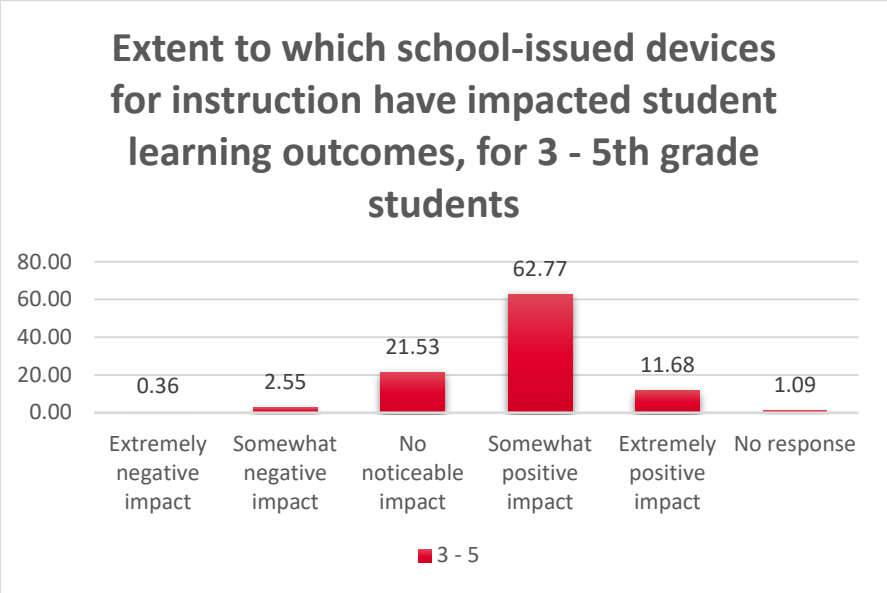
Count	Extremely negative impact	Somewhat negative impact	No noticeable impact	Somewhat positive impact	Extremely positive impact	No response
PreK	1	1	175	45	5	47
K - 2	1	5	86	156	21	5
3 - 5	1	7	59	172	32	3
6 - 8	2	11	51	168	39	3
9 - 12	2	8	54	155	49	6

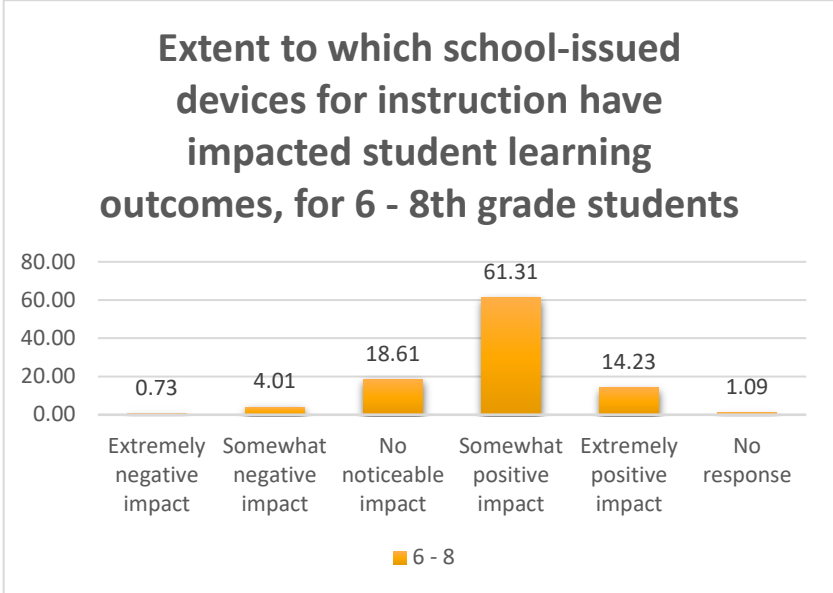
Percent	Extremely negative impact	Somewhat negative impact	No noticeable impact	Somewhat positive impact	Extremely positive impact	No response
PreK	0.36	0.36	63.87	16.42	1.82	17.15
K - 2	0.36	1.82	31.39	56.93	7.66	1.82
3 - 5	0.36	2.55	21.53	62.77	11.68	1.09
6 - 8	0.73	4.01	18.61	61.31	14.23	1.09
9 - 12	0.73	2.92	19.71	56.57	17.88	2.19

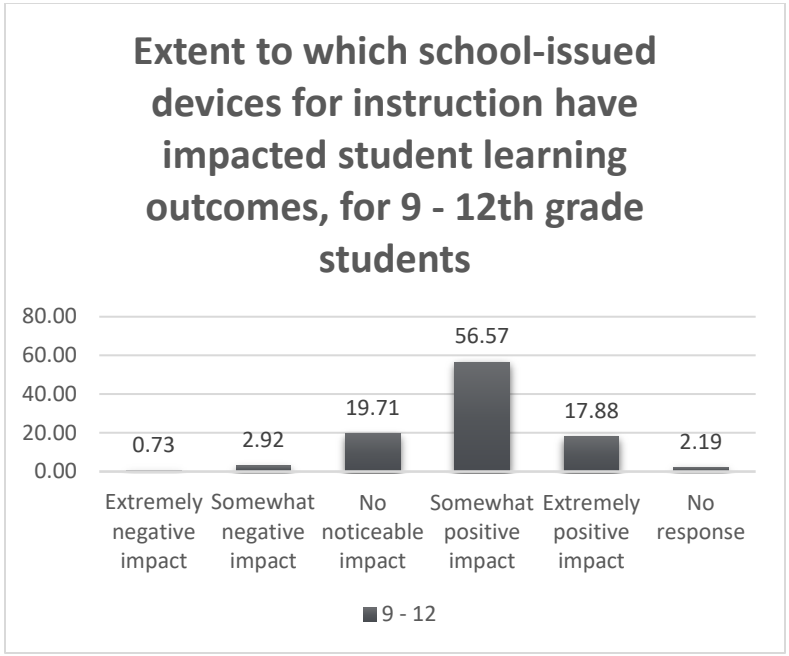



Extent to which school-issued devices for instruction have impacted student learning outcomes, for PreK students
80.00
60.00
40.00
20.00
0.00
0.36
0.36
63.87
16.42
1.82
17.15
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
PreK


Extent to which school-issued devices for instruction have impacted student learning outcomes, for K - 2nd grade students
80.00
60.00
40.00
20.00
0.00
0.36
1.82
31.39
56.93
7.66
1.82
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
K - 2


Extent to which school-issued devices for instruction have impacted student learning outcomes, for 3 - 5th grade students
80.00
60.00
40.00
20.00
0.00
0.36
2.55
21.53
62.77
11.68
1.09
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
3 - 5

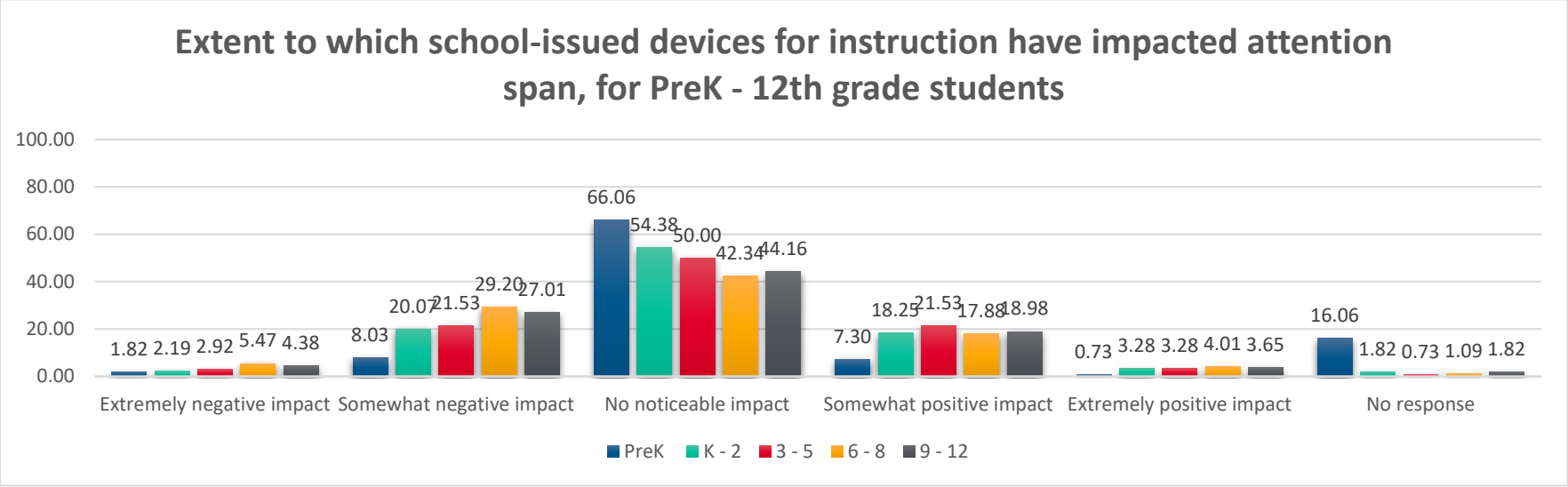

Extent to which school-issued devices for instruction have impacted student learning outcomes, for 6 - 8th grade students
80.00
60.00
40.00
20.00
0.00
0.73
4.01
18.61
61.31
14.23
1.09
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
6 - 8

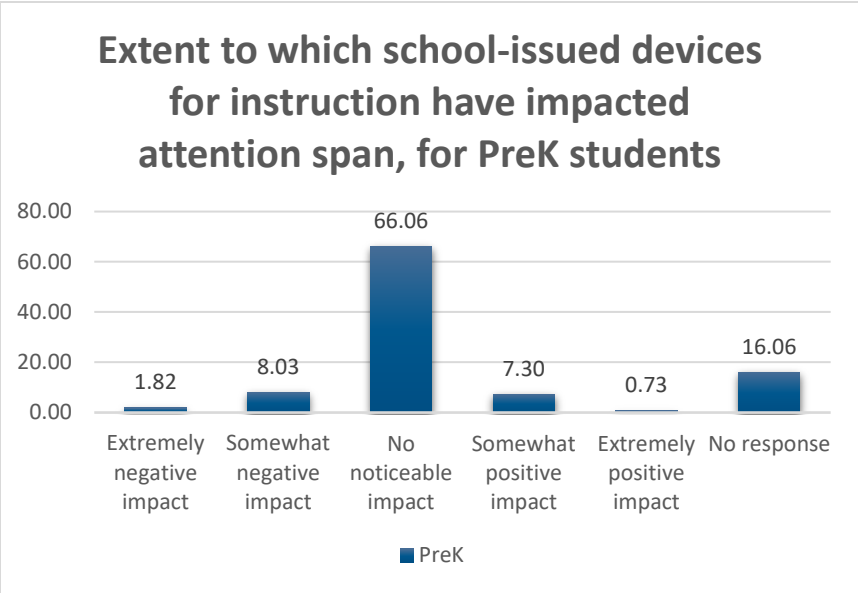

Extent to which school-issued devices for instruction have impacted student learning outcomes, for 9 - 12th grade students
80.00
60.00
40.00
20.00
0.00
0.73
2.92
19.71
56.57
17.88
2.19
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
9 - 12

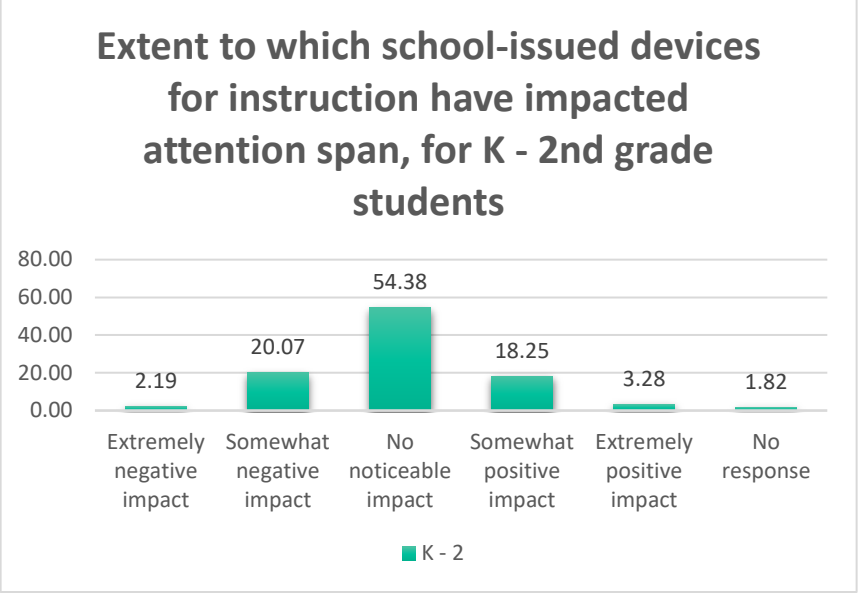
16. To what extent has the use of school-issued devices for instruction impacted attention span for PreK - 12th grade students in your district?

