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

Danny Zeck District 1
Melanie Haas District 2
Michelle Dombrosky District 3
Ann E. Mah District 4
Cathy Hopkins District 5
Dr. Deena Horst District 6
Dennis Hershberger District 7
Betty J. Arnold District 8
Jim Porter District 9
Jim McNiece District 10

Meeting Agenda Tuesday, October 8, 2024

TIME	ITEM		PRESENTER
10:00 a.m.	1. Call to order and Roll Call 2. Mission Statement, moment of silence, pledge of allegiance 3. Approval of agenda 4. Approval of minutes for September 10 & 11, 2024		Melanie Haas, Chair
10:05 a.m. (IO)	5. Farm to School Report with *Crunch Off*	25 min	Eryn Davis & Barb Depew, Child Nutrition and Wellness
10:30 a.m. (IO)	6. Citizen's Open Forum	15 min	
10:45 a.m. (IO)	7. Annual Report by the Commissioner	1 hour++	Dr. Watson
	Break during the Annual Report		
12 NOON	Lunch (1.5 hours)		
1:30 p.m. (IO)	8. Eisenhower Middle School Modern Music Choir	20 min	Christian Reynolds, Arts Coordinator, Topeka
1:50 p.m. (RI)	9. Receive Policy Committee Review Changes and Quick Start Reference Sheet	30 min	Betty Arnold, Chair of Board Policy Committee
2:20p.m. (IO)	10. Blue Ribbon School Awards Garfield Elementary School, Augusta USD 402, Principal Trever Lockamy Herington Elementary School, Herington USD 487, Principal Nick Morgan Lincoln Elementary School, Geary County USD 475, Principal Daniel Dinkel Sunflower Elementary School, Paola USD 403, Principal Staci Wokutch	30 min	Denise Kahler, Director, Communications
2:50 p.m.	Break (10 min)		
3:00 p.m. (AI)	11. Act on Professional Practices Commission Item	15 min	Scott Gordon, KSDE General Counsel & Jen Holt, PPC Chair
3:15 p.m. (IO)	12. Teacher Fall Vacancy Report	45 min	Shane Carter, Director, Teacher Licensure

4:00 p.m. (RI/AI)	13. Receive and Act on recommendations from the Evaluation Review Committee (ERC) for higher education accreditation and program review	10 min	Dr. Catherine Chmidling, Teacher Licensure
4:10 p.m.	Break (10 min)		
4:20 p.m. (IO)	14. Special Education Advisory Committee (SEAC) Quarterly Report	10 min	Bert Moore, Director, Special Education
4:30 p.m. (IO)	15. KPERS overview: Focus on Teachers	30 min	Alan Conroy, State Director
5:00 p.m. (AI)	16. Act to approve Professional Standards Board recommendations on licensure literacy test requirements.	20 min	Shane Carter, Director, Teacher licensure
5:20 p.m.	Adjourn		

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Meeting Agenda Wednesday, October 9, 2024

TIME		ITEM	PRESENTER
9:00 a.m.		1. Call to Order	Melanie Haas, Chair
9:05 a.m.	(IO)	2. Kindergarten Readiness Snapshot 30 min	Amanda Petersen, Director, Early Childhood
9:35 a.m.	(AI)	3. Act on Policy Committee Policy Review changes and Quick Start Reference Sheet 15 min	Betty Arnold, Chair, Board Policy Committee
9:50 a.m.		Break (10 min)	
10:00 a.m.	(IO)	4. Ag in the Classroom 20 min	Nancy Zenger-Beneda, Ag in the Classroom
10:20 a.m.	(IO)	5. Dorothy Dorman, National First Place winner in the 2024 School Bus Driver International Safety Competition 20 min	Melissa Ostermeyer, School Transportation Unit
10:40 a.m.		Break (10 min)	
10:50 a.m.	(IO)	6. How high performing school districts exceed expectations on State Board outcomes 45 min	Mark Tallman, researcher, Kansas Association of School Boards
11:35 a.m.		Short Break (5 min)	
11:40 a.m.	(AI)	7. Consent Agenda 15 min	
		a. Receive monthly personnel report and personnel appointments to unclassified positions	Wendy Fritz, Director, HR
		b. Act on teacher licensure waivers	Shane Carter
		c. Act to approve Local Professional Development Plans	Shane Carter
		d. Act on request from USD 259 Wichita for capital improvement (bond and interest) state aid	Dale Brungardt, Director, School Finance
		e. Act on request from USD 259 Wichita to hold a bond election	Dale Brungardt

	f. Act to approve school districts participating in the At-Risk Accountability Plan Pilot Program in 2024-2025 and 2025-2026	Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services
	g. Act to authorize initiation of Request for Proposal process to negotiate a contract for State Board Attorney legal services	Dr. Watson
	h. Kindergarten Readiness Snapshot (ASQ) Contract for State Fiscal Years 2025-2028	Amanda Peterson, Director, Early Childhood
	i. Contract with the Agile Technology Solutions (ATS) at the Assessment and Achievement Institute (AAI) at the University of Kansas to develop and field test the US Department of Education grant award for PRISM (Partnership to Review and Improve Student Performance via Multiple Measures).	Beth Fultz, Director, Career Standards and Assessments
11:55 p.m.	Break (15 min)	
12:10 p.m.	Chair's Report a. Remarks from the Chair b. Discussion about Board Committees 45 min c. Remarks from the Board Attorney d. Act on board travel requests (AI) e. Requests for future agenda items	
1:10 p.m.	Adjourn	

Draft Minutes until approved by the Board

MINUTES

Kansas State Board of Education
Tuesday, September 10, 2024

Call to Order

00:01:01

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

Roll Call

The following Board members were present:
Mrs. Betty Arnold
Mrs. Michelle Dombrosky (on Zoom)
Mrs. Melanie Haas, Chair
Mr. Dennis Hershberger
Mrs. Cathy Hopkins
Dr. Deena Horst
Mrs. Ann Mah
Mr. Jim McNiece
Mr. Jim Porter, Vice Chair
Mr. Danny Zeck

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

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

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

Approval of the Agenda

Chair Haas asked for a motion to approve the meeting agenda for both Tuesday and Wednesday.

Mrs. Arnold moved to approve the agenda for Tuesday and Wednesday. Mr. McNiece seconded the motion. **Motion carried 9-1. Mr. Zeck voted no.**

Motion 00:03:05

Approval of the August 13 & 14, 2024 minutes

Chair Haas asked for a motion to approve the minutes of August 13 & 14, 2024.

Dr. Horst moved to accept the minutes of August 13 and 14, 2024 as written. Mr. McNiece seconded the motion. **Motion carried 10-0.**

Motion 00:04:05

Commissioner's Report:

Dr. Watson
00:04:30

Over the past few years, the Board, the department, and all of Kansas educators have been focusing on an elevated level of engagement on the issue of literacy. Therefore today Dr. Watson is reporting today on the state of literacy education in Kansas.

Using the metaphor of looking only at the final score in a football game, Dr. Watson explained that focusing only on the summative assessment scores of students does not tell the whole story, and it does not help educators understand the success and obstacles in the process of teaching students to read.

Dr. Watson used Board goal #2 to demonstrate.
Board Goal #2: "To enhance each student for post-secondary opportunities and success" and the outcomes attached to that:
Outcome: Increase graduation rate toward 95%
Outcome: Increase postsecondary effectiveness toward 70-75%
Outcome: Decrease the percent of students scoring in level 1 on the State Assessments and increase the percent of students scoring in level 3 and 4 on the State Assessments.
There are sub-measurers that influences the final scores/outcomes such as chronic absenteeism (17-18 days per year of non-school related absences) which was 21.8% in 2023. This statistic influences the ability to teach children to read. This is the first question schools need to ask because if a child is not present, it is not possible to teach them. So, to increase reading and math skills, schools must make phone calls to parents and say, "Hey, we really missed your child today. We really need him!" This sub-measure affects the final outcome, so it must be addressed.

Academics matter to a child's future success in life. Kansas evaluates students in terms of four levels: limited, basic, effective, and excellent. (Students demonstrates a(n) _____ ability to use and understand the academic skills and knowledge needed for postsecondary success.) Using data from students who graduated in 2017, 2018 and 2019, divided into these four levels, there is a clear difference in the post-secondary effectiveness of students who graduated in each level. Level one students have a much lower effectiveness rate than students in levels 2, 3, and 4. This is not effectiveness only in terms of higher education, it also affects opportunities in the military, and in the workplace. Kansas Can Competencies (Intrapersonal, Cognitive, Interpersonal) also make a dramatic difference. If students do not learn social skills, ethics, self-care, and other competencies, they will not succeed in the workplace.

Dr. Watson focused on literacy, comparing the state scores from 2022 with 2023. Level 1 went down from 33.94% to 32.89%. Level 3 & 4 went up. He referred to the Kansas Education Framework for Literacy document, handed to the Board for this presentation. He shared the LETRS®® training opportunities that are being used state-wide to train teachers and staff. LETRS®® is the gold standard for the method that has been adopted statewide for all reading instruction: the science of reading. The efforts of the Board to put this new reading method into practice in every classroom in Kansas have been immense. The Board has endorsed the science of reading, funded the training of teachers and administrators up to $25 million, changed the licensure standards for teachers to include training in the science of reading by 2028 for pre-k and elementary teachers, administrators and school psychologists, expanded LETRS®® training into 2026, and worked tirelessly to support this momentous shift in how we teach all children (including those who have the struggle of dyslexia) to read.

Science based reading instruction is now the standard and needed to be licensed as a Kansas teacher. Dr. Watson explained there are levels in this area. Just as the medical field has stackable levels (CNA, LPN, RN) where employees can obtain one level while working on the next, so the teaching field also has stackable credentials, for teachers and staff. LETRS®® is the foundation, level one, which gives educators the knowledge. However, there must be a level two of applying that knowledge in the classroom. There will be more levels created in future. There might be levels of coaching, mentoring, and other options that higher education can bring to help educators establish the applications. Level three might be deepening the experience of application in the classroom, and level four might be becoming a reading specialist.

He stated that the Board crafts policy which supports the work of educators and schools in literacy, STEM, and all the areas which our students need. This past year the Board has taken some positions that were not always popular, but they were necessary, and in literacy the Board has made sure that Kansas schools are making huge efforts to improve the literacy skills of our students.

Citizen's Forum
00:34:15

Citizen's Forum

There were no citizens who wanted to speak to the Board.

School Improvement 00:34:45

School Improvement: Report on At Risk List Update and Pilot Districts

Deputy Commissioners Dr. Proctor and Dr. Harwood

Dr. Proctor shared that he has spent much of his time out in the school districts collaborating directly with the school improvement process. He and his team are finding success in the training of KESA facilitators. He thanked the Board for all the discernment in developing the work in school improvement which is now coming to fruition. The KESA model is working very well and the KSDE staff is out working across the state watching that model take hold.

Dr. Proctor gave an overview of the evidence based at-risk list. He shared that the at-risk list has been updated, through the meticulous analysis of each 175 items, all items that did not meet the requirements were removed, leaving 151 programs and practices. There is a provisional application that allows a district to ask to continue using at risk funds for programs/practices that are working for a particular system. The district must show that there is a direct correlation between improvement in at risk student success with the program they are using.

In December, his department will formally submit the at-risk list to the Board for a vote in January. Dr. Harwood and his department have created clear district guidance on how to use at-risk funds. He believes this will be an annual practice, as the list is constantly updated, and can be shared with the Board every December for approval in January. There have been questions about why some programs were on the list or taken off. Dr. Proctor emphasized that a program/practices presence on this list is not an endorsement by the Board or KSDE. It is a list of programs that are backed up by evidence (data) showing they have helped at risk students improve. KSDE is simply saying that these programs qualify for at-risk spending, and the actual choice to use a particular program/practice is left up to the local school board.

Dr. Harwood explained the process outlined in House Substitute for Senate Bill 387 to create the pilot program for the at-risk accountability plan in 2024-2025 and implement it in 2025-2026. The State Board will select the ten school districts (diverse group), and he listed the present volunteer districts: Wakeeney, Hodgeman County, Fort Scott, Goddard, Burrton, Sterling, Riley County, Andover, Altoona-Midway, Bucklin, Liberal, Hays and Kansas City. These districts will be on the consent calendar for the October Board meeting.

Starting in 2026-2027, all districts will be required to submit an At-Risk Accountability plan that shall:

- Demonstrate that the school district is using evidence-based instruction (as defined in KSA 72-5153 and amendments thereto) for the education of students who are identified as eligible to receive at-risk programs and services;
- Measure longitudinal academic improvement in a quantitative manner;
- Establish quantitative student academic improvement goals for certain identified student cohort groups and strive to meet such goals through the provision of evidence-based instruction that is provided to such student cohort groups above and beyond regular educational services;
- Ensure that at-risk education fund moneys are expended in accordance with the law by providing services beyond regular educational services;
- Show academic improvement in certain student cohorts and students identified as eligible for at-risk programs. (Consequences for not meeting academic goals could begin in the 2030-2031 school year.)

The pilot program will be an opportunity to put these practices into use prior to the entire state engaging in the procedures.

Reports and Trainings 01:19:15

Overview of Legislative Requirements for Reports and Trainings
Dr. Frank Harwood and Gabrielle Hull

Deputy Commissioner Dr. Harwood went over the list of twenty required staff and student trainings that have been mandated by the Kansas Legislature: Bullying, Sexual Harassment, Suicide Prevention & Awareness, Education for the Homeless Title IX, Emergency Safety Intervention ESI, Bloodborne Pathogens, Negotiations, Professional Development Council (PDC), Juvenile Justice, Reasonable Suspicion, First Aid (CPR), Abuse Prevention & Mandated Reporting, 12 Hours Behind the Wheel, 10 Safety Meetings for bus staff, First Aid (CPR) for bus staff, Defensive Drive for bus staff, Structured Literacy and/or Dyslexia, Concussion, Emergency Medication Administration, and Cardiac Emergency Response.

Mrs. Hull, KSDE Legislative Coordinator, went through twenty one reports required to be submitted to the legislature by KSDE staff. She went through each and stopped for questions from the Board.

1. Early Retirement Incentives Programs of Local School Districts (KSA 72-2291)
2. Longitudinal Data System (KSA 72-6320)
3. Tax Credit for Low Income Students Scholarship Program (KSA 72-4355)
4. USD Bond Elections (KSA 72-5462)

5. Emergency Safety Interventions (KSA 72-6154(c))
6. School District Safety and Security Reports (KSA 72-6143(g))
7. School District Financial Accountability Reports (KSA 72-5171)
8. Legal Services Challenging Constitutionality of School Finance System (KSA 72-5171)
9. Kansas Uniform Financial Accounting and Reporting Act (KSA 72-1167)
10. School District Accreditation System Legislative Update (KSA 72-5170)
11. Mental Health Intervention Team Pilot Program (Proviso)
12. Performance Accountability Reports (KSA 72-5178(a) and (c))
13. Foster Care Report Card (KSA 72-9944)
14. ACT, Pre-ACT, and WorkKeys exam data (KSA 72-5179)
15. Kansas Registered Apprenticeship Program Evaluation (KSA 74-50,234)
16. Pack Act Update (KSA 72-3257)
17. Open Enrollment Data (KSA 72-3123)
18. State Licensure Report (KSA 48-3406)
19. At-Risk Accountability Plans (2024 House Sub for SB 387)
20. Special Education District Level Excess Costs (2024 House Sub for SB 387)
21. Annual Report of Assessment Data (2024 HB 438)

KFTA
03:31:00

Kansas Future Teachers Academy (KFTA)
Todd Roberts and Amy Hillman, Co-Directors
Students: Taryn Clark (Mission Valley High School), Karla Diaz (Olathe East High School), Hailey Frances (Olathe East High School), Molly Gorman (Seaman High School), Vendell Harris (JC Harmon High School), Colt Hughey (Olathe East High School), Reddi Johnson (Washington High School), Jonas Lonergan (Topeka High School), Sha-Win Schimmel (Haskell Indian Nations University)

As the KFTA staff and students began their presentation, the Boardroom was full of excitement, music, dancing, greetings, and high fives. Directors Todd Roberts and Amy Hillman led the presentation and shared the history of KFTA and how it has grown dramatically in the past three years.

Kansas Future Teacher Academy (KFTA) is a five-day intensive program, where participants share in a variety of activities that will help them to better understand what teachers do. Students learn from Kansas Teacher of the Year winners, Horizon Award winners, and other respected Kansas educators. The focus is on Social Emotional Learning, Project Based Learning, Active Engagement, and building an Inclusive Classroom for all students to thrive.

KFTA provides students with an opportunity to build a community based on relationships, connections, and finding their purpose. KFTA has grown from sixty students and forty high schools in 2022 to 142 students and eighty-two high schools in 2024.

Reddi Johnson, Washington High School, nickname "Red," is sixteen years old and on the teacher pathway. She spoke about Mr. Burrows who inspired her to become a teacher. Red is grateful for the purpose that she found at KTFA. She felt at home. She ended by saying "Teaching needs to be done with a purpose."

Jonas Lonergan, Topeka High School, wants to go into education because he believes it is the most important vocation. Male teachers are a minority in the field of education. He believes it is important for young men to have male mentors in their lives. He wants to become a high school social worker. KFTA is a wonderful environment, with friendships, activities, opportunities, and connections with likeminded individuals.

Taryn Clark, Mission Valley High School, Eskridge, is part of the CTE *Family, Community and Consumer Services Pathway* and the *Teaching Pathway*. She hopes to attend Emporia University and study teaching, with a focus on special education, and then get her building and district administration degree and be a special education director. She grew up in an education family.

Katelyn Pedigo, Olathe East High School alumnus, is presently at Emporia, studying elementary education with a specialty in special education. She created a video that shares what the KFTA experience is, with a soundtrack entitled "You gotta find your people."

Molly Gorman, Seaman High School, wants to attend Emporia and wants to study upper primary education. At KTFA and she met friendship and a future for herself. At the end of the week, students were put into teams. Doing that project showed her how important it is to be part of a team that has a similar goal.

Vendell Harris, JC Harmon High School, Senior, in Kansas City, Kansas (KCK). He is going into education because he has been inspired by teachers and he wants to pass that on to others. Community is what he found at KFTA. At first, he thought he did not fit in, he was outside his comfort zone, but he found people who had the same interests and goals as he did. After high school he would like to get an education scholarship to study at Emporia, UMKC or Baker. He hopes to return to the KCK school system as a teacher.

Karla Diaz, Olathe East High School, wants to study early childhood education. She shared that there are so many different people in the world, but she found the people at KTFA were much like her even if they looked different. She found a sense of belonging.

Amy Hillman shared the data from a recent survey sent to recent students. When asked "What is your reason for becoming a Kansas Educator?" students answered:

1- To have a positive impact on student's lives;
2- To be a support system for students;
3- Passion for helping students reach their full potential;
4- Desire to create a safe and inclusive learning environment;
5- Inspired by past teachers and firsthand experiences;
6- Love for teaching and specific subjects.

KFTA listed the top six reasons campers enjoyed and grew from their time at Kansas Future Teachers Academy: friendship, teamwork, and inclusion; growth in confidence and public speaking skills; passion for teaching; firsthand teaching experience; learning about diversity; belonging and inclusion; and inspiration from educators.

Haley France and CJ Hughey spoke together. They are both from Olathe East and involved in 21st Century program. Haley plans to attend Emporia to major in education. CJ wants to go to UMKC for a social work degree. They described the process of being involved in the *Teaching Pathway*. This involves being placed in classrooms to learn and observe. In their senior year they are given three placements where they operate as a teaching assistant. In April of their senior year, they interview with district superintendents and if approved they can get a "future" contract to come back to Olathe after they earn their degree.

Todd introduced an Educators Rising student Ainsley Schimmel, now known as Sha-Win Schimmel. She changed her name Ainsley to her actual given name "Sha-Win," because at KFTA she gained confidence about being her true self. This is an example of what happens at the Academy. Students find themselves at the Academy.

The students and the Board members took some time to talk individually, and there was some more celebrating, dancing and clapping.

Student Showcase 04:57:05

Student Showcase: Akshay Nair, Blue Valley USD 229 and Elise Davies, De Soto USD 232

Elise Davies and Akshay Nair both experienced a science wilderness camp, in the Monongahela National Forest in West Virginia.

Miss Davies explained two delegates are selected from each state, along with international delegates. There was an extensive process to apply. At the camp there were morning and evening lectures, directed studies and field trips. Outdoor experiences in caving backpacking, swimming and survival skills were experienced. There were music, dancing writing and crafts.

Early in the camp they had to figure out how to supply water, which had been depleted through a drought in West Virginia. The daily schedule was always a surprise, and this was intended to help students live in the moment. Phones were only for taking pictures. Elise shared how deeply her life has been impacted, friendships formed, and future directions made clear.

She stated, "The need for scientist and engineers who are ethical educators, leaders and policy makers is growing STEM professionals who can educate other will be increasingly valuable to society." She strongly encourages others to apply. She thanked all her STEM teachers.

Akshay Nair shared he was very honored to be sharing his experience. He is a senior at Blue Valley West High School, interested in Aerospace Engineering, and captain of FIRST tech challenge and a member of Robotics team. He plays the drums, also. Every day at the camp was different, but the STEM lectures happened most days. There were overnight hikes, sports, as there was limited access to Wi-Fi, and he found that refreshing because it helped his generation believe they could interact without internet.

He shared there were leadership opportunities, in the events like caving, the leaders were very hands off and allowed the students to find their own way. He made friends and lasting connections and spent lots of time outside which helped his appreciation of nature.

Policy 05:37:49

Act on Evaluation Updates from the Board Policy Committee

Mrs. Arnold, Chair of the Board Policy Committee

Mrs. Arnold presented the new evaluations for the Commissioner, Attorney and Secretary, that the policy committee has been working on. The evaluations are designed to be used

easily on a computer or cell phone. These documents were a receive item in August and now ready for the Board to vote on.

Mr. Hershberger moved that the Kansas State Board of Education approve the evaluation updates as presented by the Board Policy Committee. Dr. Horst seconded the motion. Motion carried 9-1. Mr. Zeck voted no.

Motion 05:39:45

Act on Professional Practices Commission Items
Scott Gordon, KSDE General Counsel

PPC 05:40:12

Mr. Gordon presented the cases for this month, which will be either denied or revoked. In each of the cases filed with the Professional Practices Commission, KSDE mailed Complaints to the last known address of the Applicant/Licensees. In some instances, failures to deliver certified mail came back with updated addresses. When an updated address was provided, the Complaints were mailed a second time. No requests for hearings or answers were filed. If no answer is filed within the prescribed time of 15 days, the person shall be deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action, and the Complaint shall proceed directly to the State Board for default findings per K.A.R. 91-22-9(a).

Mrs. Hopkins moved that the Kansas State Board of Education revoke or deny the following licenses as described in the proposed orders for 24-PPC-7, 24-PPC-8, 24-PPC-9, 24-PPC-11 through 15, and 24-PPC-20. Dr. Horst seconded the motion. Motion carried 10-0.

Motion 05:46:10

KAP 05:55:48

Preview of Kansas Assessment Program (KAP) enhanced and refreshed instructional mini tests, interim and summative assessments, and reports
Beth Fultz, Director KSDE Career, Standards and Assessment
Julie Ewing, KSDE Assistant Director for Assessments
Susan Dressler Martin, Director, Assessment Technology Solutions at KU
Matt Copeland, Associate director, Assessment Technology Solutions at KU

Director Fultz introduced the speakers on assessments. She shared about how competitive assessment grants were, but last week KSDE got an email saying Kansas has been awarded the grant to develop a partnership to review student performance in multiple measures.

Mrs. Julie Ewing shared the history of the assessment program in Kansas. For many years, prior to 2020, KSDE worked with KU annually to provide the assessments in Kansas. KU was given a five year contract in 2020 which included:

- Delivery of the current test through 2024 on the KITE® platform;
- New assessments in 2025 in ELA, Math, and Science aligned to adopted Kansas content standards; and
- Refreshing the mini-test item bank.

Work began on developing a blueprint for the 2025 assessments, while continuing to administer the current assessment (2015-2024). Presently, they are ready to administer the refreshed and enhanced assessments for the 2025 year.

Matt Copeland, Associate Director of Assessment & Technology Solutions, Kansas University (KU), explained that his group has been working with KSDE and listening to administrators, teachers, and students across Kansas.

The KAP Balanced Assessment System offers a coherent and unified assessment experience:

- One platform;
- Consistent look and feel across assessments;
- Reports that share their learning journey; and
- Data that empowers personalized assessment and growth.

There are three components: mini-tests, interim assessments and the summative (required for class levels) assessments. These are all designed to improve student learning.

Instructional mini-tests are available all year for math, ELA, and science. They are aligned to standards in topical groupings, enhanced with metadata such as Lexile, text complexity, and can be used for any grade level, multiple times. Educators construct their own assessment to measure what they are teaching when they are teaching it. These tests offer standard-level data that can be used as pre-checks, post-checks, progress checks, and as class learning opportunities. There is flexibility to wrap around instruction based on local scope and sequence.

Interim Assessments are aligned to Kansas learning standards, test forms with refreshed idea, items reviewed by Kansas educators, and are timely reporting tools to help educators use information.

Summative assessments are now brand new forms, with refreshed items. The items have been reviewed by Kansas educators and field tested with Kansas students. There is a range of accessibility features.

This KAP system focuses on student learning, by helping educators individualize instruction, collaborate with colleagues, inform instructional planning and pacing and track progress toward important goals. The goal is to foster a culture of continuous improvement.

Susan Dressler Martin, Director, Assessment Technology Solutions at KU, explained that the Kite® platform has been used for several decades. It unites all the classroom level, interim and summative assessment, and it includes students and parents. One platform allows educators to be comfortable and knowledgeable about the platform. It offers different accessibility accommodations, and the ability to integrate data from various sources. The platform is supported on Chromebooks, and Macs. The Kite® reporting suite (individual student reports, feedback reports, interactive educator reports portal, and standards-based reports) provides data and information needed to evaluate student progress, and allows rich conversations with students, parents, and administrators. Dr. Dressler Martin stated that the guiding principles of the Kite® Reporting Suite are:

- Student learning is at the center;
- Data is timely;
- Data is flexible;
- Data offers multiple levels of insights; and
- Data aggregates student performance over time at the standard level.

She described further how there is a feedback aspect to the tests that assist both teachers and students with the learning journey.

As Beth Fultz mentioned, the Competitive Grant for State Assessments (CGSA) was awarded to KSDE following the U.S. Department of Education's 2024 competition. The grant will fund PRISM, a project that will focus on expanding the current assessment system through:

- Integration of a connected visual system for displaying related content and available resources;
- Additional assessment literacy material;
- Generation of high-quality assessments;
- Enhancement of the Kite® assessment systems displays and interactivity; and
- Development of quality professional development on making data-based decisions.

Chair Haas recessed the meeting until Wednesday, August 14th, at 9:00 a.m.

Kansas State Board of Education
Wednesday, September 11, 2024

00:04:15

Chair Haas called the meeting to order at 9:00 a.m. All members were present; Mrs. Dombrosky was on Zoom.

LETRS®
00:04:30

School Improvement LETRS® training for teachers and staff
Dr. Ben Proctor, Deputy Commissioner, Direct Learning Services

Dr. Proctor started the conversation on LETRS® training within the context of school improvement and the scaffolding of KESA. His team is seeing districts using the LETRS® training for teaching structured literacy. It is good to see districts commit to the time and cost of the program. His team is working to provide literacy leadership across the state to support this training.

A goal will be to train local LETRS® facilitators who would:

- Build capacity and sustainability of structured literacy;
- Improve communication and coherence for structured literacy; and
- Support the Kansas School Improvement Model through professional learning and literacy coaching in structured literacy and quality instruction.

Planned action:

- Train local LETRS® facilitators;
- Develop KSDE Literacy Leadership Cadre that will communicate directly with the KSDE Early Literacy/Dyslexia Team; and
- Provide ongoing PD for literacy leaders to help teachers implement structured literacy.

Those local LETRS® facilitators would need leadership qualities, coaching ability, and a strong desire to bring research into practice. It requires a current teaching license, 3+ years of teaching experience, and the facilitators must be currently working with PK-12 students who are learning to read. They need a good foundation for literacy and must have completed all eight units of the 3rd edition of LETRS® training for Early Childhood at the mastery level of 80%. There will be responsibilities/requirements for these KSDE Kansas Literacy Leaders. They need to complete the LETRS® symposium each year, check twice a month to assess the progress of participants, and must be willing to participate monthly in zoom sessions with the KSDE Early Literacy/Dyslexia Team.

KSDE needs to continue funding LETRS® for the next two years, fund local facilitator training for selected educators, hold monthly virtual meetings on relevant literacy topics and create

an annual KSDE Literacy Summit to bring members together for learning and state-wide planning. Dr. Proctor explained that small districts would have one or two trainers, and that would expand up to districts like Wichita, which would need twenty-four trainers.

Mr. Porter commented that the Legislature needs to be made aware of the work the Board and the department has been doing to support literacy in Kansas. There has been a lengthy process of building a new system, structured literacy, and the Board needs to be acknowledged for providing a strong leadership role.

World Languages 00:28:19

Act on higher education standards for world languages
Dr. Catherine Chmidling, Teacher Licensure
Superintendent Luanne Barron, Kansas School for the Deaf
Dr. Petra-Horn Marsh, Edwards Campus, Kansas University
Keri Haberer, teacher of ASL, USD 260

Dr. Chmidling explained the two types of program standards: professional education standards and content program standards. One of the exciting changes to the higher education standards for world languages is the addition of American Sign Language (ASL). ASL is becoming a desired course in high school, so to assure that those high school classes are taught by well-trained teachers, the higher education courses that prepare those teachers, need to be set at a high level. When the high school students arrive at post-secondary institutions and want to study ASL, they will be prepared to enter courses with a strong background from their high school study.

Superintendent Barron expanded on the standards that will be in place for American Sign Language. She noted that this month is deaf awareness month, so it is significant that ASL might be added to the world language recognition list in Kansas. There are some changes in the standards vocabulary that will accompany adding ASL to the list. For instance, there is terminology such as native readers, and because ASL is not read, the term native signers will be added. ASL has its own grammar, syntax, rules, and it is visual, not written, but in every respect, it is a language, and it is signed around the world.

Dr. Petra-Horn Marsh emphasized that ASL is a distinct language and within Kansas there is a high demand to take courses in high school. However, often instructors are brought in who have not been trained in teaching even though they may be able to sign ASL at a high level. High school students need to take courses that teach them the all-encompassing language elements. They need a highly qualified instructor to prepare them for post-secondary study.

Mrs. Haberer stated that the standards are very consistent and inclusive of all languages taught. The wording of the standards should be very consistent in Higher Education, so it is easy and clear to understand what is being assessed.

Mrs. Arnold moved that the Kansas State Board of Education approve the new educator preparation program standards for World Languages PreK-12. Dr. Horst seconded the motion. Motion carried 10-0.

Motion 00:39:25

Act on redeterminations for conditionally accredited school systems
Dr. Jay Scott, Director, Accreditation

Accreditation 01:01:19

There were nine systems that were conditionally accredited in either 2021-2022 or 2022-2023 and are now being redetermined for accreditation status.

Recommendations are:
Bluestem: Accredited
West Elk: Accredited
Grinnell/Wheatland :Accredited
Southern Cloud: Conditionally Accredited
Paradise: Accredited
Otis-Bison: Conditionally Accredited
Central of Burden: Accredited
Winfield: Accredited
Accelerated Schools of Overland Park: Accredited

Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council as presented here today. Mr. Porter seconded the motion. Motion carried 10-0.

Motion 01:05:14

Act on nominations for Professional Standards Board
Shane Carter, Director, Teacher Licensure

PSB nominations 01:07:51

Mr. Carter asked for action on the nominations for the Professional Standards Board. He introduced the nominees, Candace Landers, Darnell Vargo, Dylan Graves, and Sarah Byarlay.

Mrs. Arnold moved that Candace Landers be appointed to serve on the Professional Standards Board representing a Public School Classroom Techer-At-Large position, effective upon appointment through June 30, 2027. Mr. Mc Niece seconded the motion.
Motion carried 6-4. Mrs. Hopkins, Mr. Hershberger, Mr. Zeck and Mrs. Dombrosky voted no.

Motion 1:11:25

Act on recommendations from the ERC for higher education accreditation and program review
Dr. Catherine Chmidling, Teacher Licensure

Evaluation Review 01:14:35

Dr. Chmidling explained the process of the Evaluation Review Committee when making recommendations on higher education institutions. Today's recommendations are for Central Christian College (probationary accreditation status through December 31, 2026, with a focused visit) and Newman University (recommend removing the new-program

stipulation and extending program approvals through June 30, 2026).

Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for educator preparation accreditation for Central Christian College and Program approvals for Newman University. Mr. Porter seconded the motion. **Motion carried 10-0.**

Motion 01:29:25

Consent Agenda

Consent 01:29:50

The following items were on the consent agenda:
Receive monthly personnel report and personnel appointments to unclassified positions
Act on recommendations of the Licensure Review Committee
Act on teacher licensure waivers
Act on request from USD 261 Haysville for capital improvement (bond and interest) state aid
Act on request from USD 261 Haysville to hold a bond election.
Act on request from USD 273 Beloit for capital improvement (bond and interest) state aid
Act on request from USD 339 Jeff County North for capital improvement (bond and interest) state aid
Act on request from USD 339 Jeff County North to hold a bond election
Act on request from USD 340 Jeff County West for capital improvement (bond and interest) state aid
Act on request from USD 340 Jeff County West to hold a bond election
Act on request from USD 394 Rose Hill for capital improvement (bond and interest) state aid
Act on request from USD 394 Rose Hill to hold a bond election
Act on request from USD 500 Kansas City for capital improvement (bond and interest) state aid
Act on request from USD 500 Kansas City to hold a bond election
Act on new member for the Special Ed Advisory Committee (SEAC)
Act on request to consent to initiate the contract bid process for an Education Technology Coordinator for E-Rate
Notification to Kansas State Board of Education of the intention of one private school to participate in the TCLISSP

Mr. Porter moved that the Kansas State Board of Education approve those items on the Consent Agenda. Dr. Horst seconded the motion. **Motion carried 8-2. Mr. Zeck and Mrs. Dombrosky voted no.**

Motion 01:30:00

Chair's Report

Board Attorney

Mr. Ferguson shared that he will not be able to attend the annual COSA (Counsel of School Attorneys) Conference this year. He referenced that behind the scenes he works with Scott

Gordon, KSDE General Counsel, and other staff at KSDE, on issues, for instance META and TicTok litigation (multi state litigation).

Act on Board Travel

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

Motion 01:30:03

Chair Haas adjourned the meeting.

There was a Board retreat in the afternoon from 1:00 – 3:00. It was an open public meeting, but not recorded.

_____ _____

Melanie Haas, Chair Deborah Bremer, Board Secretary

Agenda Number: 5

Meeting Date: 10/8/2024

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

Item Title: Farm to School Report with "Crunch Off."

From: Director Kelly Chanay, Child Nutrition and Wellness

Farm to School Report with *Crunch Off*. IO - 25 minutes

Presenters: Barb Depew and Eryn Davis (CNW)

CNW worked with Careers, Standards and Assessments Services and Early Childhood teams to develop a "Harvest of the Month" STEM curriculum. CNW will highlight and invite 1 or 2 schools that incorporated local ag products into the school meal programs. In recognition of National Farm to School Month in October, State Board members will be given an apple from a local producer to do a "Crunch Off". Request a photo with board members afterward.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda: **TUES 9 & WED 3**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:** **10/8 & 9/2024**
Deborah Bremer for the Board Policy Committee		Randy Watson	

Item Title:

Board Policy Committee Policy Recommendations and Quick Start Reference Guide

Recommended Motion:

It is moved that the Kansas State Board of Education approve the policy changes as recommended by the Kansas State Board of Education Policy Committee.

Explanation of Situation Requiring Action:

The Policy Committee is recommending several changes to official Board policy:

1. Slight changes in the Board member expectations (SEE ATTACHMENT COMPARING THE TWO)
2. Definition of election of leadership procedure
3. Procedure for deciding seating chart for Board table
4. Clarifying choices for voting (removing "abstaining" and adding "present")

Attached are two documents, one with all the Quick Start Reference Sheet and three policy changes and the second comparing the original 10 board member expectations with the updated version of the same from the policy manual.

Fourth Draft of

Quick Start Reference Guide for members of State Board of Education

The Kansas Constitution, Article 6, charges the Kansas State Board of Education with supervision of public schools, educational institutions, and all education interests of the state, unless they are delegated to the Kansas Board of Regents. The Constitution also requires the State Board of Education to perform other duties as law requires.

Supervision includes approval of subject matter standards, accreditation of districts, approval of processes surrounding educator licensure, approval of post-secondary standards for educating pre-service teachers, as well as accrediting teacher education programs at Post-Secondary Institutions. In addition, several statutes, as specifically mentioned in the Policy Handbook, address general powers of the State Board [72-255]; authorize the State Board to adopt rules and regulations not in conflict with law [72-256]; and authorizes the State Board to adopt rules and regulations to provide control and supervision of the Kansas School for the Deaf [76-1001a] and the Kansas State School for the Blind (76-1102a).

KOMA & KORA: As each member is an elected Board Member, the State Board of Education is subject to the Kansas Open Meetings Act (KOMA) KOMA FAQ as well as Kansas Open Records Act (KORA) KORA FAQ. These videos may be helpful as well: KORA training videos (5)

Board members are expected to:

1. Be fully prepared and informed on all issues on the monthly Board agenda,
2. Maintain an open dialogue with each other,
3. Listen and show courtesy and respect for one another and staff. Treat the public and all presenters with professional courtesy.
4. Respect other Board members and their opinions, accept there will be differences which should not be taken personally. Always attempt to find common ground.
5. Feel free to ask questions for clarification.
6. During the public forum, Board members should only ask clarifying questions without expressing an opinion.
7. Follow Board policy and procedures and abide by the decision of the Board majority,
8. Attend all regular meetings and notify the Board secretary and Chair if not able to attend.
9. Never publicly discuss matters that are shared in executive session, or misrepresent the Board's official position on issues to the press or on social media,
10. Remember that Board members only have authority to act as a body, not individually.

LOGISTICS

It is very important to read the existing Board policies and guidelines. Doing so will provide some insight on structure and procedure for your first meeting. Equally important is the need to study the monthly Board materials packet.

Orientation: Two separate days to meet for orientation will occur, one in November and one in December in Topeka at KSDE with the Commissioner, Board secretary and Board officers, to prepare you to begin your service on the State Board of Education.

Email Correspondence: A KSDE email address is created for each member. To assure compliance with KOMA, all email correspondence with the State Board of Education members should be carefully considered. Emails sent and received from your KSDE domain account are subject to KORA and may be made public if requested.

Pay: By State Statute KSA 72-253 all Board members receive compensation for certain days they actively work on Board business. When traveling for the Board, business mileage and per diem may also apply. See State Board policy for more information and send questions you may have to the Board secretary. These amounts change from year to year.

First Meeting: The first meeting immediately focuses on organization of the Board. This includes electing new officers (Chair, Vice Chair, Legislative Liaisons) for a two-year term as well as approving the continued appointment of the Board attorney and Board secretary. Placement on committees, as liaisons, or task forces, are sought by the Chair at your first meeting and assignments handed out during the second meeting. The Board secretary will send you that list with information regarding each committee at your request.

Meeting Dates: The State Board meets on the second Tuesday and following Wednesday of each month in Topeka. If personal circumstances do not permit you to be physically present, you can attend the meeting via Zoom.

Agenda: You will receive a draft agenda approximately two weeks prior to the meeting via email from the Board secretary. Consent agenda items (routine, informational or non-controversial) are voted on as a slate at the end of each meeting. You are free to ask questions about a consent item from leadership and/or the Commissioner prior to the meeting. If desired, a member can pull items for discussion at the beginning of a meeting when the agenda is being approved.

Procedure: If no statute, policy, or guideline applies, the Board meetings shall follow *Robert's Rules of Order*. To ensure order, the Board chair recognizes each speaker. Interrupting other Board members when they are speaking is strongly discouraged. Cell phones should be silenced.

Board Packet: The Board packet will be sent out via email by the Board secretary approximately ten days prior to the meeting. The packet will also be placed on the KSDE website for the public to view. The packet is a pdf file. Opening the packet with Adobe will ensure you have access to the bookmarks feature which allows ease to view the materials item by item with a simple click. The Board secretary can assist you if you are not familiar with this. Being very familiar with the packet is central to the duties of being a Board member.

Minutes: The draft minutes from the prior meeting are sent out approximately two weeks after the meeting takes place to allow Board members to give input and seek any corrections or additions. These are important to keep the public record accurate.

How the Meetings practically play out: The Commissioner, Board attorney and Board secretary sit at the Board table for all meetings. The Board Chair leads the meeting, ensuring all members are allowed to give their input and to keep the meeting moving forward. Every member uses microphones. It is important to turn on the mic when speaking, and speak closely and directly into the mic, so the public present and online can hear. All meetings are live streamed. The computers each member uses gives them access to the Board packet and have a hand raising app that allows them to place their name in the queue when desiring to ask a question or make a comment during the meeting. The Board chair will then call on each member in the order their names are placed in the app.

Voting: Voting is done by a visible show of hands for each motion made and seconded. On occasion a roll call vote may be called for by the chair. State Statute requires six affirmative votes to pass a motion regardless of the number of Board members present for the meeting. KSA 72-251 While it is the duty of every member to vote, they cannot be compelled to vote. "Yes" is needed for a measure to pass, anything else is considered a "No" vote. From time to time, a member may choose not to take a position which may signify displeasure with the process but not the concept, or a conflict of interest, or simply wanting to play both sides of the fence. Whatever the reasoning, that member would vote present, which translates to a soft "No."

Commissioner's Friday Notes: The Commissioner sends, via email, every Friday his notes of interest and importance to the Board members for the week. It is important to read these notes to stay fully informed of the Commissioner's work and receive timely information.

Amendments and additions to the Policy Manual: (Page 8 in Policy Manual)

Policy Type: Governance Process

At its January meeting in odd-numbered years, the State Board shall organize by election of a chair and vice chair and will also vote to approve the continuing appointment of the existing Board Attorney and Board Secretary. Election of officers shall be by signed ballots.

Electing Board Leaders (Chair and Vice Chair) will be done as follows:

- Open nominations - any Board member may nominate themselves or another member by letting the Board Secretary know prior to the first meeting so ballots may be created.
- Ballots will be signed and then counted by the Board Attorney and Secretary.
- Voting will take place on written ballots until a clear winner is chosen.

This process will be duplicated for Vice Chair.

A. The immediate past chair, if available and on the Board, shall be the temporary chair of the biennial organization meeting and preside for the following purposes:

1. Call to order
2. Ensure that newly elected and re-elected members are administered the oath of office.
3. Roll Call
4. Election of Board chair or conduct business of the Board if there is an impasse on election of a Board chair.

If the immediate past chair is not available, the immediate past vice chair, if available and on the Board, shall be the temporary chair. In the absence of the immediate past chair and vice chair, the Board member with the most seniority on the Board shall serve as temporary chair and preside for the purposes specified in paragraph A. If the temporary chair cannot be determined based on seniority because two or more Board members have the same level of seniority, the temporary chair will be determined by lot between those Board members with the most seniority.

If the Board reaches an impasse on election of a Board chair during its organizational meeting, the temporary chair, as determined herein, will preside at each subsequent meeting of the Board until a chair is elected.

Order of Seating: Board leadership is elected at the first official meeting. After input from Board Members and considering length of service, Board Leadership will design a seating chart for use starting the following month. There is a long tradition that members with the longest service always have a choice of seating. Leadership will take this into consideration when designing the seating chart.

(B. Would then be pushed to page 9 etc.)

(Policy 1010: OPERATION OF THE STATE BOARD OF EDUCATION; p. 18)

[remove the word "abstaining" from Section G.(2) Page 17]

(insert new section H on p. 18) Voting

(1) Voting is done by a visible show of hands for each motion made and seconded.
(2) State Statute requires six (6) affirmative votes to pass a motion regardless of the number of Board members present for the meeting. (KSA 72-251)
(3) The Board votes with a yes or no.
(4) While it is the duty of every member to vote, they cannot be compelled to vote. "Yes" is needed for a measure to pass, anything else is considered a "No" vote. From time to time, a member may choose not to take a position which may signify displeasure with the process but not the concept, or a conflict of interest, or simply wanting to play both sides of the fence. Whatever the reasoning, that member would vote "Present" which translates to a soft "No."

COMPARISON OF THE BOARD MEMBER EXPECTATIONS

Present Policy:

A. Board members are expected to:

1. Maintain an open dialogue with each other;
2. Listen and show courtesy and respect to each other, the public and staff;
3. Respect other board members and their opinions;
4. Not make assumptions about the possible voting preferences of other members and feel free to ask for clarification of positions;
5. Accept the fact that there will be differences of opinion and not take dissenting opinions personally;
6. Make a good faith effort to find common ground on issues, including consideration of parts of proposals;
7. Earn trust from one another;
8. Not represent or imply an individual or minority position on issues as that of the future Board and
9. Hold all executive session discussions in complete confidence and not discuss executive session issues or conversations outside of executive session; and
10. Protect the integrity of the Board, and not misrepresent the Board's official position on issues to the press or in social media.