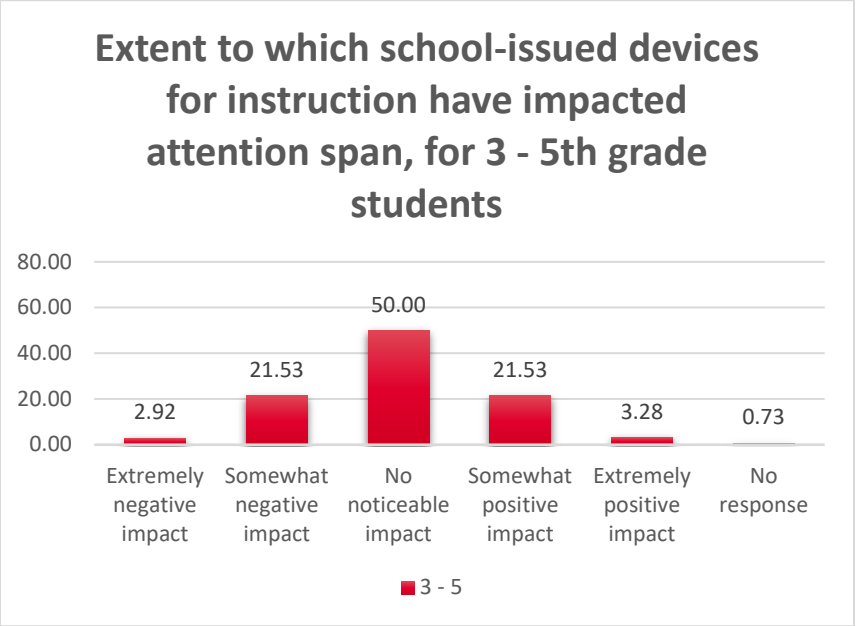
Count	Extremely negative impact	Somewhat negative impact	No noticeable impact	Somewhat positive impact	Extremely positive impact	No response
PreK	5	22	181	20	2	44
K - 2	6	55	149	50	9	5
3 - 5	8	59	137	59	9	2
6 - 8	15	80	116	49	11	3
9 - 12	12	74	121	52	10	5

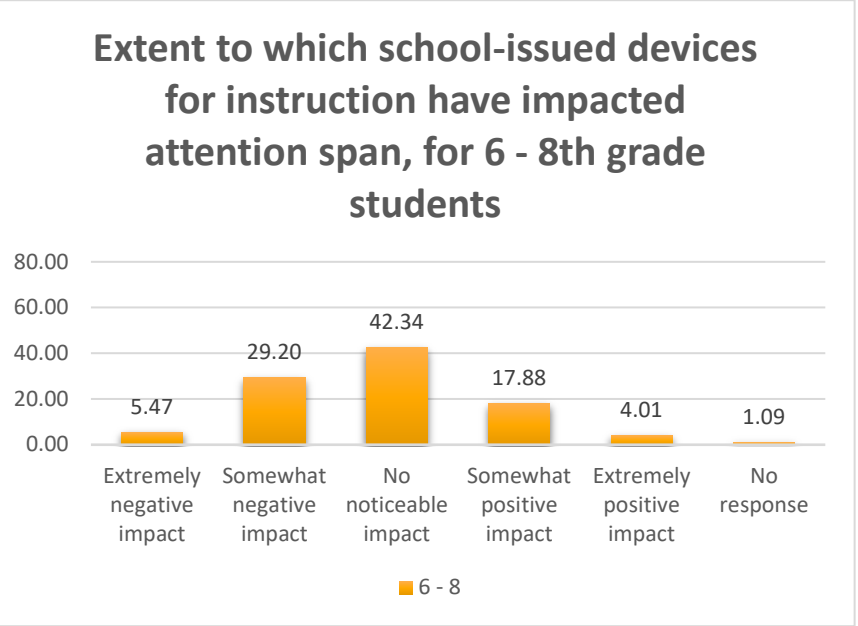
Percent	Extremely negative impact	Somewhat negative impact	No noticeable impact	Somewhat positive impact	Extremely positive impact	No response
PreK	1.82	8.03	66.06	7.30	0.73	16.06
K - 2	2.19	20.07	54.38	18.25	3.28	1.82
3 - 5	2.92	21.53	50.00	21.53	3.28	0.73
6 - 8	5.47	29.20	42.34	17.88	4.01	1.09
9 - 12	4.38	27.01	44.16	18.98	3.65	1.82

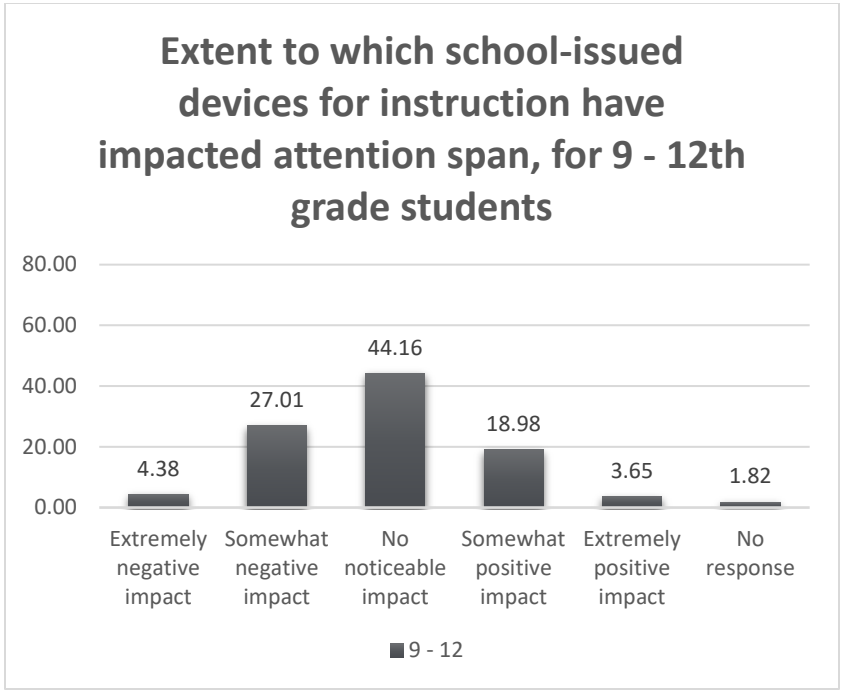



Extent to which school-issued devices for instruction have impacted attention span, for PreK students
80.00
60.00
40.00
20.00
0.00
1.82
8.03
66.06
7.30
0.73
16.06
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
PreK


Extent to which school-issued devices for instruction have impacted attention span, for K - 2nd grade students
80.00
60.00
40.00
20.00
0.00
2.19
20.07
54.38
18.25
3.28
1.82
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
K - 2


Extent to which school-issued devices for instruction have impacted attention span, for 3 - 5th grade students
80.00
60.00
40.00
20.00
0.00
2.92
21.53
50.00
21.53
3.28
0.73
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
3 - 5

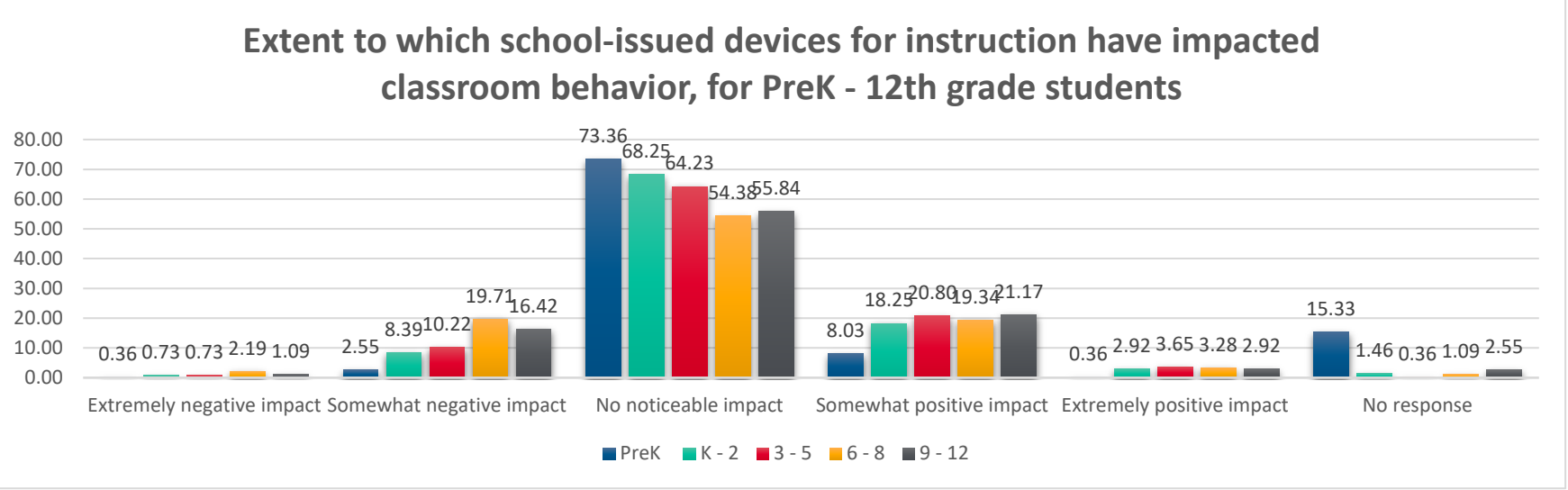

Extent to which school-issued devices for instruction have impacted attention span, for 6 - 8th grade students
80.00
60.00
40.00
20.00
0.00
5.47
29.20
42.34
17.88
4.01
1.09
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
6 - 8

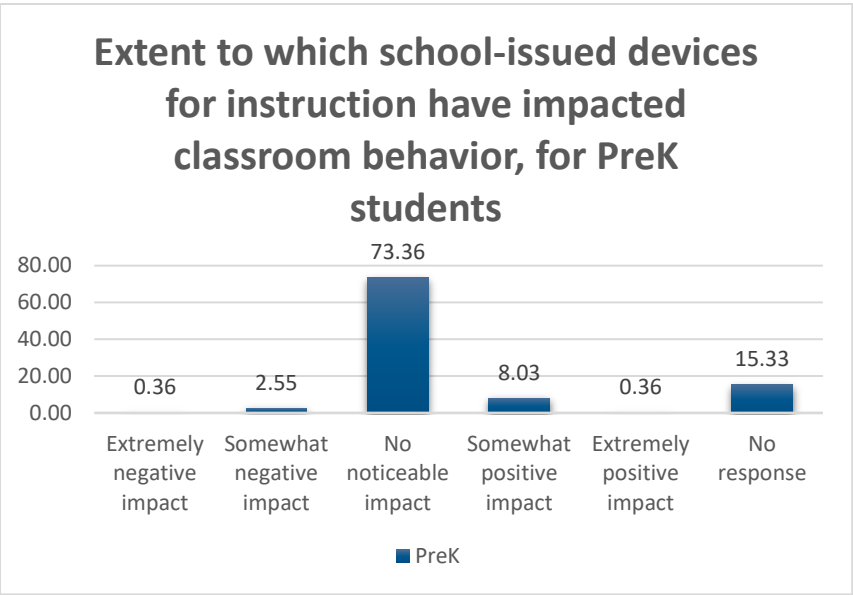

Extent to which school-issued devices for instruction have impacted attention span, for 9 - 12th grade students
80.00
60.00
40.00
20.00
0.00
4.38
27.01
44.16
18.98
3.65
1.82
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
9 - 12

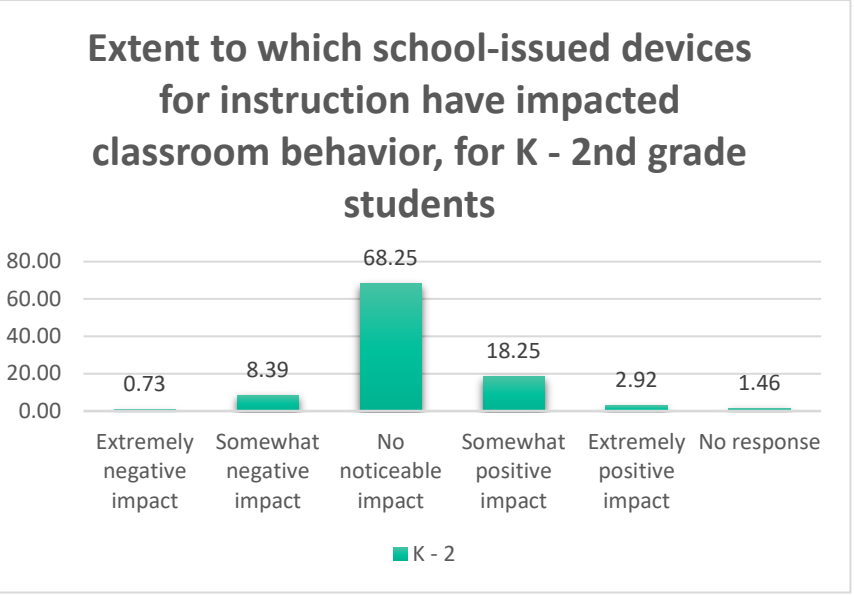
17. To what extent has the use of school-issued devices for instruction impacted classroom behavior for PreK - 12th grade students in your district?