Updated version:

Board members are expected to:

1. Be fully prepared and informed on all issues on the monthly board agenda,
2. Maintain an open dialogue with each other,
3. Listen and show courtesy and respect for one another, the public and staff and treat presenters with respect,
4. Respect other board members and their opinions, accept there will be differing opinions and should not take dissenting opinions personally. Attempt to find common ground.
5. Feel free to ask for clarification,
6. When it comes to public forum, the board should only ask clarifying questions of the citizen,
7. Follow board policy and procedures and abide by the decision of the board majority,
8. Attend all regular meetings and notify the board secretary and Chair/Vice Chair if not able to attend, or plan to attend on Zoom, participate in standing and ad hoc committees, liaison and task forces which need Board representatives.
9. Never publicly discuss matters that are shared in executive session, or misrepresent the board's official position on issues to the press or in social media,
10. Remember that board members only have authority to act as a body, not individually.

Agenda Number: 10

Meeting Date: 10/8/2024

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

Item Title: 2024 Blue Ribbon Schools

From: Denise Kahler

The Kansas State Board of Education will have the opportunity to hear from the 2024 Kansas Blue Ribbon Schools at their October board meeting.

The National Blue Ribbon Schools Program recognizes schools whose students achieve at very high levels or are making significant progress in closing achievement gaps among different groups of students.

2024 Blue Ribbon Schools

Garfield Elementary School, Augusta USD 402, Principal Trever Lockamy

Herington Elementary School, Herington USD 487, Principal Nick Morgan

Lincoln Elementary School, Geary County USD 475, Principal Daniel Dinkel

Sunflower Elementary School, Paola USD 403, Principal Staci Wokutch

The principals from the above-named schools will share with Board members the factors they have found to be most significant in raising student achievement in their schools. They will be available to respond to questions from Board members.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:	Director:	Commissioner:	Meeting Date:	10/8/2024
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on the recommendations of the Professional Practices Commission (denial, grant and revoked)

Recommended Motion:

It is moved that the Kansas State Board of Education deny the application for a transitional teaching license in 23-PPC-50, revoke the license in the case of 23-PPC-37, and grant the issuance of license 23-PPC-07.

Explanation of Situation Requiring Action:

23-PPC-50

On or about April 2, 2013, while working as a teacher for the Marion County Special Education Cooperative, Applicant was seen physically striking two special education students. Although Applicant was charged with two counts of misdemeanor battery for the incidents which occurred on April 2, 2013, those charged were dismissed as a result of plea negotiations whereby the State dismissed the criminal charges after Applicant voluntarily surrendered his teaching license. On January 27, 2014, Applicant's voluntary surrender was considered by the Professional Practices Commission. The Commission accepted Applicant's voluntary surrender and recommended his license be immediately revoked as a result of his misconduct. On March 11, 2014, the recommendation of the Commission was accepted by the Kansas State Board of Education and Applicant's teaching license was revoked. On October 6, 2023, Applicant applied for a Transitional License. On November 3, 2023, KSDE filed a formal Complaint. On November 27, 2023, Applicant requested a hearing. Applicant notified KSDE that he was not going to appear for the evidentiary hearing. The PPC recommends denial of 23-PPC-50's application.

23-PPC-37

On or between May 31st, 2022, and June 30th, 2022, licensee used several fake email addresses pretending to be other teachers at Cooper Elementary School in Wichita, KS. Licensee use the fake email addresses to send malicious emails pretending to be those teachers without their consent. The emails were sent to members of the USD 260 school board and to members of the Kansas State Board of Education. The emails included approximately 40 complaints about the Principal. The PPC recommends denial of 23-PPC-37's license.

23-PPC-07

On July 4, 2023, Applicant had an evidentiary hearing before the Professional Practices Commission. It was recommended to deny Applicant's application for an emergency substitute license. The matter was presented to the State Board on October 10, 2023 for the State Board to consider the recommendations made by the Commission. Applicant presented evidence to the State Board for consideration that had not previously been made to the Commission. The State Board considered the Commission's recommendation, and the additional evidence provided by the Applicant and concluded the matter should be remanded for the Commission to consider any additional evidence submitted by either party. The hearing was held on June 7, 2024. The hearing was conducted as continuation of the previous hearing on July 14, 2023. Considering all the evidence and testimony presented, the PPC recommends Applicant receive an emergency substitute license.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

PPC No. 23-PPC-50
OAH No. 24ED0008 ED

INITIAL ORDER

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 denial of [redacted] [Applicant] application for a transitional teaching license.

The hearing on this matter was held on June 7, 2024. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Ricardo Sanchez, Carey Spaulding, Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant has applied for a transitional teaching license.
2. On or about April 2, 2013, while working as a teacher for the Marion County Special Education Cooperative, Applicant was seen physically striking two special education students.
3. Although Applicant was charged with two counts of misdemeanor battery for the incidents which occurred on April 2, 2013, those charged were dismissed as a result of plea negotiations whereby the State dismissed the criminal charges after Applicant voluntarily surrendered his teaching license.
4. On January 27, 2014, Applicant's voluntary surrender was considered by the Professional Practices Commission. The Commission accepted Applicant's voluntary surrender and recommended his license be immediately revoked as a result of his misconduct.
5. On March 11, 2014, the recommendation of the Commission was accepted by the Kansas State Board of Education and Applicant's teaching license was revoked.
6. On November 3, 2023, the Kansas State Department of Education filed a formal Complaint requesting the denial of Applicant's application. The Complaint was mailed by standard and by certified mail. The certified receipt shows it was received and signed for by the Applicant.
7. On November 27, 2023, Applicant requested a hearing.
8. Applicant notified KSDE that he was not going to appear for the evidentiary hearing.

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. Applicant did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may deny an application of any teacher for misconduct or other just cause. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 5-0, that Applicant's application be denied based on physically striking two special education students and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this September, 2024.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on September 13, 2024.

NOTICE TO APPLICANT

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.

CERTIFICATE OF SERVICE

I hereby certify that on this 16th day of September, 2024, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:

[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Kaley Taylor
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of

[redacted]

OAH Case No.: 24ED0003 ED
KSDE Case No.: 23-PPC-37

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 6 to 0 recommends to the Kansas State Board of Education (State Board) that the professional teaching license issued by the State Board to [redacted], and all endorsements attached to such license, be revoked.

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 October 9, 2023, seeking revocation of [redacted] teaching license.

The hearing was held on May 17, 2024.

[redacted] appeared in person and with counsel, Diane Bellquist, Attorney.

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

Appearing for the Commission were Chairperson, Jennifer Holt, and members Caroline Spaulding, Dr. Christy Ziegler, Aaron Edwards, Leigh Anne Rogers, and Ricardo Sanchez.

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

Evidentiary Rulings

KSDE offered documents identified as Exhibits A through R and requested they be admitted as evidence. [redacted] restated the objections that had been raised by pleading filed on May 2, 2024. No other objections were raised. Exhibits A through R were admitted, subject to the rulings by the Presiding Officer in the Prehearing Order issued on May 15, 2024.

[redacted] offered documents identified as Exhibits 1 through 3 and 7 through 21 and requested they be admitted as evidence. KSDE had no objection. Exhibits 1 through 3 and 7 through 21 were admitted.

Findings of Fact

1. [redacted] has been licensed by the State Board as a professional teacher since 2005 and was licensed as a professional teacher as of the date of the Complaint filed by KSDE on October 9, 2023. [Exhibit N].

2. [redacted] was employed as a teacher at Cooper Elementary School (CES) during the period of time that is the subject of the Complaint filed by KSDE. [Exhibit N].

3. Jamie Bowden (Bowden) worked with Dickinson at CES.

4. On June 22, 2022, an email was sent to a member of the Derby Public School Board of Education (DPSBE) regarding complaints about the Principal of CES, Rachel Eastman (Eastman), that was purported to be from Bowden, using the following email: [redacted] [Exhibit I].

5. Bowden signed a sworn statement indicating that she did not write the email, nor did she own the email account. [Exhibit I].

6. Bowden testified that she did not create the email account, did not send the email, did not give [redacted] permission to use her name or likeness on the email, and had never discussed any of the issues raised in the email with [redacted] Bowden further testified that when she learned about the email she was concerned for her job.

7. Shanda Poulos (Poulos) worked with [redacted] at CES.

8. On June 11, 2022, an email was sent to a member of the DPSBE regarding complaints about Eastman that was purported to be from Poulos, using the following email: [redacted]. [Exhibit A].

9. Poulos signed a sworn statement indicating that she did not write the email, nor did she own the email account. [Exhibit A].

10. Poulos testified that she did not create the email account, did not send the email, did not give [redacted] permission to use her name or likeness on the email. Poulos testified that when [redacted] attempted to discuss his concerns with her, she would walk away. Poulos further testified that when she learned about the email she was upset, angry, and felt violated.

11. Olivia Winegeart (Winegeart) worked with [redacted] at CES.

12. On June 11, 2022, an email was sent to multiple members of the DPSBE regarding complaints about Eastman that was purported to be from Winegeart, using the following email: [redacted]. [Exhibit C].

13. Winegeart signed a sworn statement indicating that she did not write the email, nor did she own the email account. [Exhibit C].

14. Winegeart testified that she did not give [redacted] permission create the email account.

15. Lenae Kirkhart (Kirkhart) worked with [redacted] at CES.

16. On May 31, 2022, an email was sent to a member of the DPSBE regarding complaints about Eastman that was purported to be from Kirkhart, using the following email: [redacted]. [Exhibit J].

17. Kirkhart signed a sworn statement indicating that she did not write the email, nor did she own the email account. [Exhibit J].

18. Kirkhart testified that [redacted] had called her to discuss situations he was upset with and wanting to start a petition concerning Eastman.

19. Kirkhart testified she was concerned about her job because she knew she did not write or send the email but did not know if everyone else knew that too.

20. Eastman was asked to meet with Becky Moeder (Moeder), Assistant Superintendent of Human Resources for Derby Public Schools. There was a DPSBE member present. The meeting was regarding an anonymous letter that had been received by the member of the DPSBE on or about May 23, 2022.

21. Moeder let Eastman know each time that a new email was received.

22. Eastman had given [redacted] an unsatisfactory marking in six (6) of eight (8) categories on his review, which caused [redacted] to respond. Eastman testified that [redacted] fought her feedback.

23. Eastman testified she was told [redacted] referred to her as "Hitler" and "Stalin." Eastman testified that she was scared of [redacted] because she had no idea how far he would go, questioning his stability and questioning the safety of the school. Eastman testified that the matter impacted her personally and professionally. Eastman testified that since the letter and emails had been sent, she suffered from fear and paranoia, had been diagnosed with Post Traumatic Stress Disorder (PTSD), and was taking medication for her anxiety. Eastman testified that professionally she never got a chance to rebut the allegations that were sent to her bosses and the State Board, and questioned whether she should leave education.

24. Moeder testified regarding an investigation that was conducted after [redacted] filed a complaint in the spring of 2022. Moeder testified that the issues raised by [redacted] in his complaint were similar to the issues set forth in the emails. The investigation concluded there was no evidence to support [redacted] allegations.

25. Moeder testified that an anonymous letter was received by a school district board member on May 23, 2022, and the first email was received on May 31, 2022. Moeder testified that there were nine (9) emails purported to be sent by staff, in addition to the anonymous letter.

26. Moeder testified that [redacted] had resigned as a teacher at CES in lieu of being terminated.

27. Heather Bohaty (Bohaty) is the Superintendent of Derby Public Schools and knew [redacted] as an employee of Derby Public Schools.

28. Bohaty testified that she suspected [redacted] had sent the emails because there were allegations in the emails that connected them to [redacted]

29. Bohaty contacted KSDE to report the matter after being informed by the Derby Police Department that there may have been criminal conduct involved.

30. Bohaty contacted all members of the DPSBE to inquire if they had received the apology letter written by [redacted] [Exhibit 15]. All members except one (1) said they had not received the letter and the one (1) could not recall.

31. [redacted] testified to his education, experience, and accomplishments as a teacher. [Exhibits 1, 2, 3, 12 and 13].

32. [redacted] testified that prior to Eastman, he had not had any performance issues in his employment.

33. [redacted] testified that he had attempted to find other teachers with similar concerns about Eastman that he had, and brought his concerns to the attention of Bohaty, having met with her twice. [redacted] wanted people to know the information he had concerning Eastman.

34. [redacted] acknowledged he had created the email accounts and sent the emails. [redacted] acknowledged that what he had done was wrong and he resigned his teaching position at CES. [redacted] testified he would handle things differently in the future. [redacted] testified he created the email accounts and sent the emails from libraries in Wichita and Derby, Kansas, rather than at home or CES because he did not want his family to know, and he did not want to do it from the school.

35. [redacted] testified that he regretted his actions and apologized for what he had done.

36. [redacted] provided documentation concerning courses he had taken from Udemy regarding difficult conversations. [Exhibits 16, 17 and 18]. These courses were completed after [redacted] received the Complaint from KSDE.

37. [redacted] also provided documentation indicating he had participated in seven (7) Health and Wellness coaching sessions through ComPsych between the dates of January 18, 2024, and April 8, 2024. These coaching sessions were also completed after [redacted] received the Complaint from KSDE.

38. [redacted] provided reference letters but acknowledged they were old because he did not want to tell anyone about what he had done because he was ashamed and embarrassed. [Exhibits 4 through 11].[1]

39. [redacted] offered a document dated October 24, 2023, that purported to be an apology letter. [Exhibit 15]. The letter was addressed to the members of the DPSBE. During questioning [redacted] acknowledged that the letter, while written, had never been sent to the individuals to whom it was addressed.

[1] There was testimony throughout the proceedings that questioned whether certain reference letters had actually been written by the individual they were attributed to (i.e., Robin Wallace – Exhibit 5 and Timothy Hamblin – Exhibit 6).

40. [redacted] testified that he had not informed his current employer, Udahl School District, about the complaint that had been filed seeking to revoke his teaching license or the actions that had led to his resignation and the complaint

41. Dr. Bruce Nystrom (Dr. Nystrom) is a clinical psychologist that evaluated [redacted] [Exhibit 21]. Dr. Nystrom concluded that "psychologically" [redacted] was able to continue as a teacher and had no disorder.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.[2]

"Any license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause."[3]

"Suspension or revocation of a license shall suspend or revoke all endorsements on the license."[4]

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.[5]

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(g)(1) in determining if [redacted] teaching 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;

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[2] Kan. Const., Art. VI and K.S.A. 72-255.

[3] K.A.R. 91-22-1a(a). This regulation was amended on April12, 2024; however, the previous version is applicable to these proceedings.

[4] K.A.R. 91-22-1a(e)(1).

[5] *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).

(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."[6]

The Commission, in listening to the testimony offered by [redacted], felt that while [redacted] acknowledged the wrongfulness of his conduct, the Commission did not feel that the words and actions, when taken together, demonstrated remorse for his actions. [redacted] repeatedly testified that he was embarrassed by his conduct, preventing him from telling his current employer or approaching individuals to provide up-to-date references. Furthermore, while [redacted] wrote a letter of apology to the members of the Derby Public Schools Board of Education, he did not send the letter, even though it was offered as evidence of his remorse. The testimony from the witnesses was that none of the individuals whose names and likenesses were used by [redacted] and who testified had received an apology from [redacted]. However, [redacted] did reach out to two (2) of those individuals seeking a job reference.

While [redacted] provided evidence that he had undergone coaching and taken some courses on communication, these actions were not taken until [redacted] was facing discipline, meaning he had not acknowledged his conduct and the potential underlying reasons until he as faced with the possibility of losing his professional teaching license.

[redacted] provided letters of reference; however, there was a question as to the reliability of certain of those letters, and they were all old letters, written prior to the conduct that was at issue in this matter. [redacted] acknowledged he had not gotten recent reference letters because to do so would require him to tell those writing the letters about his conduct, which he did not want to do.

The Commission felt that while [redacted] acknowledged the conduct engaged in was wrong, he actively omitted and hid the truth of his conduct, as well as his reasons for using identities of innocent teachers to further his own desires, thereby putting those teachers' careers

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[6] *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)).

in jeopardy. [redacted] repeatedly testified to his desire to keep his conduct from being disclosed, from his current employer and from individuals that might be willing to vouch for him. The Commission also saw [redacted] willingness to hide the truth by his offering the purported letter of apology and acceptance of responsibility as evidence in this matter even though [redacted] acknowledged during questioning that the letter had never been sent to the individuals to whom it was addressed. Furthermore, despite the impact his actions had on the individuals whose identities he used, [redacted] had not apologized to those individuals.

The Commission questioned [redacted] truthfulness in that he had, at the time of the evidentiary hearing, failed to tell his current employer about his conduct or that he was subject to proceedings that might result in the revocation of his teaching license.

The Commission questioned [redacted] credibility and felt [redacted] had failed to take full responsibility for his conduct and was not suitable to be placed in position as a teacher or serve as a role model for students.

On a vote of 6 in favor and 0 opposed the Commission recommends to the State Board that [redacted] teaching license be revoked, along with any endorsements on the license.

IT IS SO ORDERED.

Jennifer Holt, Chairperson
Professional Practices Commission

Prepared by:
Loren F. Snell, Jr.,
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 August 7th, 2024, 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:

Diane L. Bellquist
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Kaley Taylor

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

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

OAH Case No.: 23ED0013 ED
KSDE Case No.: 23-PPC-07

INITIAL ORDER ON REMAND

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 6 to 0 recommends to the Kansas State Board of Education (State Board) that the Complaint filed by KSDE seeking to deny the application for a substitute teaching license submitted by [redacted] be denied and that [redacted] be granted the emergency substitute license for which he has applied, as well as any subsequent license for which he is qualified.

Statement of Case

This matter came on for hearing before the Commission upon the request for hearing made by [redacted] concerning a complaint filed by the KSDE on February 10, 2023, seeking denial of [redacted] application for an emergency substitute teaching license.

The first evidentiary hearing was held on July 14, 2023. Appearing for the Commission were Chairperson Dr. Jennifer Holt, and members Jamie Wetig, Darrin San Romani, Eric Filippi, Dr. Christy Ziegler, Aaron Edwards, Caroline Spaulding, and Ricardo Sanchez. [redacted] appeared in person without an attorney. KSDE appeared by and through R. Scott Gordon, General Counsel. Loren F. Snell, Jr., Administrative Law Judge, was appointed and served as the Presiding Officer over the evidentiary hearing.

At the conclusion of the hearing on July 14, 2023, the Commission voted 6-2 to affirm the Complaint filed by KSDE, thereby denying [redacted] application for an emergency substitute teaching license. After a hearing before the State Board, the matter was remanded to the Commission for further consideration. Specifically, the State Board ordered the matter be remanded for the Commission to consider any additional evidence submitted by either party.

This matter comes on for hearing before the Commission on the Order of Remand from the State Board issued on February 13, 2024. The hearing is to determine if [redacted] application for an emergency substitute teaching license should be granted.

The hearing was held on June 7, 2024. Appearing for the Commission were Chairperson Dr. Jennifer Holt, and members Dr. Christy Ziegler, Aaron Edwards, Caroline Spaulding, Leigh Ann Rogers, and Ricardo Sanchez.

[redacted] appeared in person without an attorney.

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

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

The hearing was conducted as a continuation of the previous hearing on July 14, 2023, rather than conducting a whole new hearing.

Evidentiary Rulings

KSDE offered documents marked as Exhibits A through Q and requested they be admitted as evidence. [redacted] had no objection to Exhibits A through C or E through Q. [redacted] objected to the admission of Exhibit D, suggesting that he had not received the document. Exhibits A through C and E through Q were admitted without objection. Having heard the objection to the admission, as well as the response, Exhibit D is admitted.

[redacted] offered a document identified as Exhibit 1 to be admitted as evidence. Exhibit 1 was admitted.

Findings of Fact

The Findings of Fact are restated herein and incorporated as part of this decision and recommendation of the Commission.

1. [redacted] was licensed by the State Board as a teacher from April 3, 2006, until June 22, 2011.

2. [redacted] had submitted an application to renew his license which was denied by the State Board by Final Order issued on April 28, 2014. The State Board concluded [redacted] had failed to provide evidence of rehabilitation in denying his application to renew his teaching license. [Exhibit F].

3. The facts supporting the State Board's Final Order noted that [redacted] had entered into a diversion agreement in the Tribal District Court of the Kickapoo Nation on January 23, 202, after having been charged with misdemeanor theft for an offense that occurred on or about May 30, 2011. [Exhibit F].

4. According to the Diversion Agreement, [redacted] "took or carried away computers, ipads videos and/or DVD's by fraud or stealth with intent to intent to deprive Kickapoo Nation School thereof." [Exhibit C].

5. [redacted] completed the diversion, and the criminal matter was dismissed on July 25, 2022.[1]

6. [redacted] testified on March 11, 2014, that he had taken the property while employed by the Kickapoo Nation School and pawned several items in order to collect cash for his personal use.

7. On July 26, 2022, KSDE received an application submitted by [redacted] seeking an emergency substitute teaching license. [Exhibit G].

8. No evidence was offered that [redacted] had been convicted of any additional criminal conduct since completing the diversion described above.

9. On February 10, 2023, KSDE filed a Complaint against [redacted], requesting that the application for an emergency substitute teaching license be denied. [Exhibit H].

10. On February 23, 2023, [redacted] requested a hearing before the Commission. [Exhibit L].

11. On April 26, 2023, a prehearing conference was conducted by the Office of Administrative Hearings (OAH). [redacted] participated in the prehearing conference. During the prehearing conference the parties were instructed to mark and exchange any exhibits the parties wanted to utilize during the course of the evidentiary hearing. [Exhibit J].

12. [redacted] did not offer any exhibits at the July 14, 2023, evidentiary hearing. [Exhibit K].

13. At the July 14, 2023, evidentiary hearing [redacted] testified regarding the criminal conduct he had engaged in that led to the diversion.

14. [redacted] acknowledged he had made a bad decision and testified that he had not made any choices like that since. [redacted] asked for grace and testified that he did not know what he could say that would show that he had made changes in his life.

15. [redacted] had worked in manufacturing since 2014 and had served as a paraprofessional, working with children with "severe" needs.

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[1] The term of the diversion was six (6) months. No explanation was provided for the delay in getting the matter dismissed.

16. At the conclusion of the July 14, 2023, evidentiary hearing, the Commission recommended on a vote of 6 to 2 to deny [redacted] application for a substitute teaching license. [Exhibit K].

17. The matter was presented to the State Board on October 10, 2023, for the State Board to consider the recommendations made by the Commission.

18. [redacted] presented evidence to the State Board for consideration that had not previously been made available to the Commission. The evidence included letters of recommendation that had not been made available to the Commission.

19. KSDE in response to [redacted] request, objected to the additional documents provided by Hamuud after the matter had gone to evidentiary hearing before the Commission, and requested that the State Board adopt the Commission's recommendation.

20. The State Board considered the Commission's recommendation, and the additional evidence provided by [redacted] and concluded the matter should be remanded for the Commission to consider any additional evidence submitted by either party.