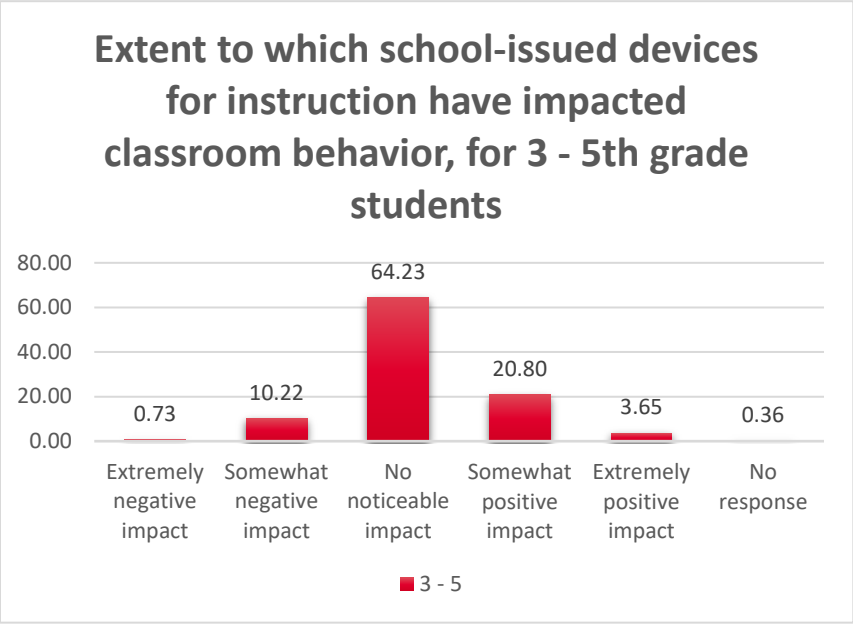
Count	Extremely negative impact	Somewhat negative impact	No noticeable impact	Somewhat positive impact	Extremely positive impact	No response
PreK	1	7	201	22	1	42
K - 2	2	23	187	50	8	4
3 - 5	2	28	176	57	10	1
6 - 8	6	54	149	53	9	3
9 - 12	3	45	153	58	8	7

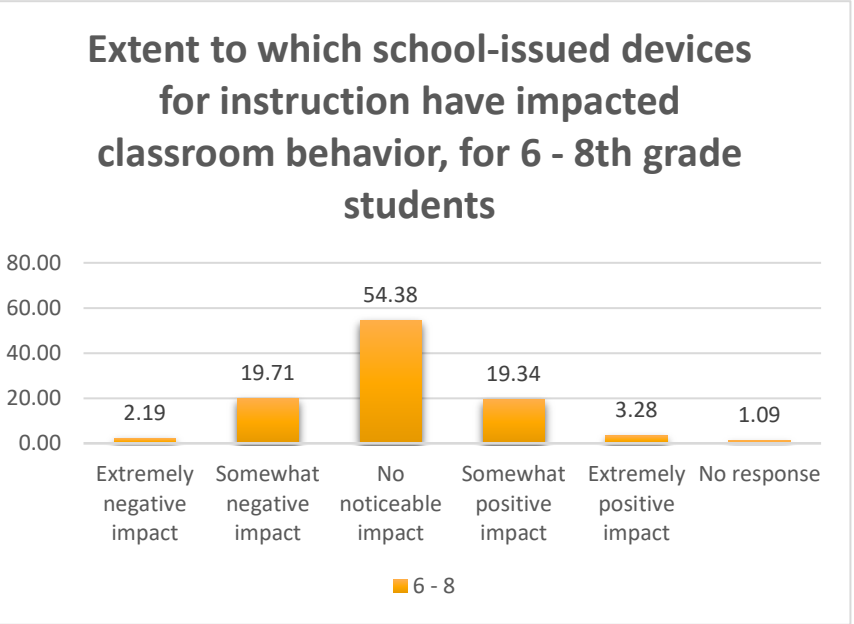
Percent	Extremely negative impact	Somewhat negative impact	No noticeable impact	Somewhat positive impact	Extremely positive impact	No response
PreK	0.36	2.55	73.36	8.03	0.36	15.33
K - 2	0.73	8.39	68.25	18.25	2.92	1.46
3 - 5	0.73	10.22	64.23	20.80	3.65	0.36
6 - 8	2.19	19.71	54.38	19.34	3.28	1.09
9 - 12	1.09	16.42	55.84	21.17	2.92	2.55

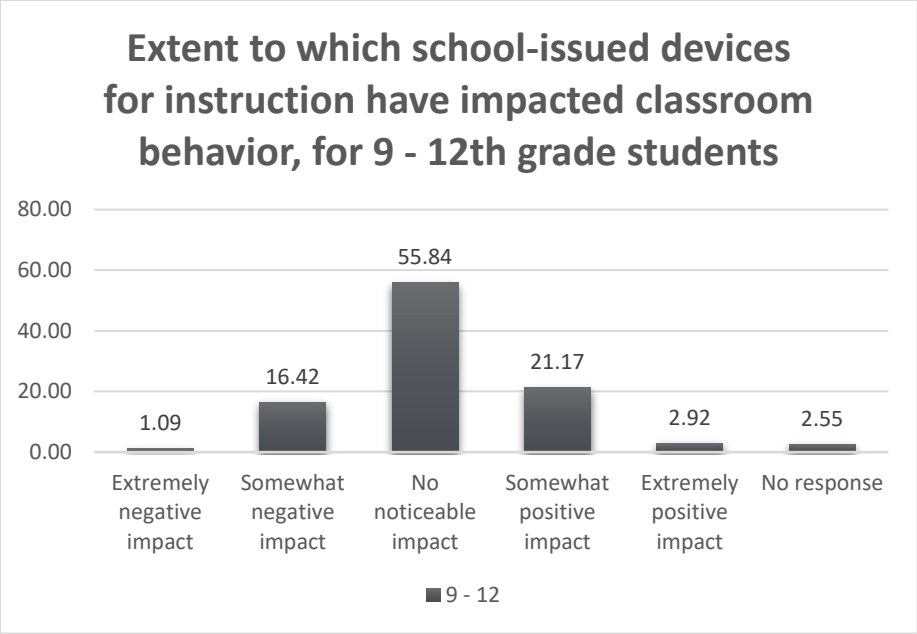



Extent to which school-issued devices for instruction have impacted classroom behavior, for PreK students
80.00
60.00
40.00
20.00
0.00
0.36
2.55
73.36
8.03
0.36
15.33
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
PreK


Extent to which school-issued devices for instruction have impacted classroom behavior, for K - 2nd grade students
80.00
60.00
40.00
20.00
0.00
0.73
8.39
68.25
18.25
2.92
1.46
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
K - 2


Extent to which school-issued devices for instruction have impacted classroom behavior, for 3 - 5th grade students
80.00
60.00
40.00
20.00
0.00
0.73
10.22
64.23
20.80
3.65
0.36
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
3 - 5

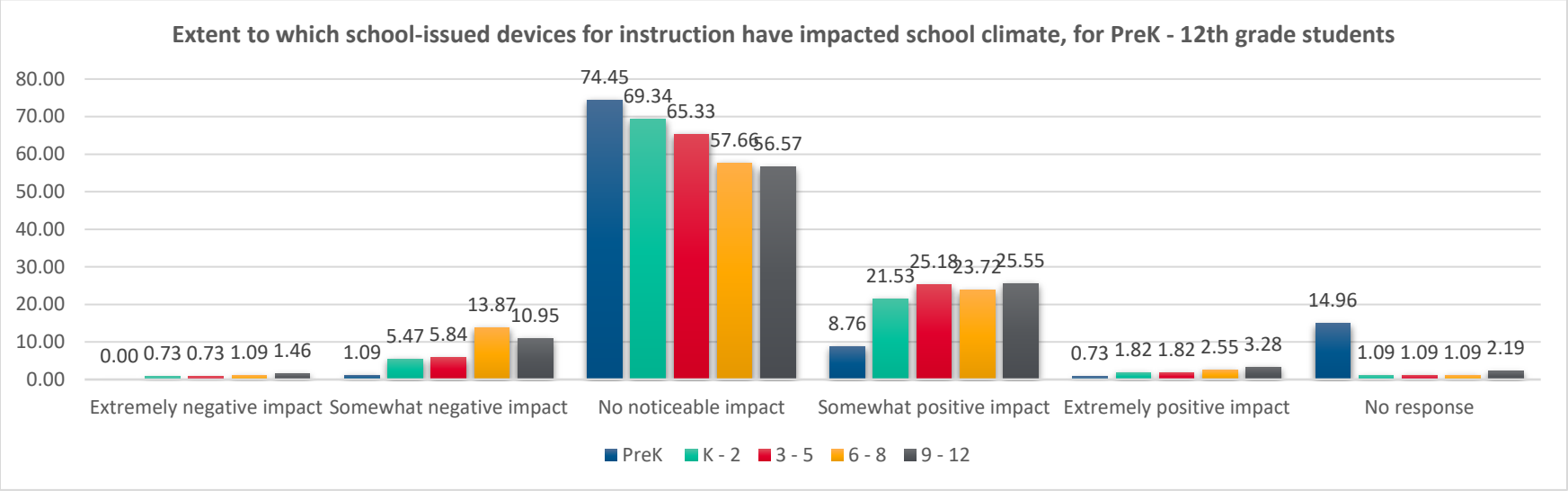

Extent to which school-issued devices for instruction have impacted classroom behavior, for 6 - 8th grade students
80.00
60.00
40.00
20.00
0.00
2.19
19.71
54.38
19.34
3.28
1.09
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
6 - 8

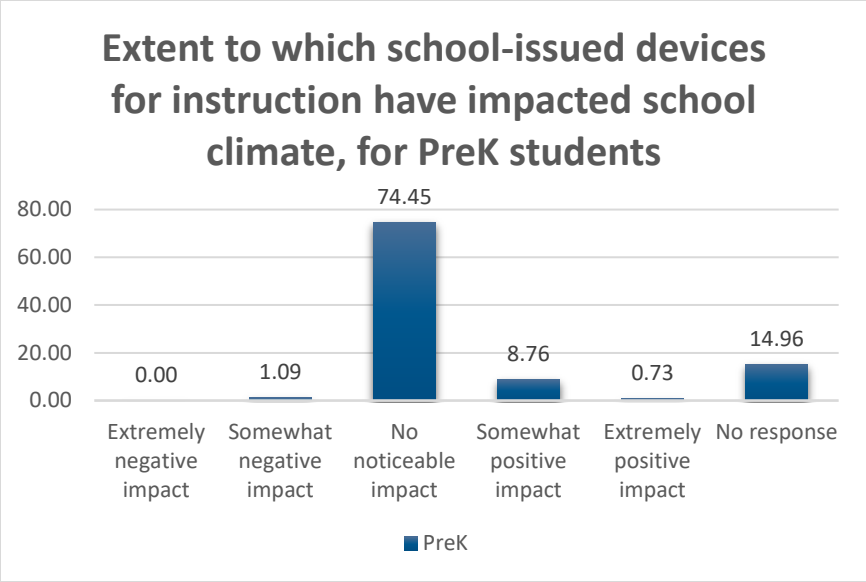

Extent to which school-issued devices for instruction have impacted classroom behavior, for 9 - 12th grade students
80.00
60.00
40.00
20.00
0.00
1.09
16.42
55.84
21.17
2.92
2.55
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
9 - 12

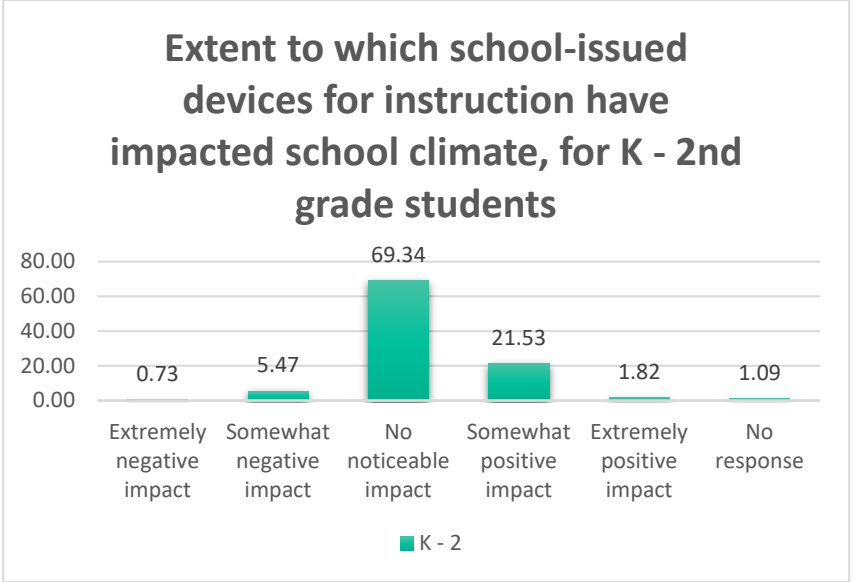
18. To what extent has the use of school-issued devices for instruction impacted school climate for PreK - 12th grade students in your district?

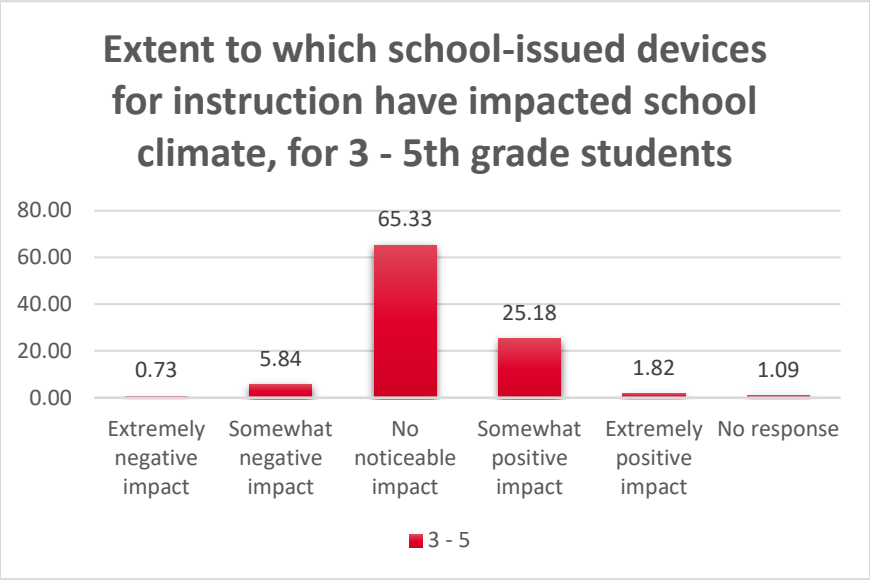
Count	Extremely negative impact	Somewhat negative impact	No noticeable impact	Somewhat positive impact	Extremely positive impact	No response
PreK	0	3	204	24	2	41
K - 2	2	15	190	59	5	3
3 - 5	2	16	179	69	5	3
6 - 8	3	38	158	65	7	3
9 - 12	4	30	155	70	9	6

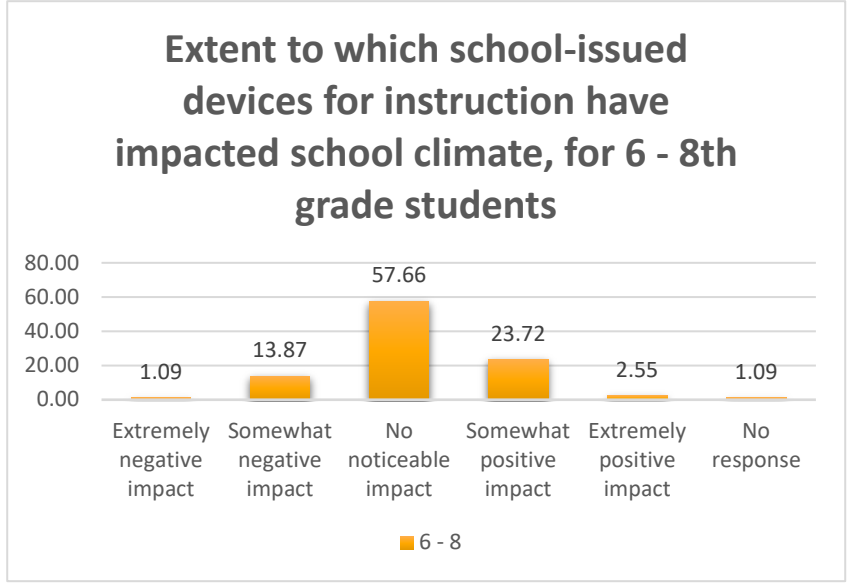
Percent	Extremely negative impact	Somewhat negative impact	No noticeable impact	Somewhat positive impact	Extremely positive impact	No response
PreK	0.00	1.09	74.45	8.76	0.73	14.96
K - 2	0.73	5.47	69.34	21.53	1.82	1.09
3 - 5	0.73	5.84	65.33	25.18	1.82	1.09
6 - 8	1.09	13.87	57.66	23.72	2.55	1.09
9 - 12	1.46	10.95	56.57	25.55	3.28	2.19

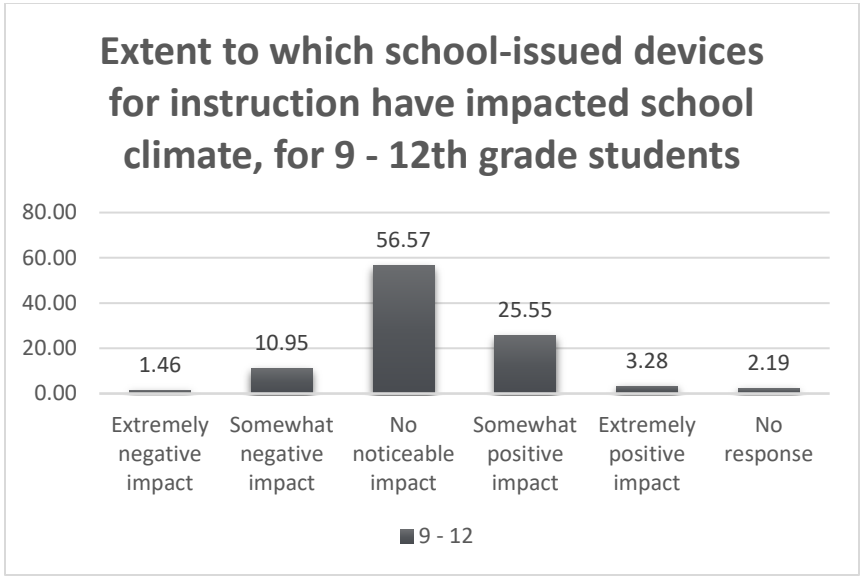



Extent to which school-issued devices for instruction have impacted school climate, for PreK students
80.00
60.00
40.00
20.00
0.00
0.00
1.09
74.45
8.76
0.73
14.96
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
PreK


Extent to which school-issued devices for instruction have impacted school climate, for K - 2nd grade students
80.00
60.00
40.00
20.00
0.00
0.73
5.47
69.34
21.53
1.82
1.09
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
K - 2

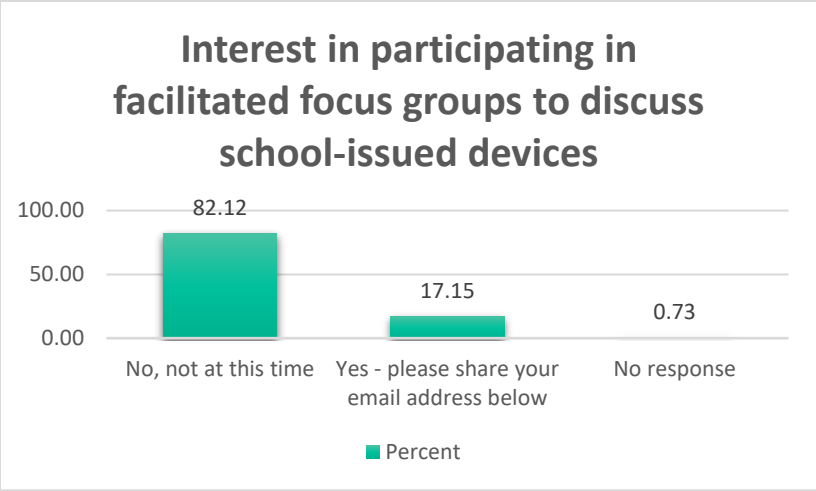

Extent to which school-issued devices for instruction have impacted school climate, for 3 - 5th grade students
80.00
60.00
40.00
20.00
0.00
0.73
5.84
65.33
25.18
1.82
1.09
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
3 - 5


Extent to which school-issued devices for instruction have impacted school climate, for 6 - 8th grade students
80.00
60.00
40.00
20.00
0.00
1.09
13.87
57.66
23.72
2.55
1.09
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
6 - 8


Extent to which school-issued devices for instruction have impacted school climate, for 9 - 12th grade students
80.00
60.00
40.00
20.00
0.00
1.46
10.95
56.57
25.55
3.28
2.19
Extremely negative impact
Somewhat negative impact
No noticeable impact
Somewhat positive impact
Extremely positive impact
No response
9 - 12

19. Would you be interested in participating in facilitated focus groups with other districts to discuss school-issued device use?

	Count	Percent
No, not at this time	225	82.12
Yes - please share your email address below	47	17.15
No response	2	0.73



KANSAS
STATE DEPARTMENT OF
EDUCATION

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

Item Title: Presentation on effect of devices on student development Susan Dunaway, LCPC

From: Deborah Bremer

Susan Dunaway is a licensed clinical professional counselor, former neurofeedback clinician, brain health specialist, wife and mother of 2 young adult sons. She began focusing on how screen use impacts mental, educational and emotional well-being over 10 years ago. She serves as Chief Neuroscience Officer - Brain Health and Learning for the Screen Guardians program as they empower families and schools to build healthy digital habits.

This presentation will make an evidence-based case for re-examining the effectiveness of 1:1 device initiatives in light of documented impacts on student mental health and learning outcomes. It will provide age- and subject-specific considerations for limiting or, where appropriate, discontinuing 1:1 device use. The presentation will also examine risks associated with student use of AI, including potential impacts on social development, attachment, and critical thinking.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating:	Director:	Commissioner:
Scott Gordon	Scott Gordon	Randy Watson

Item Title:

Act on Recommendations of the Professional Practices Commission

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact, conclusions of law, and take action as recommended by the Professional Practices Commission in the following cases: 24-PPC-26, 25-PPC-09, 25-PPC-03, 24-PPC-23, and 25-PPC-11

Explanation of Situation Requiring Action:

24-PPC-26 Recommendation: Denial
On November 21, 2024, the Kansas State Department of Education filed a Complaint seeking denial of the application for an emergency substitute teaching license. The Complaint alleged the Applicant had previously been disbarred by the Kansas Supreme Court and had been denied an application by the State Board in 2023 because he was found by the Professional Practices Commission to not be eligible to be licensed unless and until he was eligible to be licensed as an attorney in the State of Kansas. After hearing testimony and reviewing all evidence made available, the PPC found Applicant to still not be eligible to receive a teaching license and that he was not suitable to be placed in a position of public trust – particularly with vulnerable children. The PPC recommends denial of his application.

25-PPC-09 Recommendation: Public Censure
On January 8, 2025, the Kansas State Department of Education filed a Complaint seeking revocation of Licensee's license and denial of a pending application for licensure renewal. The Complaint alleged the Applicant committed felony-level destruction of property and misdemeanor theft in 2023, for which the Applicant had entered into a diversion agreement. After reviewing the Stipulated Findings of Fact, Conclusions of Law, and an agreed-upon mutual request that Licensee be publicly censured and allowed to renew her license, the PPC adopted the stipulated findings and recommends the Licensee be publicly censured.

25-PPC-03 Recommendation: Public Censure
On January 8, 2025, the Kansas State Department of Education filed a Complaint seeking revocation of Licensee's professional license. The Complaint alleged the License had been charged with misdemeanor theft on November 20, 2023, for which she subsequently entered into a diversion agreement. After hearing testimony and reviewing all evidence made available, the PPC found Applicant to be truthful in her answers during testimony and that her past criminal conduct is not necessarily reflect of the person she is now. The PPC recommends the Licensee be publicly censured.

24-PPC-23 Recommendation: No discipline/issue licensure renewal
On October 31, 2024, The Kansas State Department of Education filed a Complaint seeking revocation of Licensee's teaching license and denial of a pending application for renewal. The Complaint alleged that Licensee was charged with felony aggravated battery, felony aggravated assault, and misdemeanor criminal damage to property and that Licensee subsequently entered into a diversion agreement. After hearing testimony and reviewing the exhibits of the parties, the PPC found Applicant's conduct was an isolated incident for which she has taken responsibility, and she has since received counseling and support. The PPC recommends the Licensee remain licensed with renewal of her pending application be granted.

25-PPC-11 Recommendation: Denial

On February 14th, 2025, the Kansas State Department of Education filed a Complaint seeking denial of the application for an emergency substitute teaching license. The Complaint alleged the Applicant did not disclose on her application that she'd previously had a license denied, although in 2014 an application had been denied by the State Board based on a felony conviction that she had failed to disclose on her 2014 application. After hearing testimony of the Applicant and reviewing all evidence made available including a video of the Applicant's 2014 PPC hearing, the PPC found Applicant to be untruthful in answering questions on the application and that she was not found to be fit to be licensed as a teacher. The PPC recommends denial of her application.

The Applicant submitted a letter after receiving the Initial Order of the Professional Practices Commission. The letter is interpreted as being a letter to the State Board asking it to not follow the Professional Practices Commission's recommendations and is attached after the Initial Order.

ELECTRONICALLY FILED 11/20/2025 08:07:20 OFFICE OF ADMINISTRATIVE HEARINGS

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of

redacted

OAH Case No.: 25ED0017 ED
KSDE Case No.: 25-PPC-11

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of seven (7) to zero (0) recommends to the Kansas State Board of Education (State Board) that redacted request for an emergency substitute teaching license be denied.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by redacted concerning a complaint filed by the KSDE on February 14, 2025, seeking denial of redacted application for an emergency substitute Kansas teaching license.

The hearing was held on October 31, 2025.

redacted appeared via Zoom video without counsel.