21. [redacted] reaffirmed that he had no other convictions and had not entered into any other diversions since the one entered into in 2012.

22. [redacted] testified that he thought the criminal background check would suffice to show he had not been in any trouble since the incident in 2011.

23. [redacted] presented a letter dated September 4, 2023, from Dr. Laura Lyons (Dr. Lyons), Principal of Seaman High School, Topeka, Kansas. [Exhibit M]. Dr. Lyons explained that [redacted] had discussed his criminal matter with her. Dr. Lyons requested that the decision to deny [redacted] application be reconsidered.

24. Dr. Lyons submitted a second letter, dated May 29, 2024, which was essentially the same letter as the one she had submitted previously. [Exhibit 1].

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.[2]

"Any license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause" including: "entry

[2] Kan. Const., Art. VI and K.S.A. 72-255.

into a criminal diversion agreement after being charged with an offense or act described in this subsection."[3]

"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 subsection (a)."[4]

Kansas regulation allows for denial, suspension or revocation of a teaching license if an individual has been convicted "any misdemeanor involving theft."[5]

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.[6]

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

(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;

(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;

(C) the present fitness of the person to be a member of the profession;

(D) the actions of the person after the denial or revocation;

(E) the time elapsed since the denial or revocation;

(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;

(G) the number of incidents of improper conduct; and

(H) discharge from probation, pardon, or expungement.

The Commission concluded [redacted] was eligible to receive an emergency substitute teaching license, but the question was whether he should be issued a license.

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[3] K.A.R. 91-22-la(a)(l1).
[4] K.A.R. 91-22-la(b).
[5] K.A.R. 91-22-la(a)(3) and (b).
[6] *Wright* v. *State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).

[redacted] was 41 years old at the time he committed the offense, which was a little more than twelve (12) years ago.

[redacted] has just had the one (1) offense which occurred while he was a licensed teacher and was committed against the school where [redacted] worked.

The Commission believes [redacted] has demonstrated a recognition of the wrongfulness of his conduct and has expressed remorse for his conduct.

[redacted] has demonstrated his ability to rehabilitate himself from the conduct of his offense by not having engaged in any further criminal conduct. The Commission also noted that [redacted] had taken accountability for his actions, not just by getting the letter of recommendation from Dr. Lyons, but also by having gone and discussed the matter with Dr. Lyons to begin with.

[redacted] was truthful in disclosing the theft and diversion on his application, as well as to the school district for which he started working as a paraprofessional.

The Commission concluded [redacted] behavior has ceased to be a factor in his fitness for licensure as an educator, and that he was suitable to be placed in a position of public trust as a teacher, finding [redacted] had taken responsibility and accountability for his actions.

The Commission noted [redacted] has demonstrated he would be a suitable role model for students, which was also addressed in the letter from Dr. Lyons.

Based upon the evidence presented, [redacted] completed the diversion agreement and demonstrated that he has rehabilitated himself to the extent that he should be given a second chance and another opportunity.

Considering all of the evidence and testimony presented, the Commission concluded that [redacted] was suitable to be licensed as a substitute teacher.

On a vote of six (6) 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 a substitute teaching license to [redacted] be denied and that [redacted] be granted the emergency substitute license for which he has applied, and any subsequent license for which he is qualified.

IT IS SO ORDERED.

Dr. Jennifer Holt, 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 September 25th, 2024, 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 hand-delivered to:

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

Kaley Taylor

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:	Director:	Commissioner:	Meeting Date:
Catherine Chmidling	Shane Carter	Randy Watson	10/9/2024

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for educator preparation program approvals for Baker University, Bethel College, Fort Hays State University, Friends University, MidAmerica Nazarene University, Pittsburg State University, Tabor College, University of Saint Mary, Washburn University, and Wichita State University.

Explanation of Situation Requiring Action:

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation program approvals for Baker University, Bethel College, Fort Hays State University, Friends University, MidAmerica Nazarene University, Pittsburg State University, Tabor College, University of Saint Mary, Washburn University, and Wichita State University.

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

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

collected data, analyses, and interpretations.

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

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

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

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

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations are submitted as a Receive and Action item.

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

September 17, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Baker University

Introductory Statement:

On September 16, 2023, the Evaluation Review Committee reviewed an application for program approvals for Baker University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend new-program-approved-with-stipulation status for the following program through December 31, 2026:

English for Speakers of Other Languages, A, K-6, 5-8, 6-12, PreK-12, New Program

Areas for Improvement

Standards 1-7

None

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

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

Recommend removing the new-program stipulation and extending approval to the continuing programs cycle, through June 30, 2029:

High Incidence LRL, K-6, 5-8, 6-12, I, Progress report

Areas for Improvement:

Standard 1-7

None

Next continuing programs' review: Spring 2029.

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September 17, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Bethel College

Introductory Statement:

On September 16, 2024, the Evaluation Review Committee reviewed applications for program approvals for Bethel College.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Bethel College programs through December 31, 2030.

Biology 6-12, I, continuing
- Areas for Improvement
- Standards 1-10
- None

Elementary PreK-6, I, continuing
- Areas for Improvement
- Standards 1-7, Science of Reading
- None

Music PreK-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

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September 17, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

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

Introductory Statement:

On September 16, 2024, the Evaluation Review Committee reviewed an application for program approval for Fort Hays State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Fort Hays State University continuing program through December 31, 2029:

World Languages PreK-12, I, continuing

Areas for Improvement

Standards 1-8

None

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To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Friends University

Introductory Statement:

On September 16, 2024, the Evaluation Review Committee reviewed an application for program approval for Friends University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend new-program-approved-with-stipulation status for the following program through December 31, 2026.

Building Leadership, A, PreK-12, New Program

Areas for Improvement

Standards 1-7

None

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

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

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September 18, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for MidAmerica Nazarene University

Introductory Statement:

On September 16, 2024, the Evaluation Review Committee reviewed an application for program approvals for MidAmerica Nazarene University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following MidAmerica Nazarene University programs through December 31, 2030.

Elementary PreK-6, I, continuing
- Areas for Improvement
- Standards 1-7, Science of Reading
- None

Mathematics 5-8, I, continuing
- Areas for Improvement
- Standards 1-7
- None

Mathematics 6-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

Physical Education PreK-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

Speech/Theatre 6-12, I, continuing
- Areas for Improvement
- Standards 1-6
- None

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September 19, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Pittsburg State University

Introductory Statement:

On September 16, 2024, the Evaluation Review Committee reviewed applications for program approvals for Pittsburg State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Pittsburg State University continuing programs through December 31, 2030.

History, Government, and Social Studies 5-8, I, continuing
- Areas for Improvement
- Standards 1-8
- None

History, Government, and Social Studies 6-12, I, continuing
- Areas for Improvement
- Standards 1-10
- None

World Language PreK-12 (French, Spanish), I, continuing
- Areas for Improvement
- Standards 1-8
- None

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September 19, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Tabor College

Introductory Statement:

On September 16, 2024, the Evaluation Review Committee reviewed applications for program approvals for Tabor College.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Tabor College programs through December 31, 2030.

English Language Arts 6-12, I, continuing
- Areas for Improvement
- Standards 1-7, Science of Reading
- None

Health PreK-12, I, continuing
- Areas for Improvement
- Standards 1-5
- None

History, Government, and Social Studies 6-12, I, continuing
- Areas for Improvement
- Standards 1-10
- None

Mathematics 6-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

Physical Education PreK-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

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September 19, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

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

Introductory Statement:

On September 16, 2024, the Evaluation Review Committee reviewed applications for new and continuing program approvals for the University of Saint Mary.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend New-Program-Approved-with-Stipulation status for the following programs through December 31, 2026:

Elementary Education Unified K-6, I, New Program

Areas for Improvement

Standards 1-11, Science of Reading

None

Restricted 6-12, PreK-12, I, New Program

Areas for Improvement

Standards 1-10, Science of Reading

None

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

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

Recommend Approved status for the following programs through December 31, 2031.

Elementary Education PreK-6, I, continuing
- Areas for Improvement
- Standards 1-7, Science of Reading
- None

Elementary Education PreK-6 accelerated, I, continuing
- Areas for Improvement
- Standards 1-7, Science of Reading
- None

History, Government, and Social Studies 6-12, I, continuing
- Areas for Improvement
- Standards 1-10
- None

Innovative Secondary Education 6-12, PreK-12, I, continuing
- Areas for Improvement
- Standards 1-10, Science of Reading
- None

Mathematics 6-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

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September 19, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Washburn University

Introductory Statement:

On September 16, 2024, the Evaluation Review Committee reviewed applications for program approvals for Washburn University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Washburn University programs through December 31, 2030.

Chemistry 6-12, I, continuing
- Areas for Improvement
- Standards 1-8
- None

Mathematics 6-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

Physical Education PreK-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

Reading Specialist PreK-12, A, continuing
- Areas for Improvement
- Standards 1-7, Science of Reading
- None

Speech/Theatre 6-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

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September 19, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for new program approval for Wichita State University

Introductory Statement:

On September 16, 2024, the Evaluation Review Committee reviewed an application for a new program approval for Wichita State University.

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

PROGRAM APPROVAL RECOMMENDATIONS

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

Innovative Low Incidence LRL K-6, 6-12, I, New Program

Areas for Improvement
Standards 1-7
None

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

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

PROGRAM REVIEW PROCESS

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

PROGRAM DECISIONS

New program approval decisions are:
- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:
- Approved
- Approved with Stipulation
- Not Approved.

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

91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:
(1) A written statement of the purpose and objectives of the proposed program;
(2) documentation of the need for the proposed program;
(3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
(4) a written description of the curricula to be used in the proposed program;
(5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
(6) a timetable that specifies the following information:
(A) The sequence of activities that will occur;
(B) the anticipated schedule of evaluative checkpoints;
(C) identification of competencies to be acquired by the students; and
(D) provisions for program design changes, if necessary, at selected intervals in the program.
The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.
(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified

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

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

(a) Application.

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

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

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

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

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

(c) Program review process.

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

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

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

(e) Request for hearing.

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

committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status. Each new program shall be approved with stipulation or not approved.
(g) Annual report.
(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.
(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.
(h) Change of approval status.
(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.
(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.
(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

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

(a) Application for program renewal.
(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.
(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six

months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
(B) at least 12 weeks of student teaching.
(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).
(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status.
(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.
(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time,

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

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

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

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

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

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

Agenda Number: **TUES 14**

Meeting Date: **10/8/2024**

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Special Education Advisory Council (SEAC) Quarterly Report

From: Bert Moore, Director of KSDE Special Education

The Special Education Advisory Council (SEAC) is a required Council under the Code of Federal Regulations 300.167. SEAC consists of 21 members and 7 non-voting Ex-Officio members which includes: the State Board of Education, the Disabilities Rights Center, Families Together, the Kansas Association of Special Education Administrators, the Kansas National Education Association, the Kansas State School for the Blind/Visually Impaired, and the Kansas State School for the Deaf/Hard of Hearing. SEAC must have at least 51% of the members as persons with disabilities or have a child with a disability. Kansas also has representation for the parent of a student with an exceptionality (Gifted). Members are selected by the Leadership Committee consisting of the Chair, Chair-Elect, and Past-Chair. The Membership Committee also considers the Kansas State Board of Education regions when making membership selections.

SEAC Leadership will provide a quarterly update of recent discussion items including the on-going Office of Special Education Programs monitoring of Kansas Special Education and Title Services. The update will be provided by Lindsay Graf, Chair, and may include Marvin Miller, Immediate Past Chair, and Lena Kisner, Chair-Elect.

Agenda Number: **TUES 15.**

Meeting Date: **10/8/2024**

KANSAS STATE DEPARTMENT OF EDUCATION
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Item Title: KPERS overview: Focus on Teachers

From: Dr. Randy Watson

Alan Conroy, KPERS Executive Director

Alan Conroy is KPERS' Executive Director and brings over 40 years of experience in state government, fiscal analysis and public pension policy. He has been KPERS' Executive Director since 2012.

Before KPERS, Conroy served for 10 years as director of the Kansas Legislative Research Department, the non-partisan research and fiscal agency for the Kansas Legislature. He was with Legislative Research in various positions since 1983. For 20 of those years, he provided staff support for the Legislature's Joint Committee on Pensions, Investments and Benefits, the legislative committee charged with ongoing KPERS oversight. Earlier in his career, he worked for the Governor's Division of the Budget.

He received a Master of Arts in political science with an emphasis in public administration from Wichita State University and a Bachelor of Science from the University of South Dakota.

"As fiduciaries, everything we do at the Retirement System is about fulfilling a promise to Kansas public servants. KPERS is a team of caring people delivering dependable benefits and striving to be a trusted partner for public employees and their employers. It is an honor to lead this organization. We have more than a job to do. We have a mission."

Mr. Conroy will be presenting an overview of KPERS with a focus on teachers, the levels of KPERS, and any questions the board members might have relative to our state retirement system.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: TUES 16

Staff Initiating:	Director:	Commissioner:	Meeting Date:	10/8/2024
Shane Carter	Shane Carter	Dr. Randy Watson		

Item Title:

Act to approve Professional Standards Board recommendations on licensure literacy test requirements.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the Professional Standards Board recommendation to adopt test(s) and passing score(s) for veteran educators to demonstrate knowledge of the science of reading in lieu of completing state-approved training.

Explanation of Situation Requiring Action:

The Kansas State Board of Education approved two options for required educators to demonstrate knowledge of the science of reading. One option was to complete state-approved training, and the other is to pass a state-approved exam that measures the knowledge of the science of reading. The Professional Standards Board has reviewed tests, and at its September 27th, 2024 meeting, will make a recommendation to the Kansas State Board to adopt test(s) and passing score(s) to address the test option.

Typically, test adoptions and passing scores are submitted to the Kansas State Board of Education via the consent agenda; however, since this test option is related to the State Board's Licensure and Science reading requirement, Teacher Licensure will provide an update to the board to address the recommendation.

Agenda Number: 3

Meeting Date: 9/8/2024

KANSAS STATE DEPARTMENT OF EDUCATION

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Item Title: Kindergarten Readiness Snapshot

From: Amanda Petersen, Director, Early Childhood

Engaging with families to build strong relationships as children begin kindergarten is a key strategy to prepare children, families, and schools for a successful start to the kindergarten year. Kansas school accreditation regulations require each school system seeking accreditation have in place a method of data collection approved by the Kansas State Board of Education for collecting kindergarten-entry data (K.A.R. 91-31-32). In 2017 the Kansas State Board of Education selected the Ages & Stages Questionnaires (ASQ) as the Kansas Kindergarten Readiness Snapshot tool.

All Kansas elementary schools are required to partner with families of incoming kindergarten students to complete the Ages & Stages Questionnaires®, Third Edition (ASQ-3) and the Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2). Families complete these questionnaires, which provide a snapshot of children's developmental milestones.

KSDE Director of Early Childhood Amanda Petersen will provide an update to the Kansas State Board of Education regarding this initiative. Representatives from USD 271 Stockton and USD 305 Salina will share how their districts use the ASQ as part of their strategies to ensure that each student enters kindergarten at age 5 socially, emotionally and academically prepared for success.

Agenda Number: **WED 4.**

Meeting Date: **10/9/2024**

KANSAS STATE DEPARTMENT OF EDUCATION
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Item Title: Ag in the Classroom

From: Dr. Randy Watson (Request of Dennis Hershberger who serves as the board representative on the Ag in the Classroom Committee)

Nancy Zenger-Beneda Ed.S. is the Executive Director of the Kansas Foundation for Agriculture in the Classroom (KFAC). Zenger-Beneda has been involved in education for over 25 years in both instructional and administrative roles. Nancy has agriculture industry experience as a rancher in North Central Kansas, where she and her husband manage a cow/calf operation. Outside of KFAC, she is an adjunct professor for Fort Hays State University, and she serves the Higher Learning Commission, a college accrediting body, as a peer reviewer.

Organization Background:

Kansas Foundation for Agriculture in the Classroom (KFAC) is a statewide, self-funded 501(c)3 nonprofit agricultural literacy program providing resources, training, and support for schools, educators, and volunteers to spark meaningful connections between classrooms and Kansas agriculture. The KSBE has a representative who serves on the 18-member board of directors, who once represented the state's financial interests because KSBE provided funding for the organization, which was cut in 2011. In July 2022, the State Board requested that $35,000 be added to the Fiscal Year 2024 budget to help fund the Agriculture in the Classroom program. The Governor did not recommend the funding, so it was not reinstated by the legislature.

Presentation Summary:

KFAC serves all 105 Kansas counties and all school districts with resources to help teachers increase agricultural literacy in their regions. One project developed explicitly for schools was the "Apple Kansas Kits" placed in all Kansas educational service centers. These kits help students learn about land availability and use to feed a growing population. KFAC's mission is to "connect classrooms with Kansas agriculture" to help our youth understand the origins of their food, fiber, and fuel to become the needed agricultural workforce and more informed citizens, consumers, leaders, and policymakers.

Agenda Number: 5

Meeting Date: 10/9/2024

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: National School Bus Safety Week Oct 21-25. Recognize Wichita bus driver winning national driving competition. Dorothy Dorman (bus driver)

From: Sherry Root for the School Bus Safety Team

The Board will recognize Dorothy Dorman, a Wichita bus driver since 2008, who won the top prize in the minibus division of the National School Transportation Association's School Bus Driver International Safety Competition in Austin in June. Wichita bus driver wins national safety competition (kwch.com)

Melissa Ostermeyer, School Bus Safety Team, will present the story about Dorothy and describe the event which she attended.

Agenda Number: **WED 6.**

Meeting Date: **10/9/2024**

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: How high performing school districts exceed expectations on State Board outcomes

From: Dr. Watson

Mark Tallman, a researcher and writer for the Kansas Association of School Boards, developed a system to compare school district performance on state outcomes with how that district would be expected to perform based its percentage of low-income students plus students with disabilities and enrollment size. He then identified districts performing significantly better than expected based on these characteristics.

Over the past two years, he visited 40 high achieving districts and schools and talked with about 300 administrators, teachers, school board members, students, parents and community members to ask how they are getting either high results or significant progress. He will share the process and what he learned from these districts.

Agenda Number: **7 a.**

Meeting Date: **10/9/2024**

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: HR Board Materials

From: Kaley Taylor

HR Board Materials:

-Personnel Count

-Report on Personnel

Agenda Number: 17 a.

Meeting Date: 10/8/2024

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Personnel Report

From: Kaley Taylor, Wendy Fritz

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

Total employees 275 as of pay period ending 9/14/2024. Count includes Board members and part-time employees. It excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are not included in annual turnover rate calculations).

Agenda Number: **WED 7. a ATTACHMENT TWO**

Meeting Date: **10/8/2024**

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Report on personnel filling unclassified positions.

From: Kaley Taylor, Wendy Fritz

The following personnel appointments are presented this month:

Hallie Berens to the position of Auditor on the Fiscal Auditing team, effective September 16, 2024, at an annual salary of $55,910.40. This position is funded by the State General and CACFP Audit Funds.

Kathi Grossenbacher to the position of Part-Time Public Service Executive on the Information Technology team, effective September 20, 2024, at an annual salary of $63,481.60. This position is funded by the State General Fund.

Emily Scott to the position of Public Education Program Consultant, effective September 30, 2024, at an annual salary of $64,964.12. This position is funded by the Consolidated Admin Pool and State General Funds.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda: **WED 7**

Meeting **10/9/2024**

Staff Initiating:	**Director:**	**Commissioner:**
Shane Carter	Shane Carter	Dr. 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
D0115	Nemaha Central	Kinsey	Scott	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0224	Clifton-Clyde	Loretta	Cole	Math - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0224	Clifton-Clyde	Samantha	Goodwin	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0229	Blue Valley	Jaime	Byers	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0231	Gardner Edgerton	Arrianne	Huff	Early Childhood Special Education	Approved	ELEMENTARY EDUCATION UNIFIED (K-6)
D0231	Gardner Edgerton	Erin	Nelson	High Incidence Special Education	Approved*	ADAPTIVE SPECIAL EDUCATION (6-12); SOCIAL STUDIES,COMP (7-12)
D0231	Gardner Edgerton	Lara	Evans	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); MATHEMATICS (5-8)
D0231	Gardner Edgerton	Crystal	Pennington	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0231	Gardner Edgerton	Cassie	Byars	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0231	Gardner Edgerton	Kathleen	Mangino	Low Incidence Special Education	Approved*	BUILDING ADMINISTRATOR (K-9); ELEMENTARY (K-9); LEARNING DISABILITIES (K-9)
D0231	Gardner Edgerton	Gretchen	Norris	High Incidence Special Education	Approved	ELEMENTARY (K-9)
D0231	Gardner Edgerton	Ashley	Stecklein	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0231	Gardner Edgerton	Melissa	Runge	Gifted	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0232	De Soto	Abigail	Hayes	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0232	De Soto	Ashley	Willis	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0232	De Soto	Annette	Budimlija	Library Media Specialist - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0232	De Soto	Heather	Buchwitz	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0232	De Soto	Kathy	Bunner	Social Studies - Middle Level - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Heather	Billings	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); ENGLISH LANGUAGE ARTS (6-12)
D0233	Olathe	Melissa	Zinn	Visual Impaired	Approved*	ELEMENTARY EDUCATION (K-6)
D0240	Twin Valley	Kya	Johnson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0245	LeRoy-Gridley	Emily	Crabtree	General Science	Approved*	ART (PRK-12); SCIENCE (5-8)
D0245	LeRoy-Gridley	Amanda	Easley	Math	Approved	ENGLISH LANGUAGE ARTS (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12); PSYCHOLOGY (6-12)
D0259	Wichita	Erin	McGuire	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Erin	Black	Library Media Specialist	Approved*	ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0259	Wichita	David	Clark	High Incidence Special Education	Approved	AMERICAN HISTORY (7-12); GENERAL SCIENCE (5-9); SOCIAL STUDIES,COMP (5-9); WORLD HISTORY (7-12)
D0259	Wichita	Shelley	McClure	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Philip	Krum	High Incidence Special Education	Approved*	HEALTH (PRK-12); PHYSICAL EDUCATION (PRK-12)
D0259	Wichita	Jarrett	Schaef	High Incidence Special Education	Approved	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); ENGLISH LANGUAGE ARTS (6-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0259	Wichita	Catherine	Busick	Library Media Specialist	Approved**	ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (6-12); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0259	Wichita	Charissa	Birkhofer	Gifted	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)

D0259	Wichita	Stanley	Cox	Gifted	Approved**	ENGLISH (7-12); LATIN (7-12)
D0259	Wichita	Vicki	Ryan	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Naomi	Sevart	Library Media Specialist	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6); READING SPECIALIST (PRK-12)
D0259	Wichita	Traci	Kallhoff	High Incidence Special Education	Approved*	EARTH AND SPACE SCIENCE (6-12)
D0259	Wichita	Kylie	Moore	Low Incidence Special Education	Approved*	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0259	Wichita	Mollie	Souter	Low Incidence Special Education	Approved*	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Abigail	Cronin	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
D0259	Wichita	Alana	Mulryan	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Lara	Dodson	Early Childhood Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Raylynn	Ladish	Library Media Specialist	Approved**	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Leah	Norton	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0259	Wichita	David	Adams	Gifted	Approved	MATHEMATICS (7-12)
D0259	Wichita	Amy	Cabrales	High Incidence Special Education	Approved	ELEMENTARY (K-9)
D0259	Wichita	Bradleigh	Dean	Low Incidence Special Education	Approved	HIGH-INCIDENCE SPECIAL EDUCATION (6-12); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0259	Wichita	Dylan	Brazell	High Incidence Special Education	Approved*	PHYSICAL EDUCATION (PRK-12)
D0259	Wichita	Megan	Burden	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Angelica	Webster	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Rachael	Urban	Low Incidence Special Education	Approved*	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0259	Wichita	Shannon	Holland	High Incidence Special Education	Approved*	ELEMENTARY (K-9)
D0259	Wichita	Isabelle	Scroggie	Early Childhood Special Education	Approved*	EARLY CHILDHOOD EDUCATION (PRK-3)
D0259	Wichita	Hayley	Dannenberg	English as a Second Language	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6)

D0259	Wichita	Sarah	Jones	Library Media Specialist	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0259	Wichita	Mandy	Kennedy	Early Childhood Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0259	Wichita	Tandee	Rousselle	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Kaitlyn	Johnson	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Erika	Hoag	High Incidence Special Education	Approved	PHYSICAL EDUCATION (PRK-12)
D0259	Wichita	Shailyn	Baker	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Tara	Phillips	Low Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6); MATHEMATICS (5-8)
D0259	Wichita	Jennifer	McNair	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0259	Wichita	Caroline	Walline	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Christina	Parsley	English as a Second Language	Approved	EARLY CHILDHOOD EDUCATION (PRK-3); ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Stephen	Duarte	High Incidence Special Education	Approved*	SPEECH/THEATRE (6-12)
D0259	Wichita	Adam	Parker	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Christianna	Doeden	Early Childhood Special Education	Approved*	ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0259	Wichita	Ryann	Hentzen	Early Childhood Special Education	Approved**	EARLY CHILDHOOD EDUCATION (PRK-3)
D0259	Wichita	Esa	Parker	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0266	Maize	Erin	Ploutz	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Kevin	Nielsen	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0266	Maize	Wayne	Stuckey	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	DeAndre	Petty	General Social Studies Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Kyle	Vineyard	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Audrey	Kirkman	Library Media Specialist	Approved	ELEMENTARY (K-9)
D0283	Elk Valley	Amanda	Bayless	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Karla	Lukavsky	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Chelsea	Warner	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Erica	Mills	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	SUBSTITUTE TEACHER PRK-12
D0305	Salina	Camisha	Stevenson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0305	Salina	Mackenzie	Forbes	High Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12

D0305	Salina	Marciana	Ramsey	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	SUBSTITUTE TEACHER PRK-12
D0305	Salina	Jacob	Bellerive	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Paula	Wright	Speech/Speech Communications - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0305	Salina	Riley	Miller	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Danialle	Strella	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0305	Salina	Victoria	Tafolla	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Arin	Jones	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0305	Salina	Margaret	Yetter	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0316	Golden Plains	Amie	Cheney	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0316	Golden Plains	Serena	McCurdy	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0321	Kaw Valley	Christopher	Delforge	High Incidence Special Education	Approved	BUILDING LEADERSHIP (PRK-12); ELEMENTARY (K-9); ENGLISH LANGUAGE ARTS (5-8); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (9)
D0336	Holton	Jessica	Atwood	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0342	McLouth	Holland	Evans	General Science - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0342	McLouth	Blaise	Ball	General Business Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0348	Baldwin City	Robin	McCune	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0348	Baldwin City	Shanaye	McBride	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (K-12)
D0348	Baldwin City	Mary	Plowman	Low Incidence Special Education - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0384	Blue Valley	Alyssandra	Gilbert	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0402	Augusta	Garret	Belknap	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0411	Goessel	Wendy	Waterson	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0417	Morris County	Steffany	Spear	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0419	Canton-Galva	Cassandra	Hillary	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0435	Abilene	Juanita	Issitt	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Brittany	Smith	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Summer	Bates	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Victoria	Altamirano	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Adriana	Chavez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Anahi	Espinoza Soto	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Andrea	Hogue	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	Tasha	Nuci	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Cassandra	Osorio	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Carmen	Valverde	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Nikki	Salem	Physical Education - extension on number of days under an esub.	Approved	(K-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Jessica	Maupin	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Kierra	Johnson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Shayla	Tieben	Agriculture - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Edward	Chamberlin	Music - extension on number of days under an esub.	Approved	(K-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Erin	Robbins	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Crissa	Salmans	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	Maria	Rios	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Alexi	Treto	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Mattisyn	Tieben	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Logan	Gleason	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Emily	Horn	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Aileen	Hernandez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Deanna	Sherrill	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Noemy	Arias	Health - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Heidy	Ramirez	Spanish - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Sergio	Torres	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	Maribel	Hernandez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Joanna	Valdez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Ryan	Shenk	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Miranda	Albright	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Aurora	Sanchez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Dulce	Ceron Lopez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	Elva	Alvarez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0443	Dodge City	Breana	Rolle	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Megan	Esquibel	English Language Arts - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12

D0443	Dodge City	Rebecca	Marcum	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Sarah	Sughroue	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Kristi	Sanchez	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Sarah	Karolus	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Lisa	Hager	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Marlys	Balman	Family and Consumer Science - extension on number of days under an esub.	Approved	(); EMERGENCY SUBSTITUTE TEACHER (K-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Michael	Nolan-Santy	Chemistry - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Lucero	Botello	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Victoria	Connolly	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0443	Dodge City	Peyton	Northcutt	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Veronica	Blanco	Social Studies - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Samaria	Estrella	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Julieta	Sandoval Rodriguez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Erika	Galdamez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Irma	Lares Garcia	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Mireille	Van Tonder Loosli	French - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Amy	Tetreault	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Saharaydee	Meza Lopez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0443	Dodge City	Liza	Webster	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0450	Shawnee Heights	Mary	Kern	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0450	Shawnee Heights	Rebekah	Halloran	Spanish - extension on number of days under an esub.	Approved*	(K-12); EMERGENCY SUBSTITUTE TEACHER (K-12)
D0450	Shawnee Heights	Rachel	Wooten	High Incidence Special Education - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0450	Shawnee Heights	Maria	Overbey	Spanish - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Jamye	Temple	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Michele	Edwards	Spanish - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Donna	Crain	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Joell	Pierre	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	James	Byrd	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Torrey	Spradlin	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0453	Leavenworth	Emily	Shumaker	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Beverly	Porter	Family and Consumer Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Abbie	Hardy	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Keira	Jones	Family and Consumer Science - extension on number of days under an esub.	Approved	(PRK-12); BAKING AND PASTRY I (8-12); BAKING AND PASTRY II (8-12); CULINARY ARTS (8-12); CULINARY ARTS II (8-12); CULINARY ESSENTIALS (8-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Paula Ann	Lumby	English as a Second Language - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0453	Leavenworth	Cameron	Beecham	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Alexandra	De Leon	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Emilee	Jacoby	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Jormarie	Cintron Baez	English as a Second Language - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0475	Geary County Schools	Kayla	Craythorn	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Matthew	Bea	Technology Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Beatriz	Harth	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Brittany	Allen	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0475	Geary County Schools	Kallie	Diorio	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Adrian	Davila Jr	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Melissa	Tabaldo	Physical Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Estrella	Fernandez Gracia	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Kailey	Slaughter	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0475	Geary County Schools	Leslie	Schmutz	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Morgan	Goebel	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Elizabeth	Doebler	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Tiffany	Pickett-Inge	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Anika	Hesse	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0475	Geary County Schools	Laura	Reynolds	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Krystal	O'Neal	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Tiffany	Bush	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Heather	Witry	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0475	Geary County Schools	MiKayla	Armstrong	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Melinda	Pickering	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Sarah	Morales-Vitello	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Olivia	Efird Quevedo	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Alissa	Ben	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Kiara	Walker	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Brianna	Little	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Regina	Jackson	Low Incidence Special Education - extension on number of days under an esub.	Approved	(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Kathryn	Love	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0475	Geary County Schools	Sahryah	Bolden	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Kai	Wilkerson	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Taylor	Scoggins	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Kylee	Barnett	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Kaley	Nevill	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Teeino	Tabares	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0475	Geary County Schools	Paula	Rolph	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Kyndall	Teal Freeman	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	LuzVanessa	Matthews-Minor	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0475	Geary County Schools	Adrianna	Hahner	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Cade	Watson	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Tristen	Cushing	Health - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Erica	Kalkofen	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Naomi	Rodriguez	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Danielle	Hethcox	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Cristi	Barber	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Brittany	Wright	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0482	Dighton	Beau	Hammond	Social Studies - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0489	Hays	Chelsie	Seacat	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0489	Hays	Cole	Berry	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0489	Hays	Lacey	Davis	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0489	Hays	Nathan	Hoy	American History - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0495	Ft Larned	Tricia	Johnson	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0495	Ft Larned	Bethany	Steinlage	Spanish - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0495	Ft Larned	Carolyn	Zook	Math - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Georgette	Searan	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	John	Ely	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Tremayne	Horn	High Incidence Special Education	Approved*	AMERICAN HISTORY (5-12); BUILDING ADMINISTRATOR (7-12); BUILDING LEADERSHIP (PRK-12); ECONOMICS (5-12); GEOGRAPHY (5-12); POLITICAL SCIENCE/GOVERNMENT (5-12); SOCIOLOGY (5-12)
D0497	Lawrence	Kristal	Wilson	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0497	Lawrence	Savannah	Enos	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0500	Kansas City	Mary	Smith	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Maya	Nolin-Clark	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Melissa	Buchanan	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Mashawna	Thompson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(K-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Dameon	Webb	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Solomon	Langley	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Anders	Thomassen	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Deborah	Fletcher	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (K-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Shawntre	Fuller	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0500	Kansas City	Traci	Hunter	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Vanilla	Davis	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Karon	Peterson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Matthew	Langhofer	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Patrick	Cook	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	(K-12); EMERGENCY SUBSTITUTE TEACHER (K-12)
D0500	Kansas City	Irena	Thompson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Sherry	Roth	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Joscelin	Sangha	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Rachel	Tigner	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0512	Shawnee Mission Pub Sch	Olivia	Stewart	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0512	Shawnee Mission Pub Sch	Blair	Bodermann	English as a Second Language	Approved	PHYSICAL EDUCATION (PRK-12)
D0605	South Central KS Spec Ed Coop	Kelly	Johnston-Wilson	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0605	South Central KS Spec Ed Coop	Adison	Hampton	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Dakota	Oller	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Payton	Horn	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0605	South Central KS Spec Ed Coop	Mia	Wade	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0605	South Central KS Spec Ed Coop	Christine	Kirkpatrick	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Cynthia	Hudlin	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Ian	Pralle	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Aimee	Wimp	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0607	Tri County Special Education Coop	Ashton	Royse	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Hanna	Lyon	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Lakin	Huckabey	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Caitlyn	Smith	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Amanda	Johns	Low Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Carrie	Waters	Early Childhood Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Tabor	Riskes	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Shannon	Winebrenner	Early Childhood Special Education - extension on number of days under an esub.	Approved**	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Tonda	Collins	Low Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0607	Tri County Special Education Coop	Bryant	Schrant	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Mykenzie	Jarett	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Amber	Taylor	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
D0607	Tri County Special Education Coop	Meghan	Brown	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Keely	Harles	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Meranda	Wilkins	Early Childhood Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Heidemarie	Fortner	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Blake	Hightower	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Alicia	Melton	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0607	Tri County Special Education Coop	Jennifer	Adkins	High Incidence Special Education - extension on number of days under an esub.	Approved*	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0615	Brown Co KS Special Ed Coop	Lyle	Wissmann	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); PHYSICAL EDUCATION (PRK-12)
D0617	Marion County Special Education	Nanette	Lowry	High Incidence Special Education	Approved*	ELEMENTARY (K-9)
D0617	Marion County Special Education	Susan	Saunders	Gifted	Approved**	CHEMISTRY (7-12); GENERAL SCIENCE (7-9); MATHEMATICS (7-12)
D0617	Marion County Special Education	Oliver	Good	High Incidence Special Education	Approved*	ENGLISH LANGUAGE ARTS (6-12); SPEECH/THEATRE (6-12)
D0617	Marion County Special Education	Brandi	Hein	High Incidence Special Education	Approved	ELEMENTARY (K-9)
D0617	Marion County Special Education	Amanda	Boswell	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Sarah	Pauley	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Meredith	Jacobs	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Zoe	Girard	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Kimberly	Pulec	High Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER PRK-12
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Avery	Hawkins	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Korte	Warren	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Jennifer	Kibbee	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Alissa	Samuelson	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Carlie	Rains	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	Adriana	Ankenman	High Incidence Special Education	Approved*	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	MaKayla	Walton	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0637	Southeast Kansas Special Education Interlocal	Shelsie	Moyer	Low Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0637	Southeast Kansas Special Education Interlocal	Charisse	Smith	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-K)
D0637	Southeast Kansas Special Education Interlocal	Jennifer	Matson	Gifted	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0637	Southeast Kansas Special Education Interlocal	Kaitlyn	Olsen	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Kyla	Rice	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Kelsey	DeMott	Low Incidence Special Education	Approved*	ELEMENTARY EDUCATION (K-6); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Aubrey	Duft	Low Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0637	Southeast Kansas Special Education Interlocal	Jamie	Coppage	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Samantha	Murphy	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0637	Southeast Kansas Special Education Interlocal	Emma	Steelman	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3)
D0637	Southeast Kansas Special Education Interlocal	Christina	Ellis	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Johna	Gatton	Early Childhood Special Education	Approved*	ELEMENTARY EDUCATION (K-6)
D0637	Southeast Kansas Special Education Interlocal	Wendy	Zustiak	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0637	Southeast Kansas Special Education Interlocal	Laura	Carrell	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0637	Southeast Kansas Special Education Interlocal	Lucrisha	Ridgway	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Amy	Valenti	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0637	Southeast Kansas Special Education Interlocal	Breann	Qualls	High Incidence Special Education	Approved*	FAMILY AND CONSUMER SCIENCE (6-12)
D0637	Southeast Kansas Special Education Interlocal	Nicole	Newkirk	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Samuel	Newkirk	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0637	Southeast Kansas Special Education Interlocal	Joshua	Coffman	High Incidence Special Education	Approved	ENGLISH LANGUAGE ARTS (5-8); MATHEMATICS (5-8)
D0701	Coffey County Special Education Cooperative	Samantha	Hoven	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6); MATHEMATICS (5-8)
D0701	Coffey County Special Education Cooperative	Jason	Bates	Gifted	Approved	PHYSICAL EDUCATION (PRK-12)
D0710	Chautauqua & Elk Co Sp. Ed. Services	Katy	Windsor	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0710	Chautauqua & Elk Co Sp. Ed. Services	Frances	McCoy	Low Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0720	East Central KS Sp. Ed. Coop.	Riley	Davis	High Incidence Special Education	Approved	EARLY CHILDHOOD EDUCATION (PRK-3)
D0729	Maize Special Education Cooperative	Theron	Truitt	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0729	Maize Special Education Cooperative	Elizabeth	Robertson	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0729	Maize Special Education Cooperative	Grace	Davis	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0729	Maize Special Education Cooperative	Cassie	Woodard	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); LOW-INCIDENCE SPECIAL EDUCATION (6-12)
D0729	Maize Special Education Cooperative	Ann	Burgett	High Incidence Special Education	Approved*	ENGLISH (7-12)
D0729	Maize Special Education Cooperative	Julissa	De Leon	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0729	Maize Special Education Cooperative	Tomara	Sullivan	High Incidence Special Education	Approved**	ELEMENTARY (K-9)
D0729	Maize Special Education Cooperative	Lindsey	Philbrick	High Incidence Special Education	Approved	(K-12); (PRK-12); ELEMENTARY EDUCATION (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0729	Maize Special Education Cooperative	Stephanie	Facio	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0729	Maize Special Education Cooperative	Robyn	Pruitt	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0729	Maize Special Education Cooperative	Madison	Riffel-Kuhlmann	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0729	Maize Special Education Cooperative	Melissa	Turner	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0729	Maize Special Education Cooperative	Dante	Simmons	Gifted	Approved*	MUSIC (PRK-12)
D0729	Maize Special Education Cooperative	Tara	Wade	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **WED 7**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**10/9/2024**
Shane Carter	Shane Carter	Dr. Randy Watson		

Item Title:

Act on Local Professional Development Plans

Recommended Motion:

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

USD 428 Great Bend

Z0030 Salina Catholic Diocese

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 five-year professional development plans using the standards and criteria determined by the State Board of Education and recommend all plans be approved.

Professional Development Plan 2023-2028

Great Bend Public School Unified School District 428

Revised: 6/5/2023
PDC Approved: 6/5/2023
BOE Approved: 6/12/2023
Date Plan Approved by State Board of Education: TBD
Date of Plan Expirations: 7/31/2028

5-year Professional Development Plan Approval

The USD 428 Professional Development Council approved the following plan, at its meeting held on September 9, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Lisa Stan
Signature

9/9/24
Date

The USD 428 Board of Education approved the following plan, at its meeting held on September 9, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Jacquie Disque
Signature

9/9/24
Date

Plan Updates

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

Table of Contents

I. **Professional Development Council**
Introduction 6
Professional Development Guidance 6
Membership Responsibilities 7
Responsibilities of Elected/Appointed Officers 10
Operational Procedures 11

II. **Professional Development Plan**
District Mission Statement. 16
District Vision 16
KESA System Goals 17
School Improvement Plans 17
Measures of Impact 18
Amending the Professional Development Plan 19

III. **Individual Professional Development Plans (IPDP)**
Purpose for Using Professional Learning Plan 20
Guidelines for Submitting/Requesting IPDP, Points, College Credit. 25

IV. **Awarding Professional Development Points for Re-licensure**
Earning of Specialized In-Service Education Points 28
Documentation Accepted for PDC Points 29
Activities Eligible and Not Eligible for Points 29
State Guidelines for Licensure Renewal 30
Example on How to Accumulate Points through Levels 33
Questions About Awarding PD Points 35
USD 428 Summary 38

Appendix A
Step-By-Step Guide for submitting an IPDP online 41

Appendix B
Step-By-Step Guide for submitting a Professional Development Request for Points on line 42

Appendix C
Step-By-Step Guide for submitting a Request for College Credit online 43

Appendix D
Professional Development Regulations 45

USD 428
BOARD OF EDUCATION

Jacquie Disque
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Aaron Emerson
Vice President

Chad Burroughs

Deanna Essmiller

Karen Lindberg

Randy Wetzel

Sara Williams

DISTRICT ADMINISTRATION

Khris Thexton
Superintendent

John Popp
Assistant Superintendent

JoAnn Blevins
Director of Teaching & Learning

Unified School District 428

PROFESSIONAL DEVELOPMENT COUNCIL
2023-2024

School	Teacher Representative	Term
Eisenhower	Kristine Boepple	(22-25)
Jefferson	MacKenzie Nelson	(23-26)
Lincoln	Shara Stettinger	(22-25)
Park	Meagan Henry	(21-24)
Riley	Lisa Starr, *PDC Chairperson*	(21-24)
Middle School	Peggy Haag	(21-24)
High School	Jeff Lutt	(23-26)
Special Services	Melissa Lutt, *Vice Chairperson*	(23-26)

Level	Administrative Representative	Term
Elementary	Adam Niedens	(22-25)
Middle School	Tanner Davis	(23-26)
High School	Tim Friess	(21-24)
District Education Center	JoAnn Blevins	(23-26)

Section One

Professional Development Council (PDC)

1.1 Introduction

The Kansas Legislature mandates that the Kansas State Board of Education adopt rules and regulations for the administration of the "Kansas Professional Development Education Opportunities Act" and also mandates that public schools participate.

The design and implementation of this in-service plan shall be the legal authority of the Board of Education of USD 428 in cooperation with representatives of the certified personnel who are to be directly affected.

Professional Development Guidance

A. Council Purpose

1. The Professional Development Council for Unified School District 428 exists to write, coordinate, and administer the Professional Development Council in-service plan.
2. To advance and enhance the schools' programs of instruction.
3. To refine and extend the professional skills of the members of the teaching staff.

B. Council Membership **(KAR 91-1-217)**

1. Membership of the Council will be representative of the educational agency's licensed personnel.
2. Membership will include at least as many teachers as administrators which are selected solely by the group they represent.

C. Council Responsibilities **(KAR 91-1-217 (b)(3))**

1. Develop a 5-year local in-service plan for staff development that is approved by the local school board of education and that meets the criteria established by the Kansas State Board.

These criteria are:

a. Establishment of a Professional Development Council.
b. An assessment of in-service needs through input from the USD 428 Curriculum Steering Committee and School Improvement Teams. **(KAR 91-1-216(b)(4))**
c. Identification of goals and objectives based on these needs.

d. Identification of activities based on these needs.
e. Evaluation criteria for these activities.
f. Implementation for a procedure for awarding professional development points.

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

3. To develop operational procedures. **(KAR 01-1-217)**

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 428 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 Central Office Secretary 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.

Membership Responsibilities

A. Council Membership **(KAR 91-1-217)**
1. Membership of the Council will be representative of the educational agency's licensed personnel.
2. Membership will include at least as many teachers as administrators which are selected solely by the group they represent.

B. The Membership will consist of:
1. One teacher from each elementary attendance center (6 centers), and one from each secondary attendance center (middle school and high school) who are selected by the faculty.
2. One teacher selected from the special education cooperative faculty at large.
3. One administrator from grades PreK-6.
4. One administrator from grades 7-8.
5. One administrator from grades 9-12.
6. One District Administrator

C. Term of Membership

1. Council members will serve a term of three years beginning with the final meeting of the year, with a suggested term limit of two consecutive terms.
2. New members will be invited as non-voting members to the final meeting of that school year.
3. All members will receive annual training at the beginning of each school year from a trained PDC member.

D. Transfer of Members

When a transfer of faculty occurs causing a shift in PDC membership by building and double representation at the building, the member with the longer remaining term stays on the council. A flip of the coin decides when remaining terms are equal.

E. Attendance

The Professional Development Council shall have the right to review a member's representation after absence from three (3) regularly scheduled meetings. Such review may result in a request for a replacement from that member's respective group.

F. Vacancies

Should a vacancy occur prior to the end of a term, the group represented will follow their selection process above to fill the vacancy to complete the unexpired term.

G. Elections

At its final meeting of any school year, the Council will elect from the membership a chairperson and a vice-chairperson. These officers will perform the duties ordinarily expected of such office and serve in the elected capacity until the final Council meeting of the succeeding school year.