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

Appearing for the Commission were Chairperson, Ricardo Sanchez, Vice Chair Dr. Christy Ziegler, and members Caroline Spaulding, Anita White, Erica Shook, Charrica Osborne and Clint Shipley.

Jennifer D. Barton, Administrative Law Judge with the Office of Administrative Hearings (OAH), served as the Presiding Officer over the evidentiary hearing in the absence of appointed Presiding Officer Loren F Snell, Jr.

Evidentiary Rulings

KSDE offered items marked as Exhibits A through D and requested they be admitted as evidence. redacted objected to KSDE's offered Exhibit D on the basis of relevance. Her objection was overruled and A through D were admitted.

redacted offered documents marked as Exhibits 1, 2 and 3 and requested they be admitted as evidence. KSDE had no objection. Exhibits 1, 2 and 3 were admitted.

Findings of Fact

1. redacted has never been licensed as a teacher in the State of Kansas.

2. On July 17, 2007, redacted was arrested after an altercation at a dry cleaning business and charged with the felony of Aggravated Assault. She later plead guilty to one felony count of Criminal Threat and was sentenced to probation on January 25th, 2008. [KSDE Complaint].

3. In 2014, Ms. redacted applied for an emergency substitute teaching license. She failed to disclose her felony conviction on the application. [KSDE Complaint].

4. redacted application was reviewed by the Commission and the State Board. Following the evidentiary hearing, the Commission recommended her application be denied. [KSDE Ex. B]. The State Board adopted the findings of the Commission and followed the Commission's recommendation. [KSDE Ex. C].

5. At some point after 2014, redacted's felony conviction was expunged. redacted Ex. 3].

6. On October 21, 2024, redacted again applied for an emergency substitute teaching license. To the question, "Have you had a teacher's or school administrator's certificate or license denied, suspended, revoked or been the subject of other disciplinary action in any state?" redacted marked "NO." [KSDE Ex. A].

7. Before the hearing, redacted submitted a letter stating the following:

> "I must have an accommodation due to I tend to freeze up through the process on answering questions flawlessly without thinking properly and comprehending properly the questions. Although, I can assure you that I am the most nurturing, caring, empathetic towards my students and administrators and colleagues. I rather to have someone help Me sort things out, to give My best and proper answers to all of you, so you can approve My Teacher license. Meanwhile, thank you for your understanding and time and have a nice day."[1]

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[1] Mr. Gordon questioned redacted regarding her ability to proceed with the hearing and what he could do to provide her accommodation. redacted requested an "aide." Mr. Gordon told her an aide was not available for the hearing. redacted indicated if those asking questions would be patient with her that would be helpful.

8. Mr. Gordon questioned redacted regarding her conduct which led to her 2007 arrest.

9. Mr. Gordon presented a video of redacted 2014 testimony, as well as the testimony of her husband, redacted, regarding her conduct which led to her 2007 arrest. [KSDE Ex. D].

10. When questioned regarding inconsistencies between her 2014 testimony and her testimony before the Commission in this matter, redacted noted she was heavily medicated and had been "bedridden for three years" at the time of her 2014 testimony.

11. redacted testified that she did not intend to answer any question on the application falsely. She emphasized that she very much wants to teach and feels she would be a good teacher.

12. redacted provided two letters of support. The first letter, from a coworker of redacted at CVS, was dated December 6, 2021, and was addressed "To whom it may concern at Collegiate Middle School." The letter noted redacted strong work performance at CVS and stated redacted would be a good teacher. redacted Ex. 1]. The second letter was from a coworker of redacted at Marshall's. The letter noted redacted strong work performance at the store. redacted Ex. 2].

13. redacted testified that she had not worked in a school setting since approximately 2015. Prior to 2015, she noted, she had worked as a paraprofessional in Wichita Public Schools. redacted did not present letters of support from any teacher, administrator, or school staff member.

14. redacted in response to a question by a Commission member, noted she had not availed herself of any programming or education regarding conflict de-escalation since her arrest in 2007. When asked what she would do if confronted with a conflict in the future, redacted redacted indicated she would physically remove herself from the situation.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.[2]

"A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to [K.A.R. 91-22-1a](a)."[3]

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

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[2] Kan. Const., Art. VI and K.S.A. 72-255.
[3] K.A.R. 9122-1a(b).

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(f)(1) in determining whether redacted license application should be granted. The factors considered were:

(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;

(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;

(C) the present fitness of the person to be a member of the profession;

(D) the actions of the person after the denial or revocation;

(E) the time elapsed since the denial or revocation;

(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;

(G) the number of incidents of improper conduct; and

(H) discharge from probation, pardon, or expungement.

"It is the function of the administrative hearing body to determine the weight or credibility of the testimony of witnesses."[5]

The Commission found redacted testimony at the hearing lacked credibility.

The Commission found redacted did not appear to understand the problematic nature of her conduct in again filling out the emergency substitute teaching application in an untruthful manner. In addition, the Commission noted she was still unwilling to take full responsibility for her behavior which resulted in her 2007 arrest.

The Commission did note that redacted's felony conviction has been expunged, and that she has had no further involvement with the criminal justice system. However, the Commission also found that Ms. Rigsby has not made an effort to rehabilitate herself.

The Commission feels, when taking all applicable factors into consideration, that Ms. Rigsby's 2007 arrest, as well as her 2014 and 2025 failures to answer questions on her emergency substitute teaching license application truthfully, are all factors in her lack of fitness for licensure and she is not suitable to be a role model for students.

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[4] *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).
[5] *Lacy v. Kansas Dental Board,* 274 Kan. 1031, 1047-48, (2002) (citing *Swezey v. State Department of Social & Rehabilitation Services*, 1 Kan. App. 2d 94, 98, 562 P. 2d 117 (1977)).

On a vote of seven (7) in favor and zero (0) opposed, the Commission recommends to the State Board that Ms. Rigsby's application for an emergency substitute teaching license be denied.

IT IS SO ORDERED.

Ricardo Sanchez, Chair
Professional Practices Commission

Prepared by:
Jennifer D. Barton,
Presiding Officer
Office of Administrative Hearings.

Notice

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

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

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

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

Certificate of Service

On November 20, 2025, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:

redacted

and I further certify that I caused a copy of the foregoing to be served electronically through OAH's e-filing system to:

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

Staff Person
Office of Administrative Hearings
1020 S. Kansas Avenue
Topeka, KS 66612
Tel: (785) 296-2433
Fax: (785) 296-4848

ELECTRONICALLY FILED 01/13/2026 08:18:19 OFFICE OF ADMINISTRATIVE HEARINGS

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the Application of

redacted

OAH Case No.: 25ED0015 ED
KSDE Case No.: 24-PPC-26

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 7 to 0 recommends to the Kansas State Board of Education (State Board) that the Complaint filed by KSDE seeking to deny the application for an emergency substitute teaching license submitted by redacted be affirmed.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by redacted concerning a complaint filed by the KSDE on November 21, 2024, seeking denial of redacted's application for an emergency substitute Kansas teaching license.

The hearing was held on November 14, 2025.

redacted appeared in person and with counsel, Luke A. Sobba.

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

Appearing for the Commission were Vice Chair Dr. Christy Ziegler, and members Caroline Spaulding, Anita White, Erica Shook, Kori Lopez, Charrica Osborne and Clint Shipley.

Loren F. Snell, Jr., Administrative Law Judge with the Office of Administrative Hearings (OAH), served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

Admission of exhibits was handled by Prehearing Order issued on November 12, 2025. In short, Exhibits 1 through 29, as offered by redacted, were admitted as evidence and Exhibits A through E were admitted as evidence.

Findings of Fact

1. redacted submitted an application to KSDE for an emergency substitute teaching license in February of 2024. The exact date of the application is unknown to the PPC.

2. From 1999 to 2015 redacted held a State of Kansas license to practice law.

3. On June 12, 2015, the Supreme Court of the State of Kansas filed an opinion disbarring redacted from the practice of law. [Exhibit B]. In the opinion it was concluded that redacted had violated several of the rules pertaining to professional conduct of attorneys, including engaging in conflicts of interest, failing to safekeep the property of a client, engaging in conduct involving misrepresentation, and engaging in conduct adversely reflecting on an attorney's fitness to practice law.

4. redacted acknowledged having been disbarred by the Supreme Court of the State of Kansas.

5. redacted applied for an emergency substitute license in 2022, which was denied by the State Board by Final Order issued on February 20, 2023. [Exhibit C].

6. redacted testified that he had sought reinstatement of his license to practice law after the denial of his application for an emergency substitute license in 2022-23. redacted's request was summarily denied by the Kansas Supreme Court because it was felt that not enough time had passed since his disbarment.

7. redacted testified that he had made changes in his life, including having undergone counseling, taken the necessary continuing legal education (CLE) courses to seek reinstatement of his law license, and served as a volunteer.

8. redacted testified that he was currently employed as a paraprofessional, working with "challenged students" in grades 6 through 12 and had served as a substitute teacher in Oklahoma.

9. As part of the presentation of his case, redacted presented a number of other cases involving attorneys who had been disbarred by the Kansas Supreme Court and at some point had received a teaching license of some sort.

10. KSDE acknowledged the cases presented by redacted but noted that the facts for each of those cases were different from the facts surrounding redacted's disbarment. It was also noted that redacted lost his license for a reason or reasons that could have resulted in the loss of a teacher's license.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.[1]

"Any applicant for licensure whose license has been suspended, canceled, revoked, or surrendered in another state shall not be eligible for licensure in Kansas until the applicant is eligible for licensure in the state in which the suspension, cancellation, revocation, or surrender occurred."[2]

"An attorney is required to act at all times, both professionally and personally, in conformity with the standards established by the Kansas Rules of Professional Conduct, the Rules Relating to Discipline of Attorneys, and the attorney's oath of office."[3]

"An attorney who commits misconduct may be disciplined by any of the following: (1) disbarment by the Supreme Court;…"[4]

"A respondent disbarred by the Supreme Court is eligible to petition for reinstatement five years after the date of disbarment."[5] The rule then goes on to set forth the steps that must be taken in order to petition for reinstatement.

While redacted may be eligible to petition for reinstatement of his law license, when redacted applied for reinstatement, his request was summarily denied by The Kansas Supreme Court because, according to redacted, the Court opined that not enough time had passed since redacted was disbarred. redacted, therefore, is not eligible to have his law license restored. As such, redacted does not comply with the provisions of K.A.R. 91-22-1a(f) which requires that an applicant that has had a professional license suspended, canceled, revoked or surrendered must be eligible to have that license reinstated prior to being eligible for licensure by the State of Kansas. Being eligible to request reinstatement is not the equivalent of being eligible for reinstatement.

"A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to [K.A.R. 91-22-1a](a)."[6]

The Commission, in determining whether to recommend to the Board that an individual's application should be granted, is required to determine the extent of the applicant's efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession.[7]

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[1] Kan. Const., Art. VI and K.S.A. 72-255.
[2] K.A.R. 91-22-1a(f).
[3] Supreme Court Rule 203(a).
[4] Supreme Court Rule 225(a).
[5] Supreme Court Rule (a)(3).
[6] K.A.R. 9122-1a(b).
[7] *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(f)(1) in determining whether Rankin's license application should be granted. The factors considered were:

(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;

(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;

(C) the present fitness of the person to be a member of the profession;

(D) the actions of the person after the denial or revocation;

(E) the time elapsed since the denial or revocation;

(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;

(G) the number of incidents of improper conduct; and

(H) discharge from probation, pardon, or expungement.

"It is the function of the administrative hearing body to determine the weight or credibility of the testimony of witnesses."[8]

The Commission raised questions relating to redacted's testimony and responses to certain questions.

- redacted indicated he had no intention of seeking a teaching license, however, his testimony and the evidence, as well as the testimony of his Principal, seemed to indicate that an emergency substitute teaching license was merely a step to be taken towards obtaining a professional teaching license.
- There were also concerns regarding the timing of redacted's disclosure of his disbarment and the reason for it to his current employer(s).
- redacted testified that he had entered counseling and attended every 2 to 3 weeks if available but did not start counseling until it was determined it may benefit him in obtaining his license. Furthermore, there was no letter to support his therapy.

Although redacted had demonstrated a recognition of the wrongfulness of his conduct through his words, the Commission did not feel that he had actually owned responsibility or remorse for the actions that led to his disbarment.

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

The Commission, having reviewed the case file and considered the evidence and testimony, concluded that redacted was not suitable to be placed in a position of public trust. The Commission also noted concern with the fact that redacted works with vulnerable students placing him in a position to be able to engage in the same or similar conduct that led to his disbarment.

In considering the evidence presented, the Commission concluded that redacted did not have a license, was not eligible to receive a license, and considered the conduct that led to his disbarment from the practice of law.

On a vote of seven (7) in favor and zero (0) opposed, the Commission recommends to the State Board that the Complaint filed by KSDE seeking to deny the issuance of an emergency substitute teaching license to redacted be affirmed because redacted was not eligible to have his law license reinstated, according to the Kansas Supreme Court, and due to the misconduct that led to his disbarment..

IT IS SO ORDERED.

Christy Ziegler

Dr. Christy Ziegler, Vice Chairperson
Professional Practices Commission

Notice

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

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

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

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

Certificate of Service

On January 13, 2026, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:

redacted

and I further certify that I caused a copy of the foregoing to be served electronically through OAH's e-filing system to:

Luke A. Sobba, Attorney
800 SW Jackson St Suite 1310
Topeka, KS 66612

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

Vanessa

Staff Person
Office of Administrative Hearings
1020 S. Kansas Avenue
Topeka, KS 66612
Tel: (785) 296-2433
Fax: (785) 296-4848

ELECTRONICALLY FILED 11/18/2025 09:04:26 OFFICE OF ADMINISTRATIVE HEARINGS

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of

redacted

OAH Case No.: 25ED0016 ED
KSDE Case No.: 25-PPC-03

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 8 to 0 recommends to the Kansas State Board of Education (State Board) that the complaint seeking to revoke the teaching license issued to redacted redacted (redacted) be denied, subject to redacted being publicly censured for criminal misconduct.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by redacted concerning a complaint filed by the KSDE on January 8, 2025, seeking revocation of redacteds Kansas teaching license.

The hearing was held on September 26, 2025.

redacted appeared in person and with her attorney, Danielle R. Sangerorney. Also appearing with redacted was Scott Kreshel (Kreshel), Principal at Blue Valley Academy. Kreshel provided testimony on redacted's behalf.

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

Appearing for the Commission were Vice Chair - Dr. Christy Ziegler, and members Caroline Spaulding, Clint Shipley, Erica Shook, Kori Lopez, Anita White, Charrica Osborne and Brittney Jennings.

Loren F. Snell, Jr., Administrative Law Judge with the Office of Administrative Hearings (OAH), was appointed and served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

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

redacted offered a document marked as Exhibit 1 and requested it be admitted as evidence. KSDE had no objection. Exhibit 1 was admitted.

Findings of Fact

1. redacted was issued a Kansas Teacher License by the State Board in 2021, and was still licensed as of January 8, 2025, the date KSDE filed the complaint. [Exhibit C].

2. redacted was a Kansas licensed teacher during the period of time covered by the allegations set forth in the KSDE complaint. [Exhibit C].

3. On November 20, 2023, citation number E047646 was issued to redacted alleging redacted had committed the crime of theft in violation of Ordinance 1846 6-6.1 of the City of Merriam, Kansas. [Exhibit A]. It was alleged that redacted had committed theft of property from Hobby Lobby.

4. On or about January 2, 2024, redacted entered into a Standard Diversion Agreement with the City of Merriam, Kansas, City Prosecutor. [Exhibit B]. Within the Diversion Agreement, redacted stipulated to the facts alleged by the City of Merriam, Kansas.

5. By letter dated February 4, 2025, case number E047646 was dismissed because redacted had successfully completed the Diversion Agreement entered into on January 2, 2024. [Exhibit 1].

6. redacted testified that she had gone to Hobby Lobby to get supplies for a Christmas craft. She realized that the supplies were going to cost more than she had anticipated. To avoid not meeting budget goals, she paid for some of the items and walked out of the store with other items she did not pay for. redacted testified that she felt guilty and that she realized after the fact that she should have done the right thing.

7. Kreshel is the principal at Blue Valley Academy (BVA) and testified that redacted had been an English Language Arts teacher for BVA. redacted had never been disciplined and was in the top five percent (5%) of the staff at BVA.

8. Kreshel testified that he learned about redacted's criminal conduct in September or October of 2024 and that he believed it was an isolated incident that had no impact on her work at BVA.

9. Kreshel testified that he had confidence in redacted and felt that despite making a poor choice, she was still fit to be a teacher.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.[1]

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

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

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(f)(1) in determining if redacted's license should be revoked. The factors considered were:

(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;

(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;

(C) the present fitness of the person to be a member of the profession;

(D) the actions of the person after the denial or revocation;

(E) the time elapsed since the denial or revocation;

(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;

(G) the number of incidents of improper conduct; and

(H) discharge from probation, pardon, or expungement.

"It is the function of the administrative hearing body to determine the weight or credibility of the testimony of witnesses."[5]

---

[1] Kan. Const., Art. VI and K.S.A. 72-255.
[2] K.A.R. 9122-1a(b).
[3] K.A.R. 91-22-1a(a).
[4] *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).
[5] *Lacy v. Kansas Dental Board*, 274 Kan. 1031, 1047-48, (2002) (citing *Swezey v. State Department of Social & Rehabilitation Services*, 1 Kan. App. 2d 94, 98, 562 P. 2d 117 (1977)).

The Commission noted there was no evidence offered to suggest redacted's testimony was not credible, and the Commission, having considered the testimony offered by redacted found her to be credible.

The Commission noted that redacted had completed the diversion agreement in the criminal matter. Although she failed to mention how this incident had impacted her family, she did speak to how it negatively impacted others. The commission gave weight to Kreshel's testimony that she was fit and suitable to be a teacher and noted she was likely suitable to be a role model for students, although she does have some flaws.

The Commission acknowledged that redacted's criminal conduct was serious and that she had been discharged from the Diversion Agreement and the criminal matter had been dismissed after successful compliance with the terms and conditions. The Commission feels redacted's past criminal conduct is not necessarily reflective of the person she is now.

Nonetheless, the Commission recognized the seriousness of the conduct redacted had engaged in and felt that a public censure was warranted.

On a vote of 8 in favor and 0 opposed the Commission recommends to the State Board that redacted's teaching license not be revoked, but that she be subject to a public censure for her criminal conduct.[6]

IT IS SO ORDERED.

Dr. Christy Ziegler, Vice Chair
Professional Practices Commission

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

[6] Carey Spaulding recused herself from the matter and did not participate in the deliberations or vote.

Notice

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

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

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

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

Certificate of Service

On November 14th, 2025, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:

redacted

and I further certify that I caused a copy of the foregoing to be served electronically through OAH's e-filing system to:

Danielle R. Sanger
Sanger Law Office LLC
5040 Bob Billings Parkway Suite C-1
Lawrence, KS 66049

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

Marisa Seele Marisa Seele
~~Mady Carpenter~~, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
redacted

25-PPC-09
25ED0014 ED

Initial Order based upon
Stipulated Findings of Fact and
Conclusions of Law

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education ("KSDE") seeking revocation of the license of redacted redacted ("Licensee").

The hearing on this matter was held on August 29, 2025. KSDE appeared by and through its attorney, R. Scott Gordon. Licensee appeared by and through counsel Samantha Fisher.

FINDINGS OF FACT

1. Licensee was a licensed teacher between 2011 and 2023.
2. In September, 2023, Licensee entered into a diversion agreement after having been charged with a crime punishable as felony as well as a crime involving theft that occurred on January 30, 2023.
3. On July 25, 2025, Licensee's criminal case was dismissed after Licensee successfully completed her term of diversion.
4. For purposes of these proceedings only, both parties agree and stipulate that substantial, competent evidence exists which warrants public censure of the Licensee.
5. For purposes of these proceedings only, both parties agree and stipulate that Licensee has provided KSDE with evidence of rehabilitation and that enough time has passed without repeated behaviors to warrant public censure rather than revocation and denial.

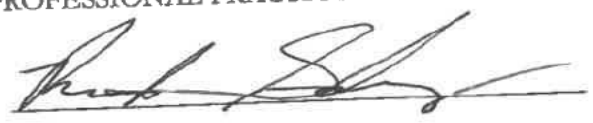
CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The Kansas State Board of Education may revoke the license of any teacher for professional misconduct or other just cause including entering into a criminal diversion agreement after being charged of a crime punishable as a felony as well as any crime involving theft. An application to renew a license may be denied for the same reasons. K.A.R. 91-22-1b.
5. By order of the State Board, the Commission shall investigate and conduct hearings pertaining to allegations of misconduct.
6. The Commission finds that substantial, competent evidence supports the public censure of the Licensee.
7. The Licensee acknowledges and understands the Commission can only make recommendations to the State Board.
8. Both KSDE and the Licensee agree to not present any additional evidence or information other than the stipulations contained herein, nor will either party ask the Commission or the State Board for discipline other than that recommended in this Initial Order.

THEREFORE the Professional Practices Commission recommends to the State Board that redacted be censured for her professional misconduct.

This Initial Order is made and entered this August 29, 2025.

PROFESSIONAL PRACTICES COMMISSION



Ricardo Sanchez

Order signed on 9/4/25, 2025.

AGREED TO AND APPROVED BY:

redacted

Licensee

Samantha Fisher

Samantha Fisher (Aug 28, 2025 15:27:15 CDT)

Samantha Fisher
Counsel for Licensee

R. Scott Gordon

R. Scott Gordon (Aug 28, 2025 15:25:39 CDT)

R. Scott Gordon
Kansas State Department of Education

NOTICE TO LICENSEE

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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

Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

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

ELECTRONICALLY FILED 11/20/2025 08:07:20 OFFICE OF ADMINISTRATIVE HEARINGS

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of

redacted

OAH Case No.: 25ED0017 ED
KSDE Case No.: 25-PPC-11

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of seven (7) to zero (0) recommends to the Kansas State Board of Education (State Board) that redacted request for an emergency substitute teaching license be denied.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by redacted concerning a complaint filed by the KSDE on February 14, 2025, seeking denial of redacted application for an emergency substitute Kansas teaching license.

The hearing was held on October 31, 2025.

redacted appeared via Zoom video without counsel.

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

Appearing for the Commission were Chairperson, Ricardo Sanchez, Vice Chair Dr. Christy Ziegler, and members Caroline Spaulding, Anita White, Erica Shook, Charrica Osborne and Clint Shipley.

Jennifer D. Barton, Administrative Law Judge with the Office of Administrative Hearings (OAH), served as the Presiding Officer over the evidentiary hearing in the absence of appointed Presiding Officer Loren F Snell, Jr.

Evidentiary Rulings

KSDE offered items marked as Exhibits A through D and requested they be admitted as evidence. redacted objected to KSDE's offered Exhibit D on the basis of relevance. Her objection was overruled and A through D were admitted.

redacted offered documents marked as Exhibits 1, 2 and 3 and requested they be admitted as evidence. KSDE had no objection. Exhibits 1, 2 and 3 were admitted.

Findings of Fact

1. redacted has never been licensed as a teacher in the State of Kansas.

2. On July 17, 2007, redacted was arrested after an altercation at a dry cleaning business and charged with the felony of Aggravated Assault. She later plead guilty to one felony count of Criminal Threat and was sentenced to probation on January 25th, 2008. [KSDE Complaint].

3. In 2014, Ms. redacted applied for an emergency substitute teaching license. She failed to disclose her felony conviction on the application. [KSDE Complaint].

4. redacted application was reviewed by the Commission and the State Board. Following the evidentiary hearing, the Commission recommended her application be denied. [KSDE Ex. B]. The State Board adopted the findings of the Commission and followed the Commission's recommendation. [KSDE Ex. C].

5. At some point after 2014, redacted's felony conviction was expunged. redacted Ex. 3].

6. On October 21, 2024, redacted again applied for an emergency substitute teaching license. To the question, "Have you had a teacher's or school administrator's certificate or license denied, suspended, revoked or been the subject of other disciplinary action in any state?" redacted marked "NO." [KSDE Ex. A].

7. Before the hearing, redacted submitted a letter stating the following:

> "I must have an accommodation due to I tend to freeze up through the process on answering questions flawlessly without thinking properly and comprehending properly the questions. Although, I can assure you that I am the most nurturing, caring, empathetic towards my students and administrators and colleagues. I rather to have someone help Me sort things out, to give My best and proper answers to all of you, so you can approve My Teacher license. Meanwhile, thank you for your understanding and time and have a nice day."[1]

---

[1] Mr. Gordon questioned redacted regarding her ability to proceed with the hearing and what he could do to provide her accommodation. redacted requested an "aide." Mr. Gordon told her an aide was not available for the hearing. redacted indicated if those asking questions would be patient with her that would be helpful.

8. Mr. Gordon questioned redacted regarding her conduct which led to her 2007 arrest.

9. Mr. Gordon presented a video of redacted 2014 testimony, as well as the testimony of her husband, redacted, regarding her conduct which led to her 2007 arrest. [KSDE Ex. D].

10. When questioned regarding inconsistencies between her 2014 testimony and her testimony before the Commission in this matter, redacted noted she was heavily medicated and had been "bedridden for three years" at the time of her 2014 testimony.

11. redacted testified that she did not intend to answer any question on the application falsely. She emphasized that she very much wants to teach and feels she would be a good teacher.

12. redacted provided two letters of support. The first letter, from a coworker of redacted at CVS, was dated December 6, 2021, and was addressed "To whom it may concern at Collegiate Middle School." The letter noted redacted strong work performance at CVS and stated redacted would be a good teacher. redacted Ex. 1]. The second letter was from a coworker of redacted at Marshall's. The letter noted redacted strong work performance at the store. redacted Ex. 2].

13. redacted testified that she had not worked in a school setting since approximately 2015. Prior to 2015, she noted, she had worked as a paraprofessional in Wichita Public Schools. redacted did not present letters of support from any teacher, administrator, or school staff member.