1.21 Licensed Teacher Groups Represented:

Groups Represented	Number
Elementary Attendance Centers	6
Middle/High School	2
Special Education Faculty	1
Total	**9**

1.22 Licensed Teacher Group Selection Process:

In the Spring, building principals will email their staff and will inform them a new PDC member is needed for a building. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. Principals and others may also encourage teachers to run for selection. The principals will send out the list of names, even if just one, and each staff member will return his/her choice at one of the Spring staff meetings.
Once someone is selected, principals will let the PDC Chair and the Central Office Secretary know the name of that person and will provide the documentation used in the selection process to the Central Office Secretary for storage.

1.23 Licensed Leader Groups Represented:

Groups Represented	Number
Grades PreK-6	1
Grades 7-8	1
Grades 9-12	1
District Leader	1
Total	**4**

1.24 Licensed Leader Group Selection Process:

In the Spring, building and district leaders will break into the groups above and discuss and select who will be their group representative for the PDC. The Central Office Secretary will report the selections to the PDC Chair and collect the documentation used in the selection process for storage.

If there are no nominees or volunteers for a group/s, the Central Office Secretary 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 428 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.

Typically, the training will be with ESSDACK, using the Greenbush video training, and/or refresher training during meetings if needed. 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 turned into the Central Office Secretary for storage. 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.

1.51 Officers

Responsibilities of Elected/Appointed Officers

A. *Chairperson*
   1. Presides at all regular meetings and all special meetings.
   2. Represents the Professional Development Council at all appropriate public functions or appoints a Professional Development Council member to represent the council.
   3. Receives all resignations from Professional Development Council members.
   4. Establishes yearly council tasks and timelines.
   5. Provides notice to the various categories represented on the Professional Development Council when elections and vacancies occur.

B. *Vice-Chairperson*
   1. Fulfills all the duties of the chairperson in the chairperson's absence.
   2. Carries out all other duties assigned by the chairperson.

Although not a PDC member, the Central Office secretary, who is the administrator of the PDC database, supports the PDC and will perform the following:

- Keep minutes of all meetings.
- Prepare an agenda for all meetings to be distributed at least five (5) days in advance.
- Provide for notification of all meetings.
- Distribution of the minutes to all members of the Professional Development Council, Board of Education, central office staff, and two copies for each school building.
- Maintain all Professional Development Council minutes, Individual Development Plans, correspondence, and all other pertinent documents.
- Inform the Professional Development Council of active/inactive status of Individual Development Plans of all participants.

Term of Office

All officers shall hold office for one (1) year. They may be reelected to serve a successive term in an office.

Resignation

Any officer may resign from office at any time, provided a letter of resignation is submitted to the PDC Chair Professional Development Council.

Vacancies

Vacancies in officers' positions will be filled by a majority vote of those members of the Professional Development Council present at the meeting at which any resignation is effective, provided a quorum is present.

1.52 Meetings

A. Council Management **(KAR 91-1-217(b)(2)), (KAR 91-1-216(a)(l))**

Meetings

1. A tentative schedule of meetings for the upcoming year will be set at the last meeting of the current school year.
2. The chair may cancel scheduled meetings and/or call special meetings with 48 hours advance notice required.
3. All meetings of the Council will be posted on the district in-service calendar and are public and open to whoever wishes to observe.
4. Except on request of the chair, nonmembers may address the Council only if their desire to do so has been made known to the chair 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 Council.

Agenda

1. Members and others wishing to set matters before the Council are urged to make such desires known to the chair in a reasonable time frame prior to the meeting in which they wish these matters discussed.
2. The first action of the Council at any meeting will be to review any tentative agenda and to approve an agenda for that meeting.

Record of Meeting

1. The Central Office secretary will make record of all Council

meetings, such record to include:

a. date, time and place of meeting
b. list of present members
c. statement of all formal actions to include the means by which take consensus or vote

2. The Central Office secretary will send minutes to each member of the Council within a reasonable time following any meeting and no later than the issuance of a call of the Council to a further meeting.

1.53 Decision-making

The decision of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council with at least 7 members of which there are as many or more teachers as leaders present for a quorum.

Consensus (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 there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The PDC Chair should not be used as a tiebreaker except for an urgent reason. The Board of Education may also be used.

1.54 Documentation

Documentation related to the awarding of PD points and approval of IPDP's takes place in Frontline Professional Growth. Staff are trained on these applications during new teacher orientation in August by the PDC Chair and the Curriculum Leader. Building PDC reps will help their staff in their buildings throughout the year and have refresher training/reminders twice a year at staff meetings.

For other PDC documentation, such as the PD Plan revision, the Central Office Secretary helps create, collect, and retain that information and stores it in a Google drive.

1.55 Communications

The Central Office Secretary takes minutes during the monthly meetings and distributes them electronically to all PDC members for review and approval at the next monthly meeting. Minutes are then shared with all district staff electronically and the Board of Education at their next monthly meeting.

1.56 Approvals

Approvals for PD points and IPDP's are done through Frontline Professional Growth and flow through the Curriculum leader, the building principal, building PDC teacher rep and the PDC.

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

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

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

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

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

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

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

(b) Each council shall have the following responsibilities:

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



2.1 Introduction

District Mission Statement

The mission of USD 428 is to provide a safe and supportive learning environment where all are empowered to become responsible citizens and lifelong learners in an ever-changing world.

District Vision

USD 428 is committed to creating a welcoming environment for all students and staff. We will strive to provide a high-quality educational experience that meets the individualized needs of each student and promotes academic excellence.

2.2 Assessment and prioritization of school improvement needs

Needs Assessment

As part of the development of the professional development plan, a staff development needs assessment is conducted annually. The following information is included in the needs assessment:

- Building KESA Rubric Results
- District achievement data and resulting KESA goals
- Building and District level school improvement indicators and resulting staff development priorities
- District long-range planning survey results related to staff development

The Professional Development Council will annually conduct a similar needs assessment to determine areas of need at the individual, building, and district levels.

2.2 Identification of goals and objective to achieve professional development needs

KESA System Goals

1. **Rigor:** through the implementation of teacher clarity an increase in academic rigor for students will be exhibited in an increase in the following measures: graduation rate, state assessment scores, FastBridge benchmark data, post-secondary effectiveness, and ACT scores.
2. **Relationships:** USD 428 will focus on trauma-informed services and support for all students along with a focus on developing relationships with stakeholders including students, parents and community members.

School Improvement Plans

(KAR 91-1-216 (b)(3))

All buildings have a School Improvement Plan which is documented in the KSSTAR platform. Building Leadership Teams (BLTs) lead the work and ensure all building staff, community members, and stakeholders have input in the process. Building Leadership Teams use the KESA system goals, MTSS goals, and the BOE's Strategic Plan to design a School Improvement Plan based on the school's community, its needs, and students.

School Improvement Plans are created based on multiple measures of data, such as standardized assessment scores, formative assessments, interim assessments, analytics on various student behaviors, and staff needs. All School Improvement Plans align with the District Improvement Plan, while simultaneously reflecting the unique needs of each school community.

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

The Building Needs Assessment is used to develop district and building goals, budgets, and professional development plans. Through the use of the results of the Needs Assessment completed by the district and buildings, action steps can be determined in relation to our KESA goals and staff needs. PDC will then use the results of the Needs Assessment to plan professional development opportunities.

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

Measures of Impact

(KAR 91-1-216 (b)(S)), (KSA 72-2546)

Professional Learning should ultimately result in increased student learning. Included in measures of professional learning impact are:

1. Student achievement data reviewed by the building and district annually;
2. Staff surveys conducted annually to determine the impact of staff development on classroom applications;
3. Staff development needs assessment reviewed to determine future staff development priorities; and
4. Evidence of professional development knowledge, application, and impact collected and reviewed on an ongoing basis.

2.5 Reporting results of evaluation of in-service needs

USD 428 considers stakeholders to include licensed and classified staff, the board of education, and community members. Results of identifying in-service needs and activities are published through the efforts of our public relations director. At the building and district level, the respective professional development council members will share the professional development needs that have been identified from the building needs assessment, input that is shared through the Self-Correcting Feedback loop during faculty meetings and professional learning communities.

2.6 Amending the Professional Development Plan

The USD 428 PD plan is reviewed annually in the Spring as part of the evaluation of its status of closing determined gaps and meeting goals and objectives. The PDC will determine next steps if the evaluation results warrant an amendment to the PDC plan. The following guidelines will be followed in amending the professional development plan:

1. The Professional Development Plan will be reviewed at least once a year.
2. In order to amend the Professional Development Plan, the amendment will be discussed and considered during two consecutive meetings.
3. The amendment must be passed with an affirmative vote, of a simple majority, of the authorized membership of the Council present.
4. Amendments approved by the Council shall be submitted to the Great Bend USD 428, Board of Education for approval.
5. Documentation of PDC plan updates will be maintained by the Central Office secretary and included in the yearly plan review.

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.

Documentation of this process is also important. Forms used should be in the plan, whether that is in an appendix or in the body of the plan

Purposes for Using the Professional Learning Plan Process

There are three primary purposes for using the Professional Learning Plan process.

1. **Professional Growth** - The responsibility we have for continued growth in education benefits both teachers as professionals and students as learners. Such training provides
    - Inspiration (motivation, encouragement)
    - Enrichment (enhancement of job skills through new learning)
    - Emerging Needs (preparing for and responding to specific needs)
    - Remediation (responding to areas of individual weakness)
    - School Improvement (major focus of district/building staff development).

2. **License Renewal** - The Kansas State Department of Education allows teachers to renew their licenses, in part or in full, through the accumulation of credit via the PLP process. Points earned may be used for license renewal only if an ACTIVE Individual Professional Growth Plan is on file.

3. **Movement on the Salary Schedule** - The USD 428 Board of Education has agreed that teachers may use college credit to move horizontally on the salary schedule. The PDC is not involved in the granting of salary movement. For salary movement, an Application for Approval of College Hours form must be filled out, and submitted to the Education Center, before attending College classes. Contact the Superintendent's Secretary concerning this procedure for salary movement.



Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 428 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor

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

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

3.2 Assess individual needs

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

3.3 Determine individual professional development goals

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

3.4 Determine individual professional development strategies

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

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

3.5 Write the Individual Professional Development Plan

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

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

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

3.6 Analyze progress

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

3.7 Revise the plan as necessary

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

Guidelines for Submitting/Requesting IPDP Points, College Credit

Individual Professional Development Plan (IPDP) (KAR 91-1-206) (b)

Any educator who is employed by or who works or resides in USD 428 is eligible to file an Individual Professional Development Plan (IPDP) with USD 428's PDC for the purpose of renewing a license.

- As the result of cooperative planning with a designated supervisor, the educators will submit the IPDP - Individual Professional Development Plan on-line at www.mylearningplan.com at the start of the school year. **(See Appendix A) (KAR-91-1-206) (c) (1), (KAR 91-1-206) (c) (2)**
- An IPDP may be amended at any time before expiration. The procedure is the same as for the original IPDP.

IPDP/Forms

Assistance with IPDP / Forms

- The Professional Development Council member in each building is the best resource for assistance with IPDP, forms, evaluations and answering questions about the District Professional Development Plan.

Staff Development Activities

Any individual with an IPDP may request to attend or participate in staff development anytime during the year.

- After the completion of the activity, the individual may request PDC points by submitting the appropriate forms for the various levels of points. **(See Appendix B)** Before the PDC Building Representative reviews the activity for points the individual must:
- Send any support documentation to the PDC Building Representative, or if not a USD 428 employee to the Central Office secretary.

The PDC will review the activity to specifications and documentation set in the USD 428 Professional Development Plan and in line with the state regulations.

- Upon approval of the documentation, points will be entered on-line.
- If the activity is disapproved, an appeals process may be set up with the local PDC, and if the issue is not resolved; the process may move to the state licensure review committee. **(KAR 91-1-206) (d), (KAR 91-1-211)**
- After all local PDC appeals of a non-approval for an individual development plan are exhausted, licensed staff may appeal to the state licensure 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.

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

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

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

Any educator who is employed by or who works or resides in USD 428 is eligible to file an Individual Professional Development Plan (IPDP) with USD 428's PDC for the purpose of renewing a license.

- As the result of cooperative planning with a designated supervisor, the educators will submit the IPDP - Individual Professional Development Plan on-line through Frontline Professional Growth at the start of the school year. **(See Appendix A) (KAR-91-1-206) (c) (1), (KAR 91-1-206) (c) (2)**
- An IPDP may be amended at any time before expiration.

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.

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 or the Director of Teaching and Learning at the district office.

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

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

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

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

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

4.0 Introduction

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

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

Earning of Specialized In-service Education Points

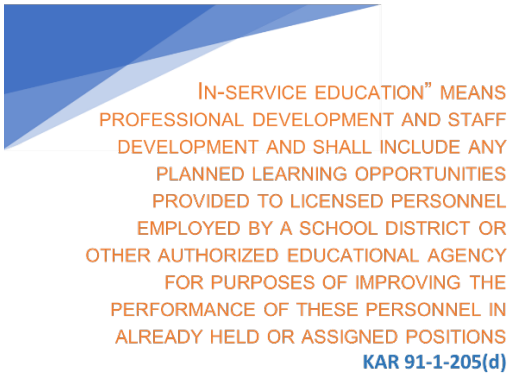
Projects:

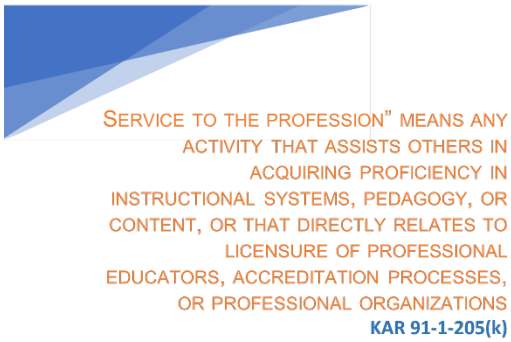
- Points awarded upon completion of the project.
- *Each project:*
    - must be original
    - must be above and beyond regular classroom duties
    - must stimulate student motivation
    - will be used in the classroom or stem from activities already used in the classroom
    - can be shared with other educators
    - must have documentation and may documentation and maybe asked to present to the PDC Council

Project points shall be counted as (1 hour = 1 point) out-of-class work.

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.





Points will be awarded after documentation has been verified and presented to the PDC.

Activities Eligible for Points (Examples)

- Content/grade-level specific collaborations
- Vertical collaborations between grades and levels
- Peer observations and coaching
- Students and staff wellbeing initiative training
- Mentoring
- Curriculum writing and revising
- Integrated teamwork focused on cross-curricular connections
- Design Thinking
- Developing, revising, and evaluating project-based learning opportunities
- Modeling and applying blended learning strategies
- Book and case studies
- Action research projects
- Online courses and workshops
- College credit (1 credit = 20 PD points)
- Serving as a cooperating teacher for a student teacher

Activities *NOT* Eligible for Points

- Routine duties such as building staff meetings (exception is time spent on school improvement or staff development during staff meetings); parent

nights; parent-teacher meetings; student/parent orientation activities; one-to-one consultations between principal and teacher; organizing, supervising, or directing students' activities, trips, competitions, teams, or organizations

- Activities considered part of regular job duties (developing IEPs, evaluation conferences, testing students, preparing lesson plans, preparing procedural manuals, team meetings on students, Crisis Intervention Team, etc.)
- Business meeting of ANY organization
- Committee meetings not associated with educational professional growth for the individual (facilities task force, insurance committee, calendar committee, etc.)
- Coaching clinics, activities related to supplemental contracts, etc.
- Teaching classes (school, university, continuing education, etc.)
- Repetition of the same activity as a learner (attending a specific class more than once) Note: Individuals may receive in-service credit for attending annual conferences each year as new and updated information is available each time.
- Any time not in actual sessions, such as travel, meals, breaks, vendors, etc.
- Activities not approved by building administrators for logistical reasons
- Reading PDP evaluations
- School or team business (information sharing, covering logistics such as arrival/dismissal, lunch duty, or meetings related to your position)
- Personal travel experiences
- Continuing education courses/college courses not related to licensure or profession

4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

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

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

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

Content Endorsement Standards

Professional Education Standards

or

Service to the Profession

4.3 Awarding Points in Three Levels

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

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

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

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

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

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

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

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

Level II – Application

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

Level III – Impact

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

(Example on How to Accumulate Points through Levels)

How Ms. Goodteacher Earns Professional Development Points at 3 Levels….

Ms. Goodteacher attends a staff development activity for six hours and verifies that she has gained knowledge because of her participation. She is awarded 6 professional development points.

After enough time has passed for Ms. Goodteacher to verify that her teaching has consistently changed because of what she has learned, she is awarded 2 times the knowledge points or 12 points. These 12 points are added to the original 6 points for a total of 18 points.

As time passes, if Ms. Goodteacher is able to verify that student learning has improved as a result of the changes in her classroom, she is awarded 3 times the original knowledge level points or 18 points. These points are added to the baseline 6 points earned at Level I and the 12 points earned at Level 2 for a total of 36 points.

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 x Level I points

Verification required may include one of the following:

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

4.5 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 8/1/23)

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. 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.

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:

   1. 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.
   2. 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.

USD 428 Summary

(KAR 91-1-216 (b)(3))

In-service Program Requirements	Individual Focus	Building Focus	District Focus
How is the in-service program aligned with the mission, academic focus, and school improvement plan?	Individual priorities come from the professional teaching standards, **and** identified skills needed to improve student learning.	Building-level priorities flow directly from building improvement targets that are identified by examining students' academic achievement data related to academic standards.	District priorities flow directly from the mission and academic goals established by the Board of Education (BOE). These include graduation requirements and exit outcomes.
Who decides what the focus for staff development will be?	The individual licensed professional in collaboration with his or her designated supervisor.	Building staff, administration, parents, and other representatives of the particular school's community.	The local Board of Education (BOE).
How is the staff development Level determined?	Based on individual needs identified through an analysis of staff skills related to student needs and licensure renewal requirements that include professional teaching standards.	By comparing desired student academic targets or goals to actual student performance. This is called identifying the achievement gap and includes analysis of the achievement of particular student groups.	The needs of the district are identified through collaboration with each school's staff, administration, and community leaders. The district needs are then determined by the schools' needs.
How are the goals written to meet a results-based focus? (KAR 91-1-216 (b) (4))	Goals are written based on individual needs and professional teaching standards. Goals address 3 levels: knowledge, application, and impact. Goals address individual needs related to content, endorsement and professional education standards as well as service to the profession.	Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Results are measured according to 3 levels: knowledge, application, and impact.	District goals are based upon identified standards of performance for students at each academic level.

USD 428 Summary, continued

(KAR 91-1-216 (b)(3))

What activities/actions are present at each level to accomplish staff development priorities?

Level 1: Knowledge

Learning = 1 point per clock hour

Must include the following:

In district in-service:

- Signature on district roster that shows dates and times of workshop.

Out of district in-service:

- Verification of attendance by presenting documentation from the workshop to your PDC rep.
- Completion of the Knowledge Validation Form on **MLP,** and marking the activity complete.

Points will be awarded after documentation has been verified and the Knowledge Validation Form has been completed and the Jann Marked Complete.

Activities for which a person receives a stipend will not be granted professional development points.

Level 2: Application

Use of New Knowledge and Skills = 2 x Knowledge points

Must include at least one of the following:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.
- Lesson plans and examples of student work selected throughout at least one semester.
- Sample of participant's journals, portfolios or other artifacts.

Points will be awarded after documentation has been verified and presented to the PDC.

Level 3: Impact

Organizational Change = 3 x Knowledge points

Must include at least one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors over a period of at least 1 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; or decreased dropout rate.
- Documentation of related district or school policy change.
- Revision of district, grade level, or content area curriculum.
- Evidence of application by others.

Points will be awarded after documentation has been verified and presented to the PDC.

USD 428 Summary, continued

(KAR 91-1-216 (b)(3))

How are measures of the impact of staff development priorities at each level determined?	Impact is measured through: 1. Assessment of students' academic performance on specific academic targets annually. 2. Analysis of related student behaviors annually. 3. Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given each academic year.
How are in-service points assigned?	There are no limits to the number of points that may be awarded at any level. • Level 1: One hour of in-service equals one in-service point. • Level 2: 2 x Knowledge points • Level 3: 3 x Knowledge points
Who reports what staff development results to whom, when, and in what manner?	• Individual teachers share evidence related to each level with his/her designated supervisor when IPDP points receive initial validation. • PDC results will be shared with administration through web-based reports. • Results are reported to the BOE annually.
How has PDC representation been chosen?	To build continuity across the district, USD 428 PDC is made up of one member from each elementary, middle, high school and special ed. coop. Their respective peer groups select these members. This body comes together regularly to chart district direction and to do the work of the PDC. This group is composed of 4 administrators. This body has developed guidelines and procedures for the operation of the professional development system, including the approval and disapproval of points for licensure renewal and salary movement.
When was the plan adopted by the local BOE?	BOE Approved: October, 2004

Appendix A

Frontline Professional Growth

Step-By-Step Guide

Individual Professional Development Plan (IPDP)

Submitting an Individual Professional Development Plan UPPP):

1. **On the Great Bend Schools homepage under Faculty & Staff click the *Professional Growth* link** or open the internet and go to **https:*t* /app.frontlineeducation.com**

2. Complete the Login information on the main screen using your Frontline username and password.

3. On the left navigation, under **"My Info"** click on **"My User Profile"** to verify your account information and preferences are accurate. Make any changes and submit the form. You will receive a "Form Saved" message confirming success.

4. On the left navigation, under **"Forms"** Click on **"IPDP Form"** and complete your "Individual Professional Development Plan". **Enter your name, current Teaching Assignment and degree information that is listed on your license, including any endorsements you might have. Enter the effective and expiration dates of your current or new certification license.** Select the School District "Great Bend Schools USD 428". **Highlight In-Service Goals, etc. copy and paste into respective boxes. Please Do Not type in your own personal goals. Mark every box under the District Goals and the Building Goals. Click the SUBMIT button.** You will receive a "Form Submitted" message confirming success. **Each time you renew your certification license you will need to submit a new IPDP.**

5. From the main Professional Growth screen, you can also:
    - **a.** Browse the District Catalog/Calendar -
        - **i.** Under "Activity Catalogs" click the "District Catalog" link or the "Calendar" link.
        - **ii.** Browse the district offerings and click the title of an activity if you are interested in participating.
        - **iii.** Click the button to request approval/sign up for the activity.
        - **iv.** Complete the form (if necessary) and submit it.
        - **v.** The activity should then be available in your "My Current Activities" box in the appropriate status.

b. Submit a Form -

i. Under "Forms" Click the appropriate form on the left side.

ii. Complete the form. Submit the form.

c. View your Portfolio -

i. Under "My Info" click the "My Portfolio" Link to view all of your professional development.

ii. Use the Left Navigation to view your activities based on different criteria.

6. For further details on using this and other functions of Professional Growth, you can access tutorials, how-to's, and other resources, click the (?) At the top on the left.

Appendix B

Frontline Professional Growth

Step-By-Step Guide

Request for Points

Submitting a Professional Development Request for Points: **After** you have attended a workshop, conferences etc. submit this form to request in-service points. After you have submitted the request, the form is routed for approval. To **receive Final Approval, you MUST submit documentation verifying attendance for sessions attended to your PDC building representative.**

This form is used for workshops, conferences, not listed in the catalog or sponsored by the district. To use it:

a) Log into "Professional Growth"
b) Under "Forms" click the "Prof. Dev. Request" form listed under the Fill-In Forms
c) Complete the form
d) Click submit
e) If submitted successfully, you will receive a Form Saved message

After submitting a ***"Professional Development Request for Points"*** you will **NOT** receive **IDP Points until the *"Professional Development Request for Points"* is Marked Complete.**

So, it should go something like this from start to finish:

1) You attend a workshop or conference.

2) You submit a *"Professional Development Request for Points".*

3) Your form gets approval from the appropriate admin, PDC rep, etc.
4) The request will then show up under "Learning Plan" under ***"My Requests"*** **as** ***Approved and In Progress.***
5) **To Receive Final Approval AND IDP Points you MUST ...**
6) Complete the evaluation/validation form and,

7) **Important step,** mark the activity complete, submit for final approval.

8) Final approver (the PDC Committee) reviews and approves. Your record is complete and can be viewed in your portfolio.

9) Once Final Approval has been given, the IDP points will show on your transcript.

Appendix C

Frontline Professional Growth

Step-By-Step Guide

Submitting a Request for College Credit

For District Salary Increment you will need to fill out additional paperwork with the District Office.

<u>Submitting a Request for College Credit:</u> All classes taken for College Credit must have a 'Prior Approval for College Credit" form filled out and submitted to the Curriculum Director at the Ed Center for approval, before the class is taken.

After you have completed the College course, log into Professional Growth and complete the application for College Credit form located on the left.

After you have submitted the request, the form is routed for approval.

This form is used for College Credit
a) Log into "Professional Growth"
b) Under "Forms" click on "College Course" under the Fill-In Forms
c) Complete the form
d) Click submit
e) If submitted successfully, you will receive a Form Saved message

After submitting a ***"College Hours Award Credit" form*** you will **NOT** receive **IDP College Credit hours until the** ***"College Hours Award Credit" form*** **is Marked Complete.**

So, it should go something like this from start to finish:

1) You request a Prior Approval for College Credit, attend the College Class.
2) You submit a ***"College Hours Award Credit"*** form for approval.
3) Your form gets approval from the appropriate admin, PDC rep, etc.

4) The request will then show up under "Learning Plan" under **"My Requests" as Approved and In Progress.**

5) **To Receive Final Approval and IDP College Credit points you MUST**

6) Complete the evaluation/validation form and,

7) **Important step,** mark the activity complete and submit for final approval.

8) Final approver (the PDC Committee) reviews and approves. Your record is complete and can be viewed in your portfolio.

9) Once Final Approval has been given, the IDP College Credit points will show on your transcript.

Appendix D

Professional Development Regulations

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

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

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

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203

(a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

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

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

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

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an

additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:
(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of a "B" or higher.
(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:
(1) An application for renewal;
(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
(A) Has completed all components of the national board for professional teaching standards assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).
(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the following:
(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).
(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
(1) Verification that the person has earned, within the last five years, a minimum of 50 professional

development points under an approved individual development plan filed with a local professional development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.
(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.
(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.
(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
(1) Apply for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

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

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

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

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

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) “Educational agency” means a public-school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

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

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

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

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

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

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

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

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service

activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

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

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

(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Professional Development Plan

Catholic Diocese of Salina
District/Z0030
2023-2028

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

5-year Professional Development Plan Approval

The Catholic Diocese of Salina Professional Development Council approved the following plan, at its meeting held on 8/28/24, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Mona Bonilla Gordon — 8-29-24

Signature — Date

The Bishop of the Diocese of Salina approved the following plan on 8/28/24, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Bishop of the Diocese of Salina: + Jason J. Vi

Signature

8/29/2024

Date

Plan Updates

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

Add pages as needed

ABOUT THE SALINA DIOCESE
The Salina Diocese serves 2,253 PreK – 12 students in 10 counties across 26,000 square miles. There are over 200 teachers employed by the diocese in fifteen separate schools. Each parish has its own autonomy in creating policy and supporting financial resources for the schools.

DIOCESAN MISSION STATEMENT
Through their educational programs, the Catholic schools of the Diocese of Salina, prepare young people to impact the world for Christ through productive service and responsible Christian leadership.

In union with the family and the Church, the Catholic schools of the Diocese of Salina prepare young people to impact the world for Christ and to attain their eternal destiny by providing a Catholic Christian learning environment, based on the values of Jesus Christ, that promotes academic excellence, fosters mutual respect, demands moral responsibility, encourages self-growth, and nurtures Christian service to others.

To fulfill this mission, the Catholic schools of the Diocese of Salina strive to:

- create Christian educational communities where human knowledge, enlightened and enlivened by faith, is shared by teachers, students and parents in a spirit of freedom and love.
- relate all human culture to the good news of salvation, so that the life of faith will illumine the knowledge which students gradually gain of the world, of life and of humankind.
- offer personal experiences in Christian living through liturgy, sacramental life, prayer, guidance and example.
- provide opportunities and experiences which emphasize Christian involvement and service to others.
- help each student to develop a positive attitude toward lifelong education, including the power to think critically and constructively, to solve problems and to reason independently.
- promote physical fitness and encourage habits which maintain sound spiritual, physical, mental and emotional well-being.
- foster the development of the social skills, aesthetic artistry, and technological mastery necessary to function productively in our global environment.
- provide opportunities for certified school personnel to enhance their knowledge and develop skills that will enable them to prepare students for productive citizenship in a global society.
- allow school personnel to increase knowledge and strengthen skills in their specialized content areas in order to fulfill the needs of their respective positions through systematic performance improvement.

MISSION OF PROFESSIONAL DEVELOPMENT OF CERTIFIED TEACHER:

The mission of the Salina Diocesan Professional Development program is the increased effectiveness of each school's educational program through a systematic process of continuous personal, professional, attitudinal, and spiritual growth for all certified personnel.

To facilitate the attainment of this mission, the Salina Diocesan Professional Development Program is designed to:

- provide opportunities for certified school personnel to enhance knowledge and develop skills which support their role as professional and spiritual educators.
- develop meaningful in-service programs and situations that will enable certified personnel systematically to improve their job performance.
- stimulate creativity and encourage initiative in designing teaching/learning experiences fashioned to attain specified student learning outcomes; and
- improve classroom instruction by providing knowledge and skill in the use of a variety of instructional methods that will involve students in innovative, challenging and constructive learning experiences.

VISION:

It is the vision of the Catholic Schools of the Diocese of Salina that professional development is essential for all staff members to strive in consistent improvement in our educational programs and attain the fulfillment of our educational vision. We believe that all staff members should be given ample opportunity for professional growth and for the development of those skills and competencies designed to facilitate their own successful accomplishment in meeting the identified needs of students and the goals of individual school improvement plans. We also believe that the primary focus of professional development should be the provision of improved learning experiences for students, generated through the continuous instructional, attitudinal, personal and interpersonal growth of staff on the diocesan, school and personal levels.

PURPOSE:

The purpose of the Salina Diocesan Professional Development is to provide a framework for the continued growth and development of the certified staff members of the Catholic schools within the diocese. On the diocesan, school, and personal levels, it is to serve as a guide in providing appropriate activities and experiences directed toward increasing school improvement-related knowledge, understanding, attitudes, skills and competencies for all staff members. These endeavors are to address identified student needs and particular instructional outcomes through:

1) providing assistance for specific concerns
2) furnishing exposure to current trends or innovative ideas and techniques
3) fostering the intensification of inspiration, motivation and dedication
4) facilitating results based school improvement efforts at the building and diocesan level
5) improving subject area knowledge of staff
6) increasing the acquisition of skills in ministering in an educational environment
7) continuing individual and professional growth

Table of Contents

SECTION	TITLE	PAGES
Section One	Professional Development Council (PDC)	7-12
Section Two	The District/System Professional Development Plan	13-14
Section Three	Individual Professional Development Plan	15-19
Section Four	Award Professional Development Points for Re-licensure	19-26
Appendix A	Accreditation Goals	27
Appendix B	PDC Training Verification Form	28
Appendix C	Goal Forms – Frontline IPDP Forms	28
Appendix D	Teacher Training Handout	29-30
Appendix E	PDC Point/Transcript Procedures	30

Section One
Professional Development Council (PDC)

Introduction

The Catholic Diocese of Salina is committed to providing effective, relevant, collaborative, and sustainable professional learning for all educators and administrators. With a steadfast obligation to all students, professional development in the Catholic Diocese of Salina supports our Core Values to increase students' communication, critical thinking, and social-emotional skills. Professional learning activities shall include implementation, facilitation, and evaluation of knowledge, skills, and concepts that create rigorous and relevant learning experiences for all students. Our diocese strives to enhance student well-being, increase program effectiveness, and strengthen our capacity to ensure every student has exemplary educators with professional growth provided.

Diocesan PDC Council Vision – is to enhance professional relationships and provide quality educational services.

Diocesan PDC Council Mission – is to provide quality, cost-effective, progressive educational services that are relevant and responsive through positive relationships and open communication. The core values of the Diocesan PDC Committee are:

- **Accountability –** We believe in responsible actions that influence the lives of our students, school communities and fellow workers.
- **Integrity –** We believe in honesty, dependability, respect and consideration of others.
- **Leadership –** We believe in empowering people to make extraordinary things happen through progressive and innovative actions.
- **Service Excellence –** We believe in the commitment of each educator to contribute to the individual needs of our students and school communities in a manner that exceeds their expectations.
- **Resourcefulness –** We believe in responsible planning and management of resources.

Diocesan Purpose: The Office of Education writes, coordinates, and administers the Diocesan Professional Development Plan and is responsible for the development and management of policy and procedures regarding individual, building, and diocesan-level professional and staff development.

The diocesan PDC represents both certified teachers and leadership. Each member is selected by the group he/she represents. Each school has an individual PDC council and a representative from each school comprise the diocesan PDC. Teachers can outnumber leadership, but leadership cannot outnumber teachers. The PDC has 10 members (6 teachers and 4 administrators). The superintendent or designee oversees the PDC council and is only a voting member in the event of a tie.

In addition to policies and procedures, the PDC develops and maintains a Diocesan Professional Development Plan that is approved by the Diocesan governing board and meets the criteria established by the Kansas State Board. These criteria are:

1) Establishment of a professional development council
2) An assessment of staff development needs
3) Identification of goals and objectives
4) Identification of activities
5) Evaluative criteria
6) Procedures for awarding professional development points

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

Membership

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

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.

Our PDC represents 15 schools in a geographical area that makes up a quarter of the state of Kansas. The Diocese of Salina represents different types of schools from rural, to urban, to inner city; from PreK-6, PreK-8, 7-12 to 6-12.

PDC Selection

PDC members serve a three-year term but can choose to serve multiple terms. As members transition off the council, volunteers are solicited from around the Diocese. Representation is made up of administrators and teachers from each school.

Members of the Catholic Diocese of Salina 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 Superintendent is responsible for ensuring that the ratio of teachers to leaders is correct and will act to inform the PDC so it can fill vacancies as soon as possible using the process described below. Vacancies can be filled at any time during the school year

1.3 Licensed Teacher Groups Represented:

Groups Represented	Number
St. Andrew's-Abilene	1
St. John's-Beloit (Grade and MS/HS)	1
Sacred Heart-Colby	1
St. Mary's-Ellis	1
St. John's-Hanover	1
Holy Family-Hays	1
Thomas More Prep-Marian (TMP-M)-Hays	1
St. Francis Xavier-Junction City	1
Manhattan Catholic Schools (MCS)-Manhattan	1
St. Joseph's-Oakley	1
Sacred Heart-Plainville	1
St. Mary's-Salina	1
Sacred Heart-Salina	1
Tipton Catholic-Tipton	1
Total	14

1.4 Licensed Teacher Group Selection Process:

Usually in the Spring, the Superintendent will inform building principals to email their staff and let them know a new PDC member is needed for the building. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. Principals and others may also encourage teachers to run for selection. The principals will use a Google form to send out the list of names, even if just one, and each staff member will return his/her choice. Once someone is selected, principals will let the Superintendent know the name of that person. Documentation for this process is kept in the PDC Google Drive.

1.5 Licensed Leader Groups Represented:

Groups Represented	Number
St. Andrew's-Abilene	1
St. John's-Beloit (Grade and MS/HS)	1
Sacred Heart-Colby	1
St. Mary's-Ellis	1
St. John's-Hanover	1
Holy Family-Hays	1
Thomas More Prep-Marian (TMP-M)-Hays	1
St. Francis Xavier-Junction City	1
Manhattan Catholic Schools (MCS)-Manhattan	1
St. Joseph's-Oakley	1
Sacred Heart-Plainville	1
St. Mary's-Salina	1
Sacred Heart-Salina	1
Tipton Catholic-Tipton	1
Total	14

1.6 Licensed Leader Group Selection Process:

Before the start of the school year at the first leadership meeting, building leaders will meet to discuss which one will represent their schools on the PDC. If there is only one licensed leader in a building that staff is the PDC member by default. Once someone is selected, principals will let the Superintendent know the name of that person. Documentation for this process is kept in the PDC Google Drive.

PDC MEMBERS

Community	School	School Leader	Teacher
Abilene	St. Andrew's	Christina Whitehair - Leader	Sharon Wilson - Teacher
Beloit	St. John's	Marcy Kee - Leader	Kelly Peters - Teacher
Colby	Sacred Heart	Troy Langdon - Leader	Amanda Juenemann - Teacher
Ellis	St. Mary's	Patti Park - Leader	Patty Meagher - Teacher
Hanover	St. John's	Amanda Cook - Leader	Matthew Heuer - Teacher
Hays	Holy Family	Amanda Meagher - Leader	Paula Beck - Teacher
Hays	TMP-M	Chad Meitner - Leader	Shawn Denton - Teacher
Junction City	St. Francis Xavier	Shawn Augustine - Leader	Taylor Hagge - Teacher
Manhattan	MCS	Michael Hubka - Leader	Heather Fischer - Teacher
Oakley	St. Joseph's	Michelle Selzer - Leader	Cheryl Ostmeyer - Teacher
Plainville	Sacred Heart	Sara VonFeldt - Leader	Traci Johnson - Teacher
Salina	St. Mary's	Tymony Bonilla - Leader	Sarah Torrey - Teacher
Salina	Sacred Heart	John Krajicek - Leader	Anna Bonilla-Gordon - Teacher
Tipton	Tipton Catholic	Gery Hake - Leader	Cheryl Germann - Teacher

Responsibilities

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

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.

Annual Training

The Catholic Diocese of Salina 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 PDC training is done as a group during a meeting each fall. We use the training video provided by the state or a service center. If an individual is absent for the training, then they are trained virtually. A form is filled out to acknowledge training was completed and the form is kept in a binder with the PDC chair. See Appendix B. The superintendent signs off on the form to ensure all PDC members have completed the annual training. The documentation will be stored in PDC Google Drive. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

Operational Procedures

In addition to policies and procedures, the PDC develops and maintains a Diocesan Professional Development Plan that meets the criteria established by the Kansas State Board of Education. Professional Development Plan forms are housed on the Diocesan Teacher Resource page and electronically in Frontline Education Professional Growth Platforms. All transcripts, forms, and documentation are stored in Frontline. The PDC Chair will coordinate with the diocesan

superintendent or his designee to schedule PDC meetings.

1.50 Officers

As selected representatives of the teacher and leader-licensed staff, the PDC members will select their officers at the first meeting of the new year using the process in section 1.52 Decision-making. As part of being the advisory council for the Diocese of Salina, the Bishop will confirm the newly selected PDC Chairperson. If for some reason the Bishop cannot confirm the person the PDC members elected, the Superintendent will contact KSDE to discuss options.

Officer Title: Chairperson
Officer Duties

1. Establish agendas
2. Assist superintendent in development activities
3. Assist with the appeal process

Officer Title: Secretary
Officer Duties

1. Record minutes of Diocesan PDC meeting
2. Record Minutes of Appeals

1.51 Meetings

The Diocesan PDC Council may meet twice a year or as needed when scheduled by the Salina Diocese Catholic School Office. Additional meetings are scheduled as needed; for example, if a summer meeting is needed to approve educator points for summer renewals. The meetings are held to approve points and to make appropriate planning decisions regarding professional development or to discuss suggested changes to procedures. PDC members are notified of meetings through email which include the agenda and they are also posted on the yearly calendar. Calendar invites are shared with all members by the PDC chair. Minutes of each meeting are emailed to all diocesan schools.

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 15 members, with 7 or fewer of those being leaders, constitute a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The PDC Chair should not be used as a tiebreaker except for an urgent reason.

1.53 Documentation

Documentation is kept in the following areas:

- Frontline-Maintains PD Points, including transcripts and college credit, and IPDPs.
- PDC Google Drive-Annual training certificates and other documentations, such as the PD plan updates, and PDC agendas and meeting minutes.
- PDC Folder for PDC emails maintained by the Superintendent

1.54 Communications

Information about PDC meetings and their results and other PDC activities is related to building staff by the PDC representatives of those buildings. Such updates or announcements of activities may also be included at the All staff meeting in Salina in November or be posted on mylearningplan.

1.55 Approvals

Approvals for PD points and IPSPs are done through Frontline. The PDC gives the building principals authority to approve these. The principals will then forward a list of PD points and/or IPDP's to the PDC for approval on the consent agenda. All non-approvals in the consent agenda batches will be pulled and added to the meeting agenda to be discussed individually. Non-approvals of IPDPs can be appealed using the Appealing the Non-approval of an IPDP by the PDC process outlined in Section 3.

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

Section Two

The District/System Professional Development Plan

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

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

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

(1) Establishment of a professional development council

(2) an assessment of in-service needs

(3) identification of goals and objectives

(4) identification of activities

(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.

Each council shall have the following responsibilities:

(1) 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.

The Professional Development Plan of the Catholic Diocese of Salina oversees the creation of a five-year professional development plan which aligns with goals of the accreditation cycle. As demonstrated in the sections below, this professional development plan includes the following:

1. An assessment of in-service needs
2. Identification of goals and objectives
3. Identification of Diocesan level and school level activities
4. Evaluation criteria to determine the level of success
5. Reporting to the stakeholders about the success of the plan

While the creation, implementation, and evaluation of the plan is the primary responsibility of the PDC, the PDC works closely with the Diocesan Accreditation Team and Superintendent's Office, on all aspects of the plan.

The Diocesan Professional Development plan is documented in a shared google doc, with a hard copy maintained by the Office of Education.

Assessment and prioritization of school improvement needs

Coinciding with the Accreditation cycle, every five years a needs assessment is conducted at all schools. Information is gathered at the school level from focus groups, surveys, and book studies. Focus groups include students, teachers, and administrators. The needs assessment is done either electronically or on paper; it is then collected and saved at the Catholic School Office.

The Diocesan Accreditation team and Superintendent's Office review the needs assessment completed by all schools, the school improvement targets, and any related results-based staff development goals to determine diocesan-wide in-service needs. The results are shared with all schools.

Identification of Goals and Objectives to Achieve the In-service Needs

The Diocesan Accreditation team and Superintendent's Office review the needs assessment data, state assessment results, graduation rates, post-secondary success rates, and progress towards the state board outcomes to identify diocesan-wide goals and objectives. These goals and objectives are reviewed by various Stakeholder groups including local school councils. These stakeholder groups provide feedback on the diocesan plan.

The Goals and Objectives of the Diocesan Professional Development Plan are integral to the Diocesan Cognia Plan. Both plans include the same two SMART goals, with specific objectives under each goal.

Electronic documentation is maintained by the Catholic School Office to provide for collaboration among the Diocesan Accreditation team, Superintendent 's Office, and the local PDC.

Identification of Activities and Actions to Achieve the Goals and Objectives

The Diocesan Accreditation team, Superintendent's Office and the PDC utilize the SMART goals and objectives to identify a list of activities and actions to meet those goals. Researched-based professional development activities and interventions are utilized whenever appropriate. Specific documentation and enumeration can be found in the Diocesan Cognia plan.

Evaluative Criteria to Determine Levels of Success in Meeting the In-service Needs

The Diocesan Accreditation team, Superintendent's Council and the PDC utilized the needs assessment, KESA /Cognia requirements, board outcomes, the District Report Card and the District Accountability report to create evaluative criteria to determine levels of success for the District Professional development plan. The needs assessment for the next five-year cycle will also determine the success in meeting the in-service needs of teachers and whether new goals or continuation of current goals best meet the needs of our teachers.

Reporting Results of Evaluation of In-service Needs

The Diocesan Accreditation team, Superintendent's Office and the PDC share the results of the evaluation with the teachers, individual school councils, and the Cognia OVT (Outside visitation team) to ensure all stakeholders have ownership in the process and its outcomes.

Amending the Professional Development Plan

The Diocesan Accreditation team and the PDC review the Diocesan Professional Development plan, and Cognia plan, annually. This is to ensure a focus on the immediate needs of our teachers and schools. If this review shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the Superintendent or designee 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. Then the accreditation team and principals will promulgate the change to the schools and teachers.

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 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.

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. (Insert District/System Name and/or Number) uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

3.1 Collaborate with a designated supervisor.

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

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

3.2 Assess individual needs.

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

3.3 Determine individual professional development goals.

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

3.4 Determine individual professional development strategies.

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

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

3.5 Write the Individual Professional Development plan.

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

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

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

3.6 Analyze progress.

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

3.7 Revise the plan as necessary.

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

Individual Plan for Salina Diocese Evaluation Process

Professional Goals for All Personnel

All employees must submit two (2) new annual goals tied to both professional development and the evaluation system on their Individual Professional Development Plans (IPDP) in August of each year, or upon employment, if after August within a given year. The goals must be tied to professional responsibilities and be written as SMART Goals (S = Specific; M = Measurable; A = Attainable; R = Reasonable; T = Time-Bound). Goals will be reviewed as part of the annual evaluation and growth data by supervisors. Goals must be tied to either School-wide or Diocesan Goals. These school and Diocesan goals are taken from the Cognia plan. (See Appendix A)

Goal statements should be written based on the following format: Time-Bound + Specific Statement of Activity + Measurement.

Determine Individual Professional Development Strategies and Write a Plan

Teachers will utilize their goals to develop strategies and identify professional development opportunities that will help them meet their goals. Teachers are encouraged to use both district-wide and school-wide opportunities as appropriate. In addition, they can select university classes or individual professional development opportunities that address their needs.