14. redacted in response to a question by a Commission member, noted she had not availed herself of any programming or education regarding conflict de-escalation since her arrest in 2007. When asked what she would do if confronted with a conflict in the future, redacted indicated she would physically remove herself from the situation.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.[2]

"A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to [K.A.R. 91-22-1a](a)."[3]

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

---

[2] Kan. Const., Art. VI and K.S.A. 72-255.
[3] K.A.R. 9122-1a(b).

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(f)(1) in determining whether redacted license application should be granted. The factors considered were:

(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;

(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;

(C) the present fitness of the person to be a member of the profession;

(D) the actions of the person after the denial or revocation;

(E) the time elapsed since the denial or revocation;

(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;

(G) the number of incidents of improper conduct; and

(H) discharge from probation, pardon, or expungement.

"It is the function of the administrative hearing body to determine the weight or credibility of the testimony of witnesses."[5]

The Commission found redacted testimony at the hearing lacked credibility.

The Commission found redacted did not appear to understand the problematic nature of her conduct in again filling out the emergency substitute teaching application in an untruthful manner. In addition, the Commission noted she was still unwilling to take full responsibility for her behavior which resulted in her 2007 arrest.

The Commission did note that redacted's felony conviction has been expunged, and that she has had no further involvement with the criminal justice system. However, the Commission also found that Ms. Rigsby has not made an effort to rehabilitate herself.

The Commission feels, when taking all applicable factors into consideration, that Ms. Rigsby's 2007 arrest, as well as her 2014 and 2025 failures to answer questions on her emergency substitute teaching license application truthfully, are all factors in her lack of fitness for licensure and she is not suitable to be a role model for students.

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[4] *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).
[5] *Lacy v. Kansas Dental Board,* 274 Kan. 1031, 1047-48, (2002) (citing *Swezey v. State Department of Social & Rehabilitation Services*, 1 Kan. App. 2d 94, 98, 562 P. 2d 117 (1977)).

On a vote of seven (7) in favor and zero (0) opposed, the Commission recommends to the State Board that Ms. Rigsby's application for an emergency substitute teaching license be denied.

IT IS SO ORDERED.

Ricardo Sanchez, Chair
Professional Practices Commission

Prepared by:
Jennifer D. Barton,
Presiding Officer
Office of Administrative Hearings.

Notice

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

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

Certificate of Service

On November 20, 2025, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:

Yvonne Rigsby
5485 N Colburn St
Bel Aire, KS 67220

and I further certify that I caused a copy of the foregoing to be served electronically through OAH's e-filing system to:

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

Kerry Sloan

Staff Person
Office of Administrative Hearings
1020 S. Kansas Avenue
Topeka, KS 66612
Tel: (785) 296-2433
Fax: (785) 296-4848

Wednesday, January 14, 2026

Attn: Deborah Bremer
Secretary Kansas State Board of education
900 SW Jackson Street
Topeka, KS 66612

Dear Ms. Bremer,

I got your letter on Wednesday, January 7th 2026, from a neighbor who thought it was her own! It seems like my usual mail carrier might be having some issues. I'm so sorry for the delay in getting back to you about the initial order. I've been under the weather and swamped with my daily tasks, but I'm finally taking the time to write this. I'm hoping you'll give me a chance to explain and maybe even agree or disagree with the initial order.

I wanted to let you know that I have a mental disability, which sometimes makes me forgetful and read things quickly, so I might miss some details. I have proof of my disability, and you can reach out to redacted
That's where I get my treatment. I'm giving you the go-ahead to speak with Dr. redacted to confirm that everything I'm telling you is accurate. I'll also be there to sign the release form and give her authority to discuss my mental disability with you.

Following the incident with the man at the dry cleaners, the doctor prescribed several mental health medications and recommended therapy. However, when I was taking too much medication for schizoaffective, the doctor mistakenly administered a large amount orally and then injected it. My body couldn't process all the medications, leading to an allergic reaction that caused my body to lock up. This resulted in a loss of motor skills and a three-year period of being bedridden after the court hearing in 2007.

I hope you'll keep my mental health in mind and forgive me for not answering the two legal questions correctly. I've been denied the emergency substitute teacher license in 2014, and I understand why I couldn't grasp those issues. I've already explained that I often forget important details, like the question on the initial form for the emergency substitute teacher license. I didn't mean to make the mistake; my mind just didn't connect with it.

I'm really sorry for answering the same questions twice and getting them wrong. I'm also so sorry for any confusion or trouble I caused because I have a mental disorder that sometimes makes it hard for me to catch things easily. I'm also sorry about the little incident with the man at the dry cleaner. If you could go back and change things, I would have, but it's too late now.

I'm redacted I'm hoping you'll approve my emergency substitute teacher license. I promise to be careful and avoid any misunderstandings while teaching. I'm known for being caring, empathetic, and thorough in my approach to handling situations promptly and correctly.

Sincerely,



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

Item Title: Honoring Dr. F. Floyd Herr and accepting a painting by Robert Hodgell from the Herr family

From: Deborah Bremer

Dr. F. Floyd Herr was a longtime employee of the Kansas Education Department. He retired in 1971. Dale Dennis remembers him well and will greet the grandson and speak briefly about his memory of Dr. Herr.

Dr. Herr had a beautiful painting, a large mural of a farm, fields, sky and clouds. It was painted by Robert Hodgell, who, as a young man from Mankato, Kansas, obtained an internship with John Steuart Curry (the famous muralist who painted John Brown in the Kansas State Capitol). He later was an apprentice with Curry. The family would like to donate the painting to the Kansas State Department of Education. As a note, when Dr. Herr first worked with the department, it was housed on an upper floor in the capitol building.

Dr. Herr's grandson sent this letter:

Good morning... My grandfather, Dr. F. Floyd Herr served in the KS State Department of Education for many years, retiring in 1971. At the time of his retirement, he was an Assistant Commissioner, Division of Accreditation, Teacher Certification and Adult Education.

One of his most prized possessions was a painting, which hung on the wall of his office, and later his home. My mother, who has recently moved into assisted living at Aldersgate in west Topeka, was the most recent owner of the painting. You'll note a screen shot of the painting below. A description of the painter Robert Hodgell is attached. The painter was also involved in murals in the Kansas Statehouse. My grandfather used to talk about the state education office being in an upper story in the capital building.

It would be the family's honor and privilege to donate this painting in his honor to the Department of Education. The painting measures 52" wide, and 41" tall, and depicts a rural Kansas farmstead.

Best regards,

Tracy Thomas

Agenda Number: 2

Meeting Date: 2/11/2026

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Legislative Report - Frank Harwood (IO) 30 min

From: Sherry Root

Frank Harwood will provide a status report on bills that may impact PreK-12 education as well as give updates on other legislative matters.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating:	Director:	Commissioner:
Deborah Bremer		Randy Watson

Item Title:

Receive a contract approval for Logicalis

Recommended Motion:

(to be voted on in March 2026)

It is moved that the Kansas State Board of Education approve the contract with Logicalis for no more than $129,300 for training to implement the Power BI with our data sources securely.

Explanation of Situation Requiring Action:

KSDE is looking to purchase services from Logicalis through state contract to implement Microsoft Power BI. Power BI is Microsoft's business intelligence and data analytics platform to help turn raw data into meaningful, interactive insights through dashboards, reports, and visualizations. Currently, KSDE IT staff build dashboards, maps, and other publicly available visualizations programmatically. This requires IT staff to refresh the information manually, make changes to code, test, and release new versions. With Power BI, we will be able to create real-time dashboards and visualizations which will not require manual refreshing of the data and make it easier for people to understand. One of the initiatives is to give us the ability to create real-time maps with locations which are serving food as part of the summer food programs, dashboards which can be easily changed, and give real-time data back to the districts and publics rather than having to wait for manual refreshes of the dashboards. Logicalis will assist with setting up of Power BI to attach to the appropriate data elements, build roles for securing the data, and building the initial dashboards and maps while training KSDE staff.

KSDE intends to procure services from Logicalis, using the state contract, to support the implementation of Microsoft Power BI. Power BI is Microsoft's modern business intelligence and data analytics platform designed to transform raw data into meaningful, interactive insights through dashboards, reports, and visualizations. It will enable KSDE to connect to diverse data sources, automate data refreshes, and present information in a visually intuitive and actionable format. Currently, KSDE IT staff develop dashboards, maps, and other public-facing visualizations through custom code. This approach requires manual data refreshes, code updates, testing, and deployment each time information changes. Implementing Power BI will modernize this process by enabling automated, real-time updates and making it significantly easier for users to interpret data.

One of KSDE's key initiatives is to provide real-time, map-based visualizations showing locations participating in summer food programs. Power BI will allow these maps—and other dashboards—to refresh automatically and provide districts and the public with timely, accurate information rather than waiting for manual updates. Logicalis will support KSDE by configuring Power BI to connect to the appropriate data sources, establishing secure roles and permissions, and developing initial dashboards and maps. As part of the engagement, Logicalis will also provide hands-on training to KSDE staff to ensure long-term sustainability and enable the team to manage and expand the Power BI environment independently.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating:	Director:	Commissioner:
Payton Lynn	Payton Lynn	Randy Watson

Item Title:

Innovative Assessment Pilot

Recommended Motion:

Receive (motion to be presented and voted on in March)

Explanation of Situation Requiring Action:

End-of-year summative assessments play an important role in accountability, but by design they provide information after instruction has concluded, limiting their usefulness for improving learning while it is happening. Educators receive results too late to adjust instruction for the students who generated the data, making the assessment primarily a reporting tool rather than a learning tool.

In practice, teachers may attempt to anticipate the demands of a single end-of-year measure rather than focus fully on the depth, rigor, and coherence of high-quality instructional materials and standards. While well-intentioned, this dynamic can pull attention away from Tier 1 instruction and toward test preparation, reducing opportunities for timely intervention. To address this challenge, the Kansas State Department of Education, in partnership with Olathe Public Schools, is exploring an approach that better connects teaching and learning to assessment.

The Innovative Assessment Demonstration Authority (IADA) is a federal authority that allows state educational agencies to design, pilot, evaluate, and scale innovative assessment systems for use in statewide accountability. The IADA provides a federally approved pathway for Kansas to explore a new assessment model while fully maintaining federal and state accountability requirements.

The IADA provides Kansas with:

- Federal authority to design, test, validate, and scale an innovative assessment system.
- The ability to pilot an assessment model.
- A pathway to ensure technical quality, validity, and comparability.
- Flexibility to align assessment more closely with instructional practice without abandoning accountability expectations.

Through an IADA pilot, KSDE proposes to develop and scale a through-year, curriculum-embedded assessment system aligned with Kansas academic standards.

The goal is to create a comprehensive assessment system that begins and ends at the student's desk, meaning:

- Assessment is integrated directly into teaching and learning.
- Accountability information produced by assessments is instructionally relevant and timely.
- Educators receive actionable data that can be used to adjust instruction while learning is happening, not after the fact.

Agenda Number: 6

Meeting Date: 2/11/2026

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Receive item: Educator preparation provider standards for Business Education

From: Catherine Chmidling

Educator preparation program standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Educator preparation providers (EPPs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are revising preparation program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are reviewed by the Professional Standards Board (PSB) and posted to receive public comments via the KSDE website. Each standards work group reviews any input from the PSB and public comment and a final draft is developed. The final draft standards are then sent for State Board of Education consideration. Once approved, the preparation providers are able to develop new programs around the standards and to revise their current programs to align to the updated standards.

Below are the revised standards for Business Education 6-12 and a crosswalk showing changes from the 2001 Business Education preparation standards. Staff and representatives from the standards revision committee will explain the process, present the standards and answer questions. These revisions are planned to be submitted to the March 2026 State Board agenda as an Action item.

DRAFT
BUSINESS EDUCATION
Early Adolescence through Late Adolescence
Grades 6-12

Standard #1 The teacher candidate of business demonstrates proficiency in digital literacy, data analytics, emerging technologies and careers in the business field.

Knowledge

1.1. The candidate understands the standard features and operation of typical business, information processing, and productivity software.
1.2. The candidate is proficient with interactive digital communication tools.
1.3. The candidate is familiar with current computer platforms and operating systems commonly used.
1.4. The candidate understands methods for collecting, organizing, and analyzing data to inform business decisions and instruction.
1.5. The candidate maintains current knowledge in trends about career opportunities in the field of business.

Performance

1.6. The candidate evaluates, selects, and uses computers, software, and related technology to support the instructional and learning process.
1.7. The candidate demonstrates proper use of typical business, information processing, and productivity software to solve application problems.
1.8. The candidate accesses information from a variety of sources.
1.9. The candidate is able to inspect, clean, transform, and model raw data to discover useful information, find patterns, and draw conclusions to support informed decision-making.

Standard #2 The teacher candidate of business demonstrates knowledge of curriculum development based on state competencies and pathway development that encourages development of students' higher order cognitive skills (decision-making, critical thinking, problem-solving).

Knowledge

2.1. The candidate understands the principles of problem-solving and critical thinking.
2.2. The candidate understands the curriculum development, funding, and pathway program approval processes.
2.3. The candidate is aware of professional organizations in business fields.

Performance

2.4. The candidate models appropriate problem-analysis and problem-solving techniques.

2.5. The candidate creates curriculum based on state competencies and pathway development.

Standard #3 The teacher candidate of business understands and applies knowledge of engaging in meaningful professional learning and self-renewal through continuous learning, self-reflection, and collaboration.

Knowledge

3.1. The candidate understands the resources for professional development and continuing education.
3.2. The candidate is familiar with employability and workforce readiness skills necessary to successfully transition from school to work.

Performance

3.3. The candidate presents career information as an integral part of the instructional process.
3.4. The candidate models and teaches skills and attitudes desired in the world of work.
3.5. The candidate demonstrates ethical professional practices.

Standard #4 The teacher candidate of business plans and designs real-world, competency-based instruction, develops valid and reliable assessments, and implements multiple, diverse instructional strategies in classroom, lab, and simulated workplace settings.

Knowledge

4.1. The candidate of business utilizes local, state, and national business education standards for planning.
4.2. The candidate of business understands and uses a variety of appropriate instructional strategies and resources.
4.3. The candidate of business knows the techniques for creating student-centered learning and laboratory experiences related to business education, careers, and community.
4.4. The candidate of business understands how academic standards are embedded and reinforced within a business education curriculum to promote student success.
4.5. The candidate of business understands multiple forms of traditional and authentic assessments appropriate to the content and the needs of the individual learner.
4.6. The candidate of business understands how to engage students in assessing themselves.
4.7. The candidate of business understands how data can be used to make informed curricular decisions.
4.8. The candidate of business understands how technology assists in managing student assessment.

Performance

4.9. The candidate of business integrates current academic and employability and workplace standards into the business education curriculum.
4.10. The candidate of business develops instructional plans sensitive to all learners.
4.11. The candidate of business plans course curriculum units and sequence for an approved business education program.
4.12. The candidate of business uses teaching strategies that are appropriate to the business education content and learner.
4.13. The candidate of business constructs and implements multiple forms of valid and reliable assessments appropriate to business education content and the learner.

Standard #5 The teacher candidate of business demonstrates content knowledge of: Accounting, Business Law, Business Ethics, Data Analytics, Economics, Entrepreneurship, Finance, Information Technology, International Business, Management, and Marketing.

Knowledge

5.1. The candidate understands basic accounting concepts, theories, and terminology.
5.2. The candidate is aware of the purpose, characteristics, and classifications of business, labor, and consumer laws.
5.3. The candidate understands the importance of financial planning for individuals.
5.4. The candidate understands basic business principles and various forms of business ownership.
5.5. The candidate understands economic trends and the impact of the economic systems around the world.
5.6. The candidate understands the functions of marketing, marketing techniques, and terminology.

Performance

5.7. The candidate identifies and analyzes various management principles and types of business ownership.
5.8. The candidate develops a business plan that includes factors related to financing, marketing, and legal responsibilities of business owners.
5.9. The candidate demonstrates the ability to teach the seven marketing functions and entrepreneurial concepts.
5.10. The candidate demonstrates an understanding of general business operations.
5.11. The candidate of business demonstrates an understanding of international business environments.
5.12. The candidate uses accounting methods to analyze and solve financial problems.
5.13. The candidate describes labor, consumer, and business law.
5.14. The candidate identifies ethical business practices.

5.15. The candidate describes consumer rights, services of financial institutions, saving and investing plans, credit laws, types of insurance, tax forms, and retirement planning.

Standard #6 The teacher candidate of business demonstrates the knowledge and skills to engage in appropriate collaboration and communication with colleagues, students and families.

Knowledge

6.1. The candidate identifies how to utilize multiple strategies, opportunities, and technologies to effectively collaborate with colleagues, students and families.
6.2. The candidate understands effective verbal & non-verbal communication skills.

Performance

6.3. The candidate creates a culture of open collaboration through various appropriate methods.
6.4. The candidate uses effective communications skills in the workplace.
6.5. The candidate understands and demonstrates leadership and teamwork skills.

DRAFT Crosswalk: 2001 versus 2026 Business Standards

General Information about this Revision: » Updated language » Reorganized standards elements		
Standard 1		
2001 PREVIOUS STANDARD	2026 NEW STANDARD	WHAT CHANGED?
Standard #1 The teacher of business demonstrates content knowledge of and skills in the use of computers.	Standard #1 The teacher candidate of business demonstrates proficiency in digital literacy, data analytics, emerging technologies and careers in the business field.	• Updated language • Expanded reference to proficiency in digital literacy, data analytics as well as emerging technologies and careers in the business field. • Updated to meet current discipline needs. • Combined content into one standard (Standard 5).
Standard 2		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #2 The teacher of business uses instructional strategies that encourage development of students' higher order cognitive skills (decision-making, critical thinking, problem-solving) with regard to business and technological issues and problems.	Standard #2 The teacher candidate of business demonstrates knowledge of curriculum development based on state competencies and pathway development that encourages development of students' higher order cognitive skills (decision-making, critical thinking, problem-solving).	• Updated language • Increased emphasis on pedagogy. • Expanded to Include reference to state competencies and pathway development. • Updated to meet current discipline needs. • Combined content into one standard (Standard 5).
Standard 3		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?

Standard #3 The teacher of business demonstrates knowledge of current curricula, curricular issues, and trends related to computer and business education.	Standard #3 The teacher candidate of business understands and applies knowledge of engaging in meaningful professional learning and self-renewal through continuous learning, self-reflection, and collaboration.	• Updated language • Updated to meet current discipline needs. • Expanded to include the importance of self-reflection, lifelong learning & collaboration • Combined content into one standard (Standard 5).
Standard 4		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #4 The teacher of business demonstrates knowledge of future educational opportunities and careers in business and computer fields based on exploratory or working experiences in business.	Standard #4 The teacher candidate of business plans and designs real-world, competency-based instruction, develops valid and reliable assessments, and implements multiple, diverse instructional strategies in classroom, lab, and simulated workplace settings.	• Updated language • Increased emphasis on pedagogy. • Updated to meet current discipline needs. • Combined content into one standard (new Standard 5).
Standard 5		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #5 The teacher of business demonstrates an understanding of general business operations, marketing functions, and international business environments.	Standard #5 The teacher candidate of business demonstrates content knowledge of: Accounting, Business Law, Business Ethics, Data Analytics, Economics, Entrepreneurship, Finance, Information Technology, International Business, Management, and Marketing.	• Updated language • Updated to meet current discipline needs. • Combined content into one standard (Standard 5).
Standard 6		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #6 The teacher of business understands	Standard #6 The teacher candidate of business	• Updated language

the role of accounting in the workforce.	demonstrates the knowledge and skills to engage in appropriate collaboration and communication with colleagues, students and families.	• Updated to meet current discipline needs. • Combined content into one standard (Standard 5).
Standard 7		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #7 The teacher of business understands the role of leadership, teamwork, and communication in the workforce.	None	• Combined content into one standard (Standard 5) and moved these items to new Standard 6.
Standard 8		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard #8 The teacher of business understands business law, ethics, and financial planning.	none	• Combined content into one standard (Standard 5)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:	Director:	Commissioner:	Meeting Date:	2/11/2026
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Receive Regulations/Rules Review

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommended changes to licensure regulations to align licensure requirements with the State Board's Goal #3 Policy, Regulation and Alignment.

Explanation of Situation Requiring Action:

Over the past three years, the Board has implemented multiple changes that now necessitate corresponding updates to licensure regulations.

These revisions are intended to:

Align licensure requirements with the Kansas school improvement model.
Reduce duplicative or outdated requirements.
Allow districts to process applications more efficiently and effectively.
The Licensure Team will present:

A summary of regulation changes previously approved by the Board, and
Newly proposed changes requiring Board consideration.
Regulations Impacted

91-1200 — Definitions
91-1201 — Types of Licensure
91-1202 — Endorsements
91-1203 — Licensure Requirements
91-1204 — Licensure of Out-of-State and Foreign Applicants
91-1205 — Licensure Renewal Requirements
91-1209 — Additional Endorsements
Previously Approved Licensure Changes

Creation of a "Legacy License." A 20-year license for retired educators, permitting service as a full-time teacher of record or substitute teacher.
Addition of a third pathway for Emergency Substitute Licensure, requiring:
Completion of State Board–approved substitute training modules, and
Verification of hire.
Removal of the Principles of Learning and Teaching (PLT) test. The test was determined to be duplicative, as candidates already complete a performance-based work sample in all state-approved teacher preparation programs.

Creation of a Computer Science endorsement.

New Items for Board Consideration

1. Add a New Renewal Pathway Aligned With the School Improvement Model. Allow educators to renew their licenses by completing designated State Board–approved training programs during the term of the license. Examples include:

LETRS
Keys to Literacy
AIM Pathways
Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles
R.E.A.D. Redefined
Structured Literacy Intervention Specialist – Alphabetic Phonics (Cox) – Introduction
Elevate Leadership
This pathway streamlines renewal and emphasizes professional learning aligned with statewide literacy and instructional priorities.

2. Adjust License Durations to Improve Alignment, Efficiency, and Cost-Effectiveness

Proposed changes are intended to better align with mentoring requirements, reduce educator costs, simplify tracking, and support applicants who complete teacher preparation programs in the fall semester.

License Type

Proposed Change

Emergency Substitute License

Convert all to a two-calendar-year duration

Initial Teaching License

Extend to a four-year license

Temporary Nonrenewable License

Convert to a one-calendar-year license

Transitional License

Convert to a one-calendar-year license

3. Remove "Recency" as a Requirement for Licensure. Currently, recency is defined as one of the following within the past six years:

One year of accredited teaching experience, or
Eight semester credit hours of coursework.
Educators who do not meet recency must currently obtain a temporary license and then complete the requirement through coursework or experience.

Recommendation: Remove the recency requirement entirely, reducing unnecessary barriers and streamlining access to licensure.

The proposed updates ensure Kansas' licensure system is coherent, efficient, and aligned with statewide goals for continuous improvement and high-quality instruction. The recommended revisions:

Reduce regulatory redundancies,
Support districts in meeting staffing needs, and
Enhance the quality and relevance of professional learning opportunities.

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Item Title: Celebrating Kansas' High-Quality Parents as Teachers Home Visiting Programs – Helping Families Raise Readers from Birth

From: Amanda Petersen

The Kansas State Board of Education will have the opportunity to celebrate Kansas' high-quality Parents as Teachers home visiting programs. Many Kansas Parents as Teachers programs have recently earned the Blue Ribbon designation by the Parents as Teachers National Center. Kansas Parents as Teachers programs from USD 501 Topeka and USD 273 Beloit will highlight how evidence-based home visiting services help families raise readers from birth by strengthening early language development, modeling parent-child literacy interactions, and supporting parents as their child's first and most important teacher.

Kansas Parents as Teachers is an evidence-based parent education model used to support parents and children from prenatal to kindergarten entry. The model provides a wide array of services to families including personal visits, group learning and socializing events, child and caregiver screenings and connections to community resources. The services are delivered by trained professionals and support a comprehensive set of goals including: increase children's school readiness and success; provide early detection of developmental delays and connections to services; increase parent knowledge of early childhood development and improve positive parenting practices; and strengthen community capacity and connectedness. Visit the Parents as Teachers National Center website for additional information about the research base supporting Parents as Teachers as an effective strategy to promote student success.

Kansas state law (K.S.A. 72-4162) authorizes the board of every school district to: (1) Develop and operate a parent education program; (2) enter into cooperative or interlocal agreements with one or more other boards for the development and operation of a parent education program; (3) contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the provision of services which are appropriate to a parent education program; and (4) apply for a grant of state moneys to supplement amounts expended by the school district for development and operation of a parent education program.

K.S.A 72-4161 defines a "parent education program" as a program developed and operated by a board of education of any school district for the purpose of providing expectant parents and parents of infants or toddlers or both with information, advice, assistance, resource materials, guidance and learning experiences regarding such measures as parenting skills and the various styles of parenting, the processes and principles of growth and development of children, home learning activities designed for infants and toddlers, techniques emphasizing a positive approach to discipline, effective methods of communicating and interacting with children so as to foster the development of self-esteem, strategies for structuring behavioral limits and increasing mutual positive regard, and other elements of effective parenting that are conducive to the structuring of a home environment in which children are encouraged to be successful and productive learners.

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Item Title: KESA Cohort - Special Purpose Schools

From: Jay Scott

During this information-only session, the State Board of Education will learn about the KESA Special Purpose Schools Cohort, which includes six schools;

the Kansas School for the Blind,

Kansas School for the Deaf,

Heartspring School,

Parson State Hospital School,

Lakemary School,

and Lawrence Gardner High School (within the Juvenile Detention Center).

Since the inception of KESA 2.0, these schools have been working together/collaborating to improve student outcomes. While these six schools are grouped because of their uniqueness as compared to all other school systems across the state, each school is unique unto itself. In KESA 2.0, KSDE is acknowledging the distinct differences in each of these schools while also holding these schools to certain accreditation standards. The State Board of Education will hear a brief synopsis of each school, including the students it serves and the range of educational programming it offers, as well as the actions the cohort is taking to collectively improve student outcomes through the KESA 2.0 process.