Teachers will then compile their goals and strategies into their IPDP for the school year. IPDP forms are available in Frontline Education Professional Development Program. They will be available each August at Back-to-School meetings for all employees under the supervision of the local administrator.

Analyze and Revise IPDP

IPDP must be submitted by the teacher to their supervisors by September 15. The supervisor will review and approve IPDP in Frontline. Once approved, the IPDP will go, electronically, to the PDC for review and approval. All IPDPs should be signed by both the individual and the supervisors prior to submission to the PDC. Rewrites of goals and strategies, as suggested by the PDC, should be re-submitted to supervisors and then to the PDC. Employees will be notified through Frontline Education Professional Development of approval status. Using Frontline Education Professional Development, the submission of the form replaces the need for signatures.

Once approved, the IPDPs should be periodically reviewed to establish the basis for evaluation of the employee for that school year. Please keep documentation of progress toward achieving your goals throughout the school year for discussion purposes during the evaluation visit each year.

We will include evaluations after all Diocesan-wide conventions and PD opportunities. In addition, all teachers must complete an individual evaluation of every PD opportunity that they submit in Frontline Professional Development.

See Appendix C for IPDP forms.
See Appendix D for PDC Training handouts.

<u>IPDPs for Licensed Professionals who live or work in the district but are not employed by the district</u>

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

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

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

As a private accredited school in Kansas, (Insert system name and or number) does not fall under the requirements of KAR 91-1-206. Professional development plans for license renewal.

Appealing the Non-approval of an IPDP by the PDC

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

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

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

Section Four

Awarding Professional Development Points for Re-licensure

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

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

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

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

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

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

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

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

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

4.0 Introduction

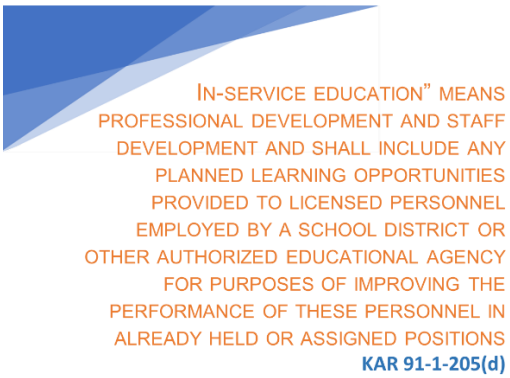
This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

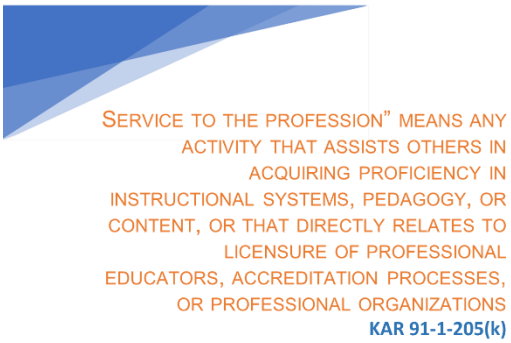
One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points.

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

4.1 Definitions

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





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 2.6.

Awarding Points in Three Levels

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

Level I – Knowledge

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

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

- Knowledge level (baseline) points can come from multiple activities at the knowledge

level.

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

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

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

Level II – Application

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

Level III – Impact

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

4.4 Indicators for the Three Levels

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

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

Verification required may include one of the following:

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

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

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

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

Level II Application Indicators:

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

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

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

- Direct observation using trained observers or video/audio tapes.

- Structured interviews with participants and their supervisors.

Evidence such as:

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

Examination of participants' journals, portfolios or other artifacts.

Level III Impact Indicators:

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

Organizational Change = 3 X Level I points

Verification required may include one of the following:

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

Verification required may include one of the following:

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

Process for Licensed Personnel Applying for Professional Development Points

1. The Salina Diocese promotes continued professional learning for all licensed employees. Local Professional Development Councils will approve points for professional learning opportunities directly connected to professional assignments of licensed employees. Points will be determined on a case-by-case basis even if no PDC goal was written for that specific topic. If there is a conflict, the Salina Diocese will make the final determination.
2. All Salina diocese licensed personnel are required to use Salina Diocese's PDC for professional licensure requirements rather than districts where they might live, be housed, or assigned. Former Salina Diocese employees, or other teachers living in our district boundaries can request to the PDC to be added to Frontline and utilize our process.
3. All licensed employees of the Salina Diocese must utilize the Individual Professional Development Plan to receive PDC points on an official transcript to be used for license renewal through the Kansas Department of Education, including those using college credit to renew a license. Any employee holding a bachelor's degree or above, and who must have a teaching license on file with a school in the Salina Diocese to perform his/her job, must use graduate hours for licensure. Undergraduate hours must be approved by the building principal and or associate superintendent prior to submission of points to the PDC.
4. To apply for points, participants must have an approved Individual Professional Development Plan (IPDP) on file in Frontline Education Professional Development.
5. Once a participant has accumulated a basic knowledge of new content or professional instructional practices, or developed points through service to the profession, a Level 1 Knowledge Form must be completed and submitted. All requests for points will be reviewed for approval.
6. Participants receive points based on KSDE's formula of 1 hour of learning or service to the profession equals 1 PDC point. College credit equals 20 PDC points as converted on the transcript. Documentation to support the

number of requested hours is required for point approval. All PDC forms are in the Frontline Education Professional Development Program.

7. Participants wishing to double their Level 1 points through application of their new knowledge can submit a Level 2 Application Form after evidence of application is collected. Level 2 Form should be submitted following a minimum of six (6) months of implementation of the concepts identified in approved Level 1 Form.
8. Participants wishing to triple their Level 1 points through measuring impact can submit Level 3 Impact Form following the approval of Level 1, after data has been collected on student achievement.
9. If a teacher's individual development plan is denied by the local PDC, the teacher has the right to appeal the Superintendent who will discuss the situation with the PDC chair and come to a conclusion.

See Appendix B for PDC Verification Form

Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 8/1/23)

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. 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.

7. **Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?**
   Yes. The professional development council will need to determine the level when they award the points.

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

9. **Can points be earned for attending a coaching clinic or course?**
   The two areas for licensure renewal listed in the question above are addressed here:

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

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

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

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

Appendix A

Accreditation Goals

Goal 1: Relationships - The Catholic Schools of the Salina Diocese are going to commit to building and fostering relationships with its shareholders to develop trust, increase transparency, and develop positive perceptions of the school climate. Improvement in the Catholic Identity Parent Survey in the following areas will be utilized to track perceptions: C15, C14, C16, C11, C7.

Goal 2 – Academic Success - Students will demonstrate improvement in core curriculum: Math, Science and ELA. Target areas in State Assessments, ITBS, and ACT are set as goals for the cycle.

State Assessments	Math	Science	ELA
The amount of students in Level 3-4	55%	50%	55%
ITBS			
Above NPR	72.5%	75%	70%

	Comp.	Math	STEM	ELA
ACT	24	25	25	25
ARK (Assessment of Religious Knowledge	First Year of Assessment – Student Knowledge Baseline data			

Appendix B
PDC Training Verification Form



Frontline
Education_RequestFor

Appendix C
IPDP Forms



Frontline
Education_IdvGrowthP

Appendix D
Teacher Training Handout
Earning PDC Points

A. PDC points earned must meet the following criteria:
   1. Points will be awarded according to the KSDE guidelines
      a. Level 1 Knowledge – One hour of "clock time" equals one professional development point.
      b. Level 2 Application – 2 times Knowledge Level points.
      c. Level 3 Impact – 3 times Knowledge Level points.
   2. Each college credit shall count as 20 professional development points.
   3. Knowledge Level points have to be earned during the life of the license (or matching the KSDE's criteria as published on its website at www.ksde.org). Application and Impact Level points may be based on knowledge earned in a previous licensure period.
   4. Points can be earned in any of the following three areas:
      a. Content – as defined by K.A.R. 91-1-202.
      b. Professional Education – as defined by KSDE Professional Education Standards.
      c. Service to the Profession – defined as any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
   5. Knowledge Level points must be used as baseline points for Application and Impact Level points.
   6. Points for "Service to the Profession" can only be counted at the Knowledge Level and cannot be multiplied for Application or Impact Level points.
   7. No limits exist as to the number of points that can be accumulated at any level within a licensure period.

Suggestions for Appropriate Requests

Unless your request for points is aligned with at least one goal on your approved IPDP, the request will not be approved.

1. Complete all sections of each form as applicable to your request.
2. Provide complete documentation in alignment with the list on each form.
3. When counting time spent learning, do not include breaks and meals, unless a speaker presents during the mealtime.
4. All Application and Impact Level point requests must be supported by a copy of the original Knowledge Level form.
5. If you are turning in a log, be accurate in your time spent. Logs are accepted as documentation for committee work, study groups, special projects, classroom observations, etc. Logs are not accepted as documentation for workshops or formal professional development.

Steps to Re-licensure

Ready to Complete Your Individual Professional Development Plan?

1. Access the Frontline Education Professional Development https://www.frontlineeducation.com/pg-login
2. Complete the form, creating two professional goals: can be tied to SALINA DIOCESE's vision and mission, SALINA DIOCESE's core values, or professional goal tied to an area of individual need or interest.
3. Have your supervisor approve the form to indicate approval of the goals.
4. Submit form in Frontline Education Professional Development by Sept. 30.
5. All licensed employees must submit at least two (2) new annual goals tied to both professional development and the evaluation system on their Individual Professional Development Plans in August of each year or upon employment if after August within a given year. The goals must be tied to professional responsibilities, licensure requirements, and be measurable as well as reasonable for annual evaluation. IPDP forms are available in Frontline Education Professional Development and will be reviewed at Back-to-School meetings for all employees. IPDP's are due to supervisors by Sept. 30 of each year.

Distinction Between Professional Responsibility and Professional Growth:

Evaluation and PDC goals need to include new knowledge for the licensed person writing the goals as well as professional growth – becoming better at the job you have been hired to do. For evaluation purposes, professional growth is vital. For PDC purposes, the measurement is vital. Some goals can be approved by the Superintendent's Office for professional growth, even if they can't be measured for PDC points.

Ready to Learn Something New or Provide Service to the Profession?

1. Have a current Individual Professional Development Plan (IPDP) in Frontline Education Professional Development.
2. Request participation in the activity, professional development, or service commitment from your immediate supervisor.
3. Special projects for PDC points, including computer-based classes, book study, committees, etc. that do not include college credit, should be pre-approved by the SALINA DIOCESE Professional Development Council at a regularly scheduled meeting prior to beginning the project to ensure support of the project for points.
4. Complete the activity, collecting documentation to provide evidence of completion.

Ready to Request PDC Points to be Added to Your Transcript?

Using Frontline Education Professional Development

1. Access to Frontline Education Professional Development https://www.frontlineeducation.com/pg-login.
2. Complete the correct form and submit.
3. The form will be sent to your supervisor for approval.

Ready to Renew Your Professional License?

1. Complete the appropriate license renewal form from KSDE (available via www.ksde.org in the teacher licensure section).
2. Request an official copy of your PDC transcript from your building PDC representative.
3. Request any applicable official college transcripts.
4. Your building PDC rep will submit your transcripts to a Diocesan PDC representative to upload to KILAS
5. Submit application to KSDE within 6 months of your license renewal date.

Appendix E

PDC Point/Transcript Procedure

Educators can access their own PDC transcript any time by logging into Frontline and selecting My Info/Transcript. Teachers who need a PDC transcript from another district must contact that district directly.

If you have questions about your license, please call the Salina Diocese Catholic Schools' Education Coordinator at 785-827-8746 ext. 130.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**10/9/2024**
Sherry Root	Dr. Frank Harwood	Randy Watson		

Item Title:

Act on request from USD 259 Wichita, Sedgwick County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 259 Wichita, Sedgwick County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

See attached documents.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: WED 7. e
ATTACHMENT ONE

Staff Initiating:	**Deputy Commissioner:**	**Commissioner:**	**Meeting Date: 10/9/2024**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 259 Wichita, Sedgwick County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 259 Wichita, Sedgwick County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 259 Wichita, Sedgwick County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held September 25, 2024.

USD 259 plans to use the bond proceeds (not to exceed **$450,000,000**), to pay the costs to a) construct, furnish and equip new facilities, including a Trades Future Ready Center and an Early Childhood Center; (b) upgrade, remodel, rebuild, renovate, improve, equip, consolidate and/or construct additions to District facilities; (c) acquire and improve sites as needed; (d) make all other necessary improvements related thereto. Plans include to demolish and rebuild seven buildings and close seven schools and two administration centers.

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

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

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

Unified School District 259 Wichita	County: Sedgwick	
1. Current equalized assessed tangible valuation *	$4,208,586,408	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$589,202,097	
4. State Aid Percentage	2%	24-25 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$157,305,000	3.7%
6. Amount of bond indebtedness requested	$450,000,000	10.7%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$607,305,000	14.4%
8. Estimated amount of bond indebtedness authorized without approval	$589,202,097	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$18,102,903	0.4%

Forms Requested

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

September 17, 2024
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**10/9/2024**
Sherry Root	Dr. Frank Harwood	Dr. Randy Watson		

Item Title:

Act on request from USD 259 Wichita, Sedgwick County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 259 Wichita, Sedgwick County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

See attached documents.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: WED 7 e
ATTACHMENT ONE

Staff Initiating:	**Deputy Commissioner:**	**Commissioner:**	**Meeting Date: 10/9/2024**
Frank Harwood	Frank Harwood	Randy Watson	

Item Title:

Act on request from USD 259 Wichita, Sedgwick County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 259 Wichita, Sedgwick County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 259 Wichita, Sedgwick County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 259 plans to use the bond proceeds (not to exceed **$450,000,000**), to pay the costs to a) construct, furnish and equip new facilities, including a Trades Future Ready Center and an Early Childhood Center; (b) upgrade, remodel, rebuild, renovate, improve, equip, consolidate and/or construct additions to District facilities; (c) acquire and improve sites as needed; (d) make all other necessary improvements related thereto. Plans include to demolish and rebuild seven buildings and close seven schools and two administration centers.

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

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

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

Unified School District 259 Wichita	**County: Sedgwick**

1. Current equalized assessed tangible valuation *	$4,208,586,408	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$589,202,097	
4. State Aid Percentage	2%	24-25 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$157,305,000	3.7%
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7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$607,305,000	14.4%
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9. Amount of bond indebtedness above bond debt limit requested	$18,102,903	0.4%

Forms Requested

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

September 17, 2024
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number:

Staff Initiating:	Director:	Commissioner:	Meeting Date:	10/9/2024
Deborah Bremer		Randy Watson		

Item Title:

Act to approve school districts participating in the At-Risk Accountability Pilot Program

Recommended Motion:

It is moved that the Kansas State Board of Education approve school districts participating in the At-Risk Accountability Plan Pilot Program in 2024-2025 and 2025-2026 as required by House Sub for Senate Bill 387: USD 208 Trego County; USD 227 Hodgeman County; USD 234 Fort Scott; USD 265 Goddard; USD 369 Burrton; USD 376 Sterling; USD 378 Riley County; USD 385 Andover; USD 387 Altoona-Midway; USD 459 Bucklin; USD 480 Liberal; USD 489 Hays; and USD 500 Kansas City.

Explanation of Situation Requiring Action:

The process outlined in House Substitute for Senate Bill 387 to create the pilot program for the at-risk accountability plan in 2024-2025 and implement it in 2025-2026 states the State Board will select the ten school districts (diverse group) to participate in the project. The present volunteer districts are Wakeeney, Hodgeman County, Fort Scott, Goddard, Burrton, Sterling, Riley County, Andover, Altoona-Midway, Bucklin, Liberal, Hays and Kansas City. This information was shared with the board in September as a recieve item with the understanding that this item would be on the consent calendar in October.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **WED 7 h.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**
Randy Watson		Randy Watson	**10/9/2024**

Item Title:

Act to authorize Initiation of Request for Proposal process to negotiate a contract for State Board Attorney legal services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the Request for Proposal process to negotiate a contract for State Board Attorney legal services from July 1, 2025 to June 30, 2030, with the option of four one-year extensions in a five-year contract amount not to exceed $250,000.

Explanation of Situation Requiring Action:

The current State Board of Education attorney contract will expire on June 30, 2025. Under state law, this contract must be rebid through the Kansas Department of Administration, Office of Procurement and Contracts.

KSA 72-254 provides that the attorney for the State Board shall attend all meetings of the State Board of Education and render legal services as directed by the State Board. The State Board Chair and Vice Chair have reviewed and approved of the contract specifications. This will start the process for bidding a new attorney contract.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7. h

Staff Initiating:	Director:	Commissioner:	Meeting Date:	10/9/2024
Deborah Bremer	Amanda Petersen	Randy Watson		

Item Title:

Act on request to contract with Brookes Publishing for the purpose of making the Ages & Stages Questionnaires available statewide.

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 Paul H. Brookes Publishing Co., Inc., for the purpose of making the Ages & Stages Questionnaires available statewide in an amount not to exceed $375,000 for the period of July 1, 2025 through June 30, 2028.

Explanation of Situation Requiring Action:

The purpose of this agreement is to continue to provide all Kansas school districts and early childhood providers (including but not limited to Kansas Infant-Toddler Services (Part C) providers, home-based and center-based child care providers, local health departments, Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) offices, Part B special education providers, Early Childhood Block Grantees, Head Start and Early Head Start programs, home visiting programs, and health care providers) access to a single statewide Ages & Stages Questionnaires (ASQ) Online Account, and to allow those entities to provide developmental and social emotional screenings to all Kansas children birth through age 6 ½ years old (77 months and 30 days).

Kansas school accreditation regulations require each school system seeking accreditation have in place a method of data collection approved by the Kansas State Board of Education for collecting kindergarten-entry data (K.A.R. 91-31-32). In 2017 the Kansas State Board of Education selected the ASQ as the Kansas Kindergarten Readiness Snapshot tool following a competitive bid process. All Kansas elementary schools are required to partner with families of incoming kindergarten students to complete the Ages & Stages Questionnaires®, Third Edition (ASQ-3) and Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2). Families complete these questionnaires, which provide a snapshot of children's developmental milestones.

A variety of early childhood programs can use the ASQ to provide developmental and social-emotional screenings for children younger than kindergarten-age. Beginning in 2020, the Kansas State Department of Education has made a statewide ASQ Online system available for community-based early childhood programs to expand their ability to provide screenings using a valid, reliable tool. As the state implements its strategic plan for early childhood, aligning measurement and tools across agencies is critical to streamlining requirements for local early childhood service delivery organizations and providing shared, consistent messages to families regarding their children's development. Multiple state agencies have selected the ASQ to advance their early childhood work and have invested significant funding to build local and state capacity to administer this tool.

ASQ®-3/ ASQ®: SE-2 Parent/Guardian Consent Form – Print Version

IMPORTANT: BY SUBMITTING DATA AND/OR USING THIS WEBSITE, YOU GIVE YOUR CONSENT THAT ALL PERSONAL DATA THAT YOU SUBMIT MAY BE PROCESSED IN THE MANNER AND FOR THE PURPOSES DESCRIBED IN THE FOLLOWING PRIVACY POLICY.

Description and Purpose: The first 5 years of your child's life are very important because this time sets the stage for success in school and later life. During infancy and early childhood, your child will gain many experiences and learn many skills. Screening to check in on communication, gross and fine motor skills, personal, problem-solving, and social-emotional development can show how your child is growing and changing over time, and whether your child is meeting the typical developmental and social-emotional milestones in playing, learning, speaking, behaving, moving and interacting in relationships.

Kansas schools are partnering with families to better understand children's development by inviting you to complete the Ages & Stages Questionnaires®, Third Edition (ASQ®-3) and/or the Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®: SE-2). These questionnaires provide a snapshot of a child's development. The organization offering this screening/ monitoring service to you will discuss your child's screening results with you and provide any appropriate referrals and next steps.

Maintaining your child's privacy is of utmost importance. The data from your child's questionnaire(s) may be used for the following purposes:

1. The organization offering this screening/ monitoring services to you will input screening data into an online database as part of their screening/ monitoring program.

2. Statewide access to this screening/ monitoring program is made possible by the Kansas State Department of Education. Personal data will be transferred to designated Kansas State Department of Education employees, and authorized partners for further processing in accordance with the purposes for which the data was originally collected or for purposes to which you have subsequently consented. Where appropriate, before disclosing personal data, we contractually require the recipient to take adequate precautions to protect that data and maintain confidentiality.

3. To generate state- and regional-level aggregate summary-level reports that can be shared for purposes of scholarly research and analysis, including use in professional presentations and publications and to improve early childhood services throughout the State of Kansas.

4. ASQ results completed during a springtime enrollment or orientation event will be transferred to the school in which an incoming kindergartener enrolls and attends in the fall.

Note: By signing below, you are agreeing to the consent or authorization information outlined on this page. Your consent can be revoked at any time by contacting the organization providing your child's developmental screening.

I have read the information provided about the ASQ®-3/ASQ: SE®-2®, and I wish to have my child participate in the screening/ monitoring program. I will fill out questionnaires about my child's development and will promptly return the completed questionnaires and I consent to this data being used as described in the information provided.

_____

Parent's or guardian's signature

_____

Date

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:	Director:	Commissioner:	Meeting Date:	10/9/2024
Beth Fultz	Beth Fultz	Randy Watson		

Item Title:

Contract with the Agile Technology Solutions at the Assessment and Achievement Institute at the University of Kansas to develop and field test the US Department of Education grant award for PRISM.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Agile Technology Solutions at the Assessment and Achievement Institute at the University of Kansas to develop and field test the US Department of Education grant award for PRISM (Partnership to Review and Improve Student Performance via Multiple Measures).

The contract will be effective from October 1, 2024, through September 30, 2028. The total amount of the contract shall not exceed $2,409,390.

Explanation of Situation Requiring Action:

KSDE partnered with Agile Technology Solutions (ATS) at the University of Kansas to submit a competitive grant for enhanced assessment instruments to the US Department of Education. Our submission proposal included the development and implementation of professional learning materials and coaching that would assists teachers in utilizing, administering, and interpreting interim assessments and associated results, (2) develop additional mini-test items to provide an expanded pool of resources, (3) update the existing Kite assessment system to include the standards visualization tool and provide quantitative data to families, and (4) evaluate the usability and effectiveness of PRISM.

The PRISM project includes the development of new assessment items for third-grade English language arts, math, and science, enabling teachers to evaluate each standard with three unique forms per year. The PRISM project will engage two cadres of educators to receive assessment literacy training and use advanced tools to adapt instruction. Additionally, the PRISM project will develop detailed student reports to be used by parents and educators to guide future student learning.

The total four-year grant request was $3,676,537. KSDE will contract with ATS for $2,409,390 to develop and field test PRISM. The remaining $1,267,147 will be used by KSDE to fund personnel expenses for project management and provide professional development and learning activities in conjunction with ATS staff. The additional staff will help meet the grant goal of providing the opportunity for project specific professional development and learning to every public school in Kansas